

Allegations of abuse made against a member of staff in public duty

When an allegation is made against a member of staff, the Designated Lead must consult with the Local Authority Designated Officer (LADO), who will help to determine how the matter is to be investigated. The LADO can be contacted on: 01302 737748. Email: lado@doncaster.gov.uk
If an allegation is made about the DSL, then this must be directed to the Chair of Governors, who will contact the LADO.

Unconfirmed worries about child abuse

Staff often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Some cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the teacher's information were placed alongside that of, say the School Nurse, or a Midday Supervisor, it all added up to a serious cause for concern.

It is vital, therefore, that even vague "worries" are passed on at the earliest stage to the DSL, who is in a position to involve other agencies, collate information and make decisions about further referral. Staff should record incidents or suspicions, dating and signing the record that should be kept in a secure part of the school with other confidential material, or use CPOMS. Staff should not keep separate records.

Preventative work in the classroom

Pupils need to learn how to keep themselves safe and how to report concerns in school. As a school we teach children how to keep themselves safe through our curriculum, assemblies and the way in which we deal with children on a day-to-day basis. PHSE is also taught throughout school as a subject in its own right.

A range of resources to support teaching of general or more specific safety are available in school.

Lanyards

On arrival, visitors must be signed in at reception and collect a visitor's lanyard. It is imperative that they wear the lanyard with the sticker displayed at all times during their visit to our school. They must also sign out when exiting the school site and hand the lanyard back to reception. In accordance with current safeguarding guidelines, visitors who are not enhanced DBS checked will be escorted at all times. We use a green lanyard to indicate a visitor who has had an enhanced DBS check, and a red lanyard for those who have not presented evidence of this and must therefore be escorted. If you see a visitor with a red lanyard who is not escorted, please challenge and report. Purple lanyards are worn by the designated safeguarding leads.

Useful Information:

Designated Safeguarding Lead: Mrs A Painter apainter@estfeld.doncaster.sch.uk

Deputy Designated Safeguarding Leads: Mrs L Slack

lslack@estfeld.doncaster.sch.uk

Mrs L Fisher

lfisher@estfeld.doncaster.sch.uk

Chair of Governors: Mrs S McGrath

Safeguarding Governor: Mrs S McGrath

ICT/e-safety lead practitioner: Mrs L Johnson

Child and family support worker: Mrs K Gregory

Emergency Social Services Team (for referrals outside working hours - 01302 737777)

Emergency Mental Health Team – 01302 796191

Safeguarding Children and Child Protection Information for Staff and Volunteers

Tickhill Estfeld Primary School



This leaflet contains important and sensitive information for adults.

Please keep it in a safe place.

This document is designed to supplement, and not replace, the School's Safeguarding Policy and the Keeping Children Safe in Education 2023 document. All staff must read Part 1 and Annex B of Keeping Children Safe in Education 2024

Introduction

The protection of children in Doncaster is overseen by **Doncaster Safeguarding Children Partnership (DSCP)**. The partnership which brings together a range of local agencies, **Doncaster Clinical Commissioning Group**, and **South Yorkshire Police**. All school staff should be aware of and have reference to the Doncaster Safeguarding Children Partnership online procedures. These procedures apply to all agencies working with children and families in Doncaster borough and can be found at <http://doncasterscb.proceduresonline.com/>

This guidance is consistent with the DfE guidance "Working Together to Safeguard Children" (2025). All staff have received a copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2025 – Information for School and College Staff. A copy of the full KCSIE is available in school or online at [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/keeping-children-safe-in-education)

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a known adult who has built up a trusting relationship with the child, a professional or another child.

Everybody who works with children, especially those who have regular daily contact, has a duty to help protect children from abuse. They must know how to recognise possible abuse both within their own organisation and externally. They should be familiar with the process of recording information in school and referral to DSCP. Where there is immediate risk staff should call 999.

Staff working with children need to enable them to learn how to keep themselves safe, and ask for help when they need to.

Types of Abuse

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Peer-on peer abuse can also occur and is specifically documented in part 5 of KCSIE.

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

supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying – serious bullying causing a child to feel frightened or in danger may now be regarded as emotional abuse.

The role of technology

The internet has created new opportunities for creativity and communication. However, technology has become a significant component of many safeguarding issues eg. concerns about sexual grooming of children, cyberbullying and access to inappropriate material. Staff should be aware of the school's e-safety policy and procedures.

Indicators of abuse

Child Abuse can present in many different ways. There may be physical evidence such as marks or bruises, or in presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends. A child may disclose abuse; they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation. In school you will particularly notice changes in presentation, behaviour, friendships, application to study etc. We ask that you be curious and report anything which may worry you to the Designated Lead for Safeguarding

What to do if a child starts to disclose abuse

- Reassure the child that s/he is right to tell and is not to blame
- DO **NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this
- DO **NOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- When the child is finished, make sure s/he feels secure; explain what you are going to do next.
- Write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words.

What to do if you are concerned

Immediately inform one of the Designated Safeguarding Leads (DSLs) in school. The DSL will ask you to record your concern either using CPOMS or in writing.

The DSL will decide upon action to be taken, which will include whether or not to refer to DSCP. However, anybody can make a referral and, in some cases, it may be appropriate for any person who is concerned about a child to contact DSCP themselves.

Referral to DSCP

If the child is to be referred to DSCP the DSL will make an online referral using the "one front door" single access point referral system within 24 hours, using this link <https://dscp.org.uk/report-concern>

If the case is considered to be an urgent safeguarding concern, they will ring the team directly and also the police if appropriate. In an emergency and where any of the school's DSLs cannot be contacted, the DSCP Team can be contacted on 01302 737777 (line for professionals only).

Child Sexual Exploitation (CSE) - If you suspect that that any child is at risk of Child Sex Child Sexual Exploitation, this should be reported to the DSL who will make a referral to the CSE team. The CSE team is contacted on 01302 737200. This is a growing area and children are particularly at risk when they are missing from school, and when they access the areas of social media where children are persuaded to post inappropriate images online/converse with adults posing as children.

Female Genital Mutilation (FGM) It is statutory to report any suspicions that a child may have been subjected to FGM. The police must be informed. If you have any concerns, including unexplained absences from school, report these to the DSLs immediately.

PREVENT – Schools and school's staff also have a duty to report any concerns that pupils are at risk of becoming radicalised or drawn into terrorism/extremism. Concerns about a pupil's behaviour or evidence of them having or being exposed to radical or extremist views must be reported to the school's DSLs, who will take appropriate action in line with the Governments PREVENT program.