



SAFEGUARDING POLICY

Rationale

This policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children 2018. This policy reflects the statutory requirements within Keeping Children Safe in Education 2023 (KCSIE) and Doncaster Children's Safeguarding Partnership (DSCP) local policy and procedures. It also considers local lessons learned to ensure all children, young people and families in Doncaster are supported.

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The purpose of this policy statement is:

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

This policy applies to anyone working on behalf of **Thorne King Edward Primary School**, including senior managers and the board of Governors/Trustees, paid staff, volunteers, sessional workers, agency staff and students.

Supporting Documents

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

- Child Protection policy inc FGM
- Child Protection Procedures
- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Behaviour
- Use of 'reasonable force'
- Safer recruitment
- Online safety
- Anti-bullying
- Complaints
- Whistleblowing
- Health and safety
- Managing medicines/Intimate Care
- Mental Health
- SEND
- Attendance/Children missing in Education

This policy comes into force on 1st September 2023 in line with KCSIE regulations. Published guidance can be found at the link below:

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

Revision history

revision	date	description	author	job role
1	20.8.23	ADAPTED TO KEP	K ALLSOPP	DSL

Important Safeguarding Contacts

	Name, email and contact no.
Designated Safeguarding Lead (DSL)	Kerry Allsopp Kerry.allsopp@thornekingedward.co.uk 01405 813522
Deputy Designated Safeguarding Lead (DDSL)	Helen Barrett Helen.barrett@thornekingedward.co.uk 01405 813522
Safeguarding governor/trustee	Sarah Louise Caldwell Sarah.caldwell@thornekingedward.co.uk 01405 813522
Contact for Operation Encompass	Kerry Allsopp Kerry.allsopp@thornekingedward.co.uk 01405 813522
Online Safety Lead	Kerry Allsopp / Andy Littlefair Kerry.allsopp@thornekingedward.co.uk Andy.littlefair@thornekingedward.co.uk 01405 813522
Mental Health Lead	Matt Petch Matt.petch@thornekingedward.co.uk 01405 813522
Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich LADO@doncaster.gov.uk 01302 737332 Helen Myers LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children’s Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildrenAssessmentService@doncaster.gov.uk
Out of hours Children’s Social Care	01302 796000
Professionals line – Social Care	01302 737033
Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central – 01302 862680 North – 01302 737994 East – 01302 737686 South – 01302 735907
Your Place, Your Family	Central – 01302 736409 localsolutioncentral@doncaster.gov.uk

Your Place Your Family Teams Doncaster Safeguarding Children Partnership (dscp.org.uk)	North – 01302 736787 localsolutionnorth@doncaster.gov.uk East – 01302 736336 localsolutioneast@doncaster.gov.uk South – 01302 736644 localsolutionsouth@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME)	01302 735311 childrenmissingeducation@doncaster.gov.uk
Child Sexual Exploitation (CSE)	01302 737200
Prevent	Emergency – 999 Non-emergency 101 Prevent_Inbox@Southyorks.pnn.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469
Local Police – PCSO link	Ben Wilson 01302 385120
School Nursing Service	Single Point of Contact – 01302 566776 Rdash.doncasterchildrenscaregroup@nhs.net
Mental Health Specialist Advice Line	01302 796191.

Introduction

At **Thorne King Edward Primary School** we believe that:

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

We recognise that:

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

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

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

- valuing, listening to and respecting them.
- appointing a designated safeguarding lead (DSL) for children and young people, a deputy designated safeguarding lead (DDSL) and a lead trustee/board member for safeguarding.
- adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance.
- having a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils. (as per the school's confidentiality policy)
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people, and their families know where to go for help if they have a concern.
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place.
- ensuring that we provide a safe physical environment for our children, young people, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff and volunteers, children, young people, and their families, treat each other with respect and are comfortable about sharing concerns.

Safeguarding definitions

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

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and

- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2018 HM Government)

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

More information around aspects of safeguarding and potential issues can be found within KCSIE 2023 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Terminology

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

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

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

DSCP - Doncaster Safeguarding Children Partnership

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

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

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

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

Governors responsibility

The Governing Body fully recognises its responsibilities regarding safeguarding and promoting the welfare of children. There is a named safeguarding governor who will:

- Ensure that all staff have read at least part 1 of the new KCSIE statutory guidance.
- Ensure that annex A of KCSIE which is a condensed version of part 1, is provided for staff who do not work directly with children if the governing body think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

