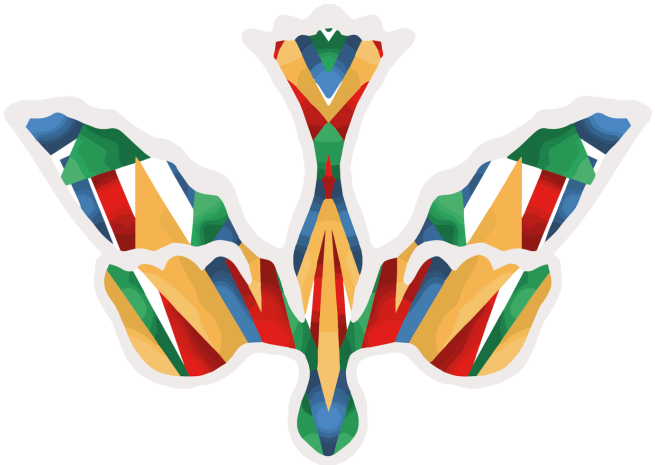
Safeguarding Policy

The McAuley Catholic High School



Last reviewed on: September 2025

Next review due by: September 2026

McAuley 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 2023. This policy reflects the statutory requirements within Keeping Children Safe in Education 2025 (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.

Contents

- Important Safeguarding Contacts
- Aims
- Definitions and Terminology
- Terminology
- Equality Statement
- Roles and Responsibilities
    - All staff
    - Governors
    - Headteacher/Principal
    - DSL/DDSL
- Confidentiality
- Child protection procedures
- Safeguarding Issues (including local issues and guidance) – please note these are listed in alphabetical order.

Supporting Documents

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

- Lost or Missing Children Policy (Absconding)
- Anti-Bullying
- Attendance
- Behaviour
- Children Missing Education
- Code of Conduct
- Complaints
- Dangerous Dogs
- Early Help
- Equalities
- Female Genital Mutilation (FGM)
- Health and Safety

- Intimate Care
- Low-Level Concerns
- Managing Medicines
- Mental Health
- Mobile Phones
- Online Safety
- PHSE
- Safer recruitment
- Search and Screening
- SEND
- Supporting Medical Needs
- Use of Reasonable Force
- Visitors
- Whistleblowing
- Young Carers

This policy comes into force on 1st September 2025 in line with KCSIE regulations. All staff will read at least Part 1 of this guidance as detailed within the policy.
Published guidance can be found at the link below:

KCSIE 1 September 2025 (Link Here)

Revision history

Revision	Date	Description	Author	Job role
SEPTEMBER	29/9/25	U KCSIE SEP 25	JAL	DSL

Important Safeguarding Contacts

	Name, email and contact no.
Designated Safeguarding Lead (DSL)	Julianne Allport jallport@mcauley.org.uk 07949 684605
Deputy Designated Safeguarding Lead (DDSL)	Dave Stuart dstuart@mcauley.org.uk 07830 021857
Child Protection Officer	Tracy Newcombe tnewcombe@mcauley.org.uk 07498617102
Safeguarding governor/trustee	Rose Shay rshay@mcauley.org.uk Contact via Head's PA 01302 5373967 Ext 243

Contact for Operation Encompass	Julianne Allport jallport@mcauley.org.uk 07932 332298
Online Safety Lead	Julianne Allport jallport@mcauley.org.uk 07932 332298
Mental Health Lead	Sharon Hibbert shibbert@mcauley.org.uk
Prevent Lead	Julianne Allport jallport@mcauley.org.uk 07932 332298
Attendance Lead	Julianne Allport jallport@mcauley.org.uk 07932 332298
Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich Tony Dobbs 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 ChildAs@doncaster.gov.uk
Out of hours Children's Social Care ESST (Emergency Social Services Team)	01302 796000 01302 736000
Professionals line – Social Care	01302 737033
MASH Early Help Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 734110 EarlyHelpHub@doncaster.gov.uk 01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central - Sammy.Taylor-Brown@doncaster.gov.uk 01302 862680 North - Rebecca.Evertons@doncaster.gov.uk 01302 737994 East - Nicola.paterson@doncaster.gov.uk 01302 737686 South - Charlotte.Brookes@doncaster.gov.uk 01302 735906
Your Place, Your Family	Central – 01302 736409