- Along with the DSL, ensure that the Local Authority (LA) annual safeguarding audit (S175) is signed off by the governing body and submitted to the LA in a timely manner.
- Ensure that the governing body has child protection training on their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school safeguarding arrangements.
- Ensure that all policies, procedures, and training in the school are effective and comply with the law at all times in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that all governors receive appropriate safeguarding and child protection training at induction.
- Ensure that children are taught about how to keep themselves and others safe, including online.
- Where services or activities in school are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Any safeguarding incidents or allegations that occur when an individual or organisation uses the school's premises will be reported by school, following safeguarding policies and procedures, informing LADO where necessary.
- Ensure that external providers of activities within our school have the appropriate safeguarding arrangements in place which can be found here. [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/consultations/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings)

Procedures

The Headteacher of **Thorne King Edward Primary School** will:

- Ensure there is a named DSL who has undertaken the appropriate training, has their DSL role in their job description as outlined in KCSIE and is given appropriate time to conduct their duties as required.
- Recognise the role of the DSL and ensure supervision and ongoing training.
- Ensure every member of staff knows:
 - the name of the designated person and deputies and his/her role
 - that they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels and in a timely manner
 - the definitions of abuse (physical, emotional, sexual and neglect)
 - understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- Ensure that members of staff are aware of the need to be vigilant in identifying signs of abuse at the earliest opportunity and know how to respond to and support a child/young person who may disclose abuse.
- Ensure that parents/carers understand the safeguarding responsibility of staff.
- Ensure that children/young people in our setting know the name of the DSL/DDSL and his/ her role.
- Ensure that relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). When teaching these subjects, we will have regard to the statutory

guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education) also see KCSIE 2023 for more information and further useful links to support the curriculum.

- Provide/arrange appropriate safeguarding training (including Prevent) for all staff at the point of induction and on an annual basis thereafter. This will include sharing at least part 1 of KCSIE at the point of induction and start of each academic year.
- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via e mail, e-bulletins, and staff meetings).
- For children/young people subject to a Child Protection Plan, in addition to normal procedures, we will notify the named social worker if:
 - we should have to suspend a child/young person either for a fixed term or permanently
 - there is an unexplained absence of more than two days duration
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including staff attendance at initial child protection case conferences (ICPCC's), core groups and child protection meetings
- ensure written reports are provided for ICPCC's and child protection meetings in a timely manner
- keep records of any concerns about children/young people (noting the date, event and action taken) on CPOMS
- ensure all records are kept secure in locked locations and in compliance with the setting's Data Protection Policy
- ensure policy and procedures are adhered to when dealing with allegations against staff including making a timely referral to the LADO when required.
- ensure referrals are made to the Disclosure and Barring Service where appropriate.
- ensure that we follow the Safer Recruitment legal requirements as set out in KCSIE and that appropriate staff are trained in Safer Recruitment. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- Inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) will:

- ensure each member of staff has access to and understands the setting's child protection policy and procedures.
- function as a source of support, advice and expertise for all staff.
- ensure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- function as a point of contact with the safeguarding partners, ensuring contact can be made during the school holidays.
- consult with staff on matters of safety and safeguarding and welfare.
- ensure this policy is reviewed annually (as a minimum) and the procedures and their implementation are updated and reviewed regularly, and work with the governing body/trustees regarding this.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that

children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement. This includes:

- ensuring that the setting knows who its cohort of children/young people who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and;
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children/young people who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Take lead responsibility for understanding the filtering and monitoring systems and processes in place to support online safety within the setting.

For a full description of the role of DSL/DDSL see KCSIE 2023 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Child protection procedures (including Early Help)

- If there are concerns that a child has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with Doncaster Children's Social Care, making an online referral or in an emergency, reporting to the police. <https://dscp.org.uk/report-concern>
- Parents/Carers can contact Children's Social Care on 01302 737777.
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.
- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes. [Early Help | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://dscp.org.uk/early-help)
- MASH is a multi-disciplinary team with two main functions:
 - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
 - Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

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

Email: ChildrenAssessmentService@doncaster.gov.uk

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

Safeguarding Issues – including local issues and guidance

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

At **Thorne King Edward Primary School** we maintain an attitude of ‘it could happen here’ and staff in our setting recognise that children and young people are capable of abusing other children and young people (including online). All our staff are clear about the policy and procedures regarding anti-bullying, child on child abuse, sexual violence and sexual harassment.

Staff are aware of and follow the statutory guidance in KCSIE 2023 on how schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online.

Link policies – Behaviour, KEP CP Policy and procedures

Useful links

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

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

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

Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

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

Useful links:

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

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

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

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

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

[Here to support young people. | DCST EPIC \(epicdoncaster.co.uk\)](https://epicdoncaster.co.uk)

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

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



Child Victims of Trafficking and/or Modern-Day Slavery

At ***Thorne King Edward Primary School*** we recognise that 'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

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

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

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

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

Children Missing Education (CME) / Children Absent from Education

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

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

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

Useful links:

[Children Missing Education \(proceduresonline.com\)](http://proceduresonline.com)
[Children missing education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

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

Useful link – Attendance policy

Children in Care (CIC)

At **Thorne King Edward Primary School** we recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences.