Your Place Your Family Teams | Doncaster Safeguarding Children Partnership (dscp.org.uk)	North – 01302 736787 East – 01302 736336 South – 01302 736644 YourPlaceYourFamilyTeam@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME) Children Missing Education - City of Doncaster Council	childrenmissingeducation@doncaster.gov.uk
Child Exploitation Team	01302 737200 ceteam@doncaster.gov.uk (Mon-Fri 9am-4.30pm)
Prevent	Emergency – 999 Non-emergency 101 PreventSouth@ctpne.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469 Channel Helpline - 020 7340 7264
Local Police – PCSO link	
School Nursing Service	Single Point of Contact – 03000 218997 Website - Zone5-19.rdash.nhs.uk Rdash.doncasterchildrenscaregroup@nhs.net
Third Party Intelligence (South Yorkshire Police)	http://www.southyorkshire.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/

Aims

At McAuley Catholic High School we aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's/young people's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues

Legislation and statutory guidance (please amend/delete as necessary)

This policy is based on the Department for Education's (DfE's) statutory guidance an **KCSIE 1 September 2025** and Working together to safeguard children - GOV.UK (www.gov.uk)

This policy is also based on the following legislation:

› Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of children/young people at the school.

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children/young people.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children/young people.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children/young people.
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR).
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting children/young people with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children/young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children/young people. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.
- Public Sector Equality Duty: guidance for public authorities - GOV.UK (www.gov.uk), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some children/young people may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

This policy also complies with our funding agreement and articles of association.

Definitions and Terminology

Safeguarding and promoting the welfare of children/young people means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children/young people from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's/young people's mental and physical health or development.
- Ensuring that children/young people grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children/young people to have the best outcomes.

Doncaster's Inclusion Charter has adopted a definition of inclusion – Inclusion as belonging – "Belongingness" Text ©2023 The Belonging at School team. Natalia Zdorovtsova, Alyssa Alcorn and Duncan Astle assert their right to be identified as the authors of this resource.

1. Inclusion as personal experience: do learners feel included, and feel like they belong at school? Learners could be present and participating, but what is their subjective sense of whether or not they are part of their school community, and feel safe, and valued.

2. Inclusion-as-belonging emphasises the importance of school experiences and positions the people in the school community as choice-makers and change-makers.

Child protection is part of this definition and refers to activities undertaken to prevent children/young person suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child/young person and may involve inflicting harm or failing to act to prevent.

Neglect is a form of abuse and is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's/young person's health or development.

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

Child/young person includes everyone under the age of 18.

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

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the alleged perpetrator too. Doncaster Local Authority recommend schools to develop consistency in terminology which is Trauma-informed. For e.g. by referring only to an alleged allegation when discussing children. We will, however, decide what is appropriate and which terms to use on a case-by-case basis.

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.

DSCP - Doncaster Safeguarding Children Partnership

Equality statement

Some children/young people have an increased risk of abuse, both online and offline, and additional barriers can exist for some children/young people with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's/young people's diverse circumstances. We ensure that all children/young people have the same protection, regardless of any barriers they may face.

We give special consideration to children/young people who:

- Have special educational needs and/or disabilities (SEND) or health conditions.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Roles and responsibilities

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

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

› Healthy and respectful relationships

› Boundaries and consent

› Stereotyping, prejudice and equality

› Body confidence and self-esteem

› How to recognise an abusive relationship (including coercive and controlling behaviour)

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
- What constitutes sexual harassment and sexual violence and why they are always unacceptable.

All staff

All staff will:

Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education **KCSIE 1 September 2025** and review this guidance at least annually

- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children/young people to do online (e.g. sites they need to visit or who they will be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL), the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education.
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child/young person tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims is that they are being taken seriously and that they will be supported and kept safe.
- The fact that children/young people can be at risk of harm inside and outside of their home, at school and online.
- The fact that children/young people who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children/young people.
- What to look for to identify children/young people who need help or protection.