Children in care are given the highest priority within school admission arrangements and we are guided by the requirements set out in the school admissions code [School admissions code - GOV.UK \(www.gov.uk\)](#)

At **Thorne King Edward Primary School** we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school - **Jemma Gelder**.

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

Dangerous Dogs

At **Thorne King Edward Primary School** we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

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

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

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

We will also collect the following information:

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

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

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

- The nature of the injuries;
- The circumstances of the attack / incident;

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

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

Useful links

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

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

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

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

Domestic Abuse

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

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

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

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

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

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

Useful links

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

Elective Home Education (EHE)

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

At **Thorne King Edward Primary School** we respect that parent's may decide to educate their children/young people at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

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

Useful links

[Educating your child at home - City of Doncaster Council](#)
[EHE Policy January 2020.docx \(live.com\)](#)

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

At **Thorne King Edward Primary School** we recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

At **Thorne King Edward Primary School** all staff have received FGM awareness training as part of the whole school safeguarding training. We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

Useful links

[Female Genital Mutilation \(FGM\) \(proceduresonline.com\)](#)
[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#)
[Female Genital Mutilation - Prevent & Protect | NSPCC](#)
<https://safeguardinghub.co.uk/breast-ironing-a-guide/>

Forced Marriage

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

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

Useful links

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

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

Honour Based Abuse

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

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

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

Useful links

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

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

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

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

- Behaved in a way which has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to, a child;
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children;
- Behaved, or may have behaved, in a way towards a child or adult that indicates they may pose a risk of harm to children.

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

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

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

Useful links

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

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

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

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

LGBTQ+ support

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

For details of the Youth Group, please email:

LGBTQenquiries@doncaster.gov.uk

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

Useful link - Inclusion Policy

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

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

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

Useful links

[Schools & colleges | Stonewall](#)

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

Online Safety

At **Thorne King Edward Primary School** we will ensure that in accordance with KCSIE 2023, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people when they are online in school. We will follow the guidance in KCSIE 2023 and ensure that all staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.

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

At **Thorne King Edward Primary School** we will adhere to the filtering and monitoring standards set by The Department for Education. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

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

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

Please see other policies linked to Online Safety - behaviour, Online Safety

Useful links

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

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

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

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

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

Operation to support Afghan and Ukrainian arrivals in the UK

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

[Education and childcare: Homes for Ukraine - GOV.UK \(www.gov.uk\)](#)

For more information about supporting Ukrainian arrivals in the UK:

Our school will:

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

Power to Search – searching, screening and confiscation

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

Prohibited items are:

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

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

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

Useful Links

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

Prevent

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

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

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

Useful links

<http://www.elearning.prevent.homeoffice.gov.uk/>
<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html
<https://educateagainsthate.com/>
<http://preventforfeandtraining.org.uk/>

Private Fostering

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

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

Useful links

[Private Fostering in Doncaster A guide for professionals.pdf \(windows.net\)](#)
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Suicide Prevention

At **Thorne King Edward Primary School** staff are trauma informed and know where to signpost in order to support children/young people and families who are affected by suicide.

Policies relating to this

Useful link- Mental Health & Wellbeing

Useful Links

[Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](http://papyrus-uk.org)
[Contacting Childline | Childline](#)
[Doncaster Samaritans](#)
[Support After Suicide](#)

Supporting children/young people at risk

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

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

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

Useful link – SEND policy

The use of 'reasonable force' in schools and colleges

At **Thorne King Edward Primary School** we recognise that there are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/108111/keeping-children-safe-in-education-2023.pdf)

At **Thorne King Edward Primary School** we will:

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

Useful link – positive handling policy

Useful links

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/108111/keeping-children-safe-in-education-2023.pdf)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/108111/keeping-children-safe-in-education-2023.pdf)

Whistleblowing

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

At **Thorne King Edward Primary School** all staff are aware of the Whistleblowing policy and know what to do if there are concerns about safeguarding practices within the setting.

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

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

Useful links

Useful links - complaints and whistleblowing

[Whistleblowing Advice Line | NSPCC](#)

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

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

Young Carer's Service

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

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

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

young.carers@doncaster.gov.uk

Useful links

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

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

This Safeguarding Policy will be reviewed and updated annually.

When reviewing all your policies, schools need to refer to the latest DfE guidance on policies required by Law – see DfE website for full list of requirements and details.

[Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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

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