The Designated Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is (Julianne Allport, Associate Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children/young people safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
The school DSL is Julianne Allport, jallport@mcauley.org.uk, 07949684605 / 07932 332298
When the DSL is absent, the (DDSL) – (Dave Stuart, dstuart@mcauley.org.uk , 07830021857) will act as cover.

If the DSL and DDSL are not available, (Tracy Newcombe tnewcombe@mcauley.org.uk) will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children/young people.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The DSL will also:

- Keep the headteacher informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children/young people involved in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children/young people must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and DDSL are set out in their job description and can also be found in KCSIE **KCSIE 1 September 2025**

The Headteacher/Principal

The headteacher is responsible for the implementation of this policy and all linked policies, including:

- Ensuring that staff (including temporary staff) and volunteers:

› Are informed of our systems which support safeguarding, including this policy, as part of their induction.

› Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

- Communicating this policy to parents/carers when their child/young person joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
  Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable
- Overseeing the safe use of technology, mobile phones, and cameras in the setting
- Ensuring that Inclusion and Belongingness runs through all whole school policies and will aim to remove barriers to attendance and inclusion for all learners.
- Regular evaluation of the impact on inclusion of whole school policies and initiatives through an Assess, Plan, Do, Review Cycle, including this in the S175 safeguarding return, and openly sharing findings from the evaluation for peer review.

The Governing Board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead (or, link governor) to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

› Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

› Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

- Make sure:

› The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.

› Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.

- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
- That this policy reflects that children/young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

  - Where another body is providing services or activities (regardless of whether or not the children/young people who attend these services/activities are children/young people on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

Confidentiality

The school will ensure that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children/young people.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child/young person at risk.
- Staff should never promise a child/young person that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a child/young person asks the school not to tell anyone about the sexual violence or sexual harassment:
- There is no definitive answer, because even if a child/young person does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
- The DSL will have to balance the child/young person's wishes against their duty to protect them and other children/young people.

- The DSL should consider that:
- Parents or carers should normally be informed (unless this would put the child/young person at greater risk).
- The basic safeguarding principle is: if a child/young person is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.
- Regarding anonymity, all staff will:
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children/young people involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children/young people involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

Child protection procedures (including Early Help)

- If there are concerns that a child/young person has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with Doncaster Children's Social Care, making a telephone 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/young person 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)

- All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.

- All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

- 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 enquiries to ensure an appropriate level of response for the child/young person 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 children's social care enquiries 01302 737777.

- The DSL/DDSL will act as Lead Professional where this is appropriate for the family.
- The school will ensure that an appropriate representative attends Child Protection Conferences, Core Groups and Child in Need meetings and where this is not possible, apologies given and a comprehensive report shared with the Chair or Social Worker using the appropriate format. Staff are aware of the expectations placed on them to contribute to the planning within child protection procedures.

Safeguarding Issues – including local issues and guidance (in alphabetical order)

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

At McAuley 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 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.

The school has policies for behaviour and dealing with bullying. McAuley also has a thriving 'Buddies' group which is a peer on peer support group which works in school.

Useful links
KCSIE 1 September 2025
What is sexual consent? | Rape Crisis England & Wales
Working together to safeguard children - GOV.UK (www.gov.uk)
What is harmful sexual behaviour - Lucy Faithfull Foundation
Home - Shore
Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning

HSB framework and audit | NSPCC Learning
Beyond Referrals | Contextual Safeguarding

Child Exploitation (CE) includes criminal and sexual exploitation

At McAuley 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

We understand that there is a new legal requirement to report child sexual abuse for anyone working in regulated activity with children/young people. Although this is not yet in force, there is already a statutory duty under KCSIE to report child sexual abuse to the Local Authority and if necessary, the police.

Useful links:
Exploitation | Doncaster Safeguarding Children Partnership (dscp.org.uk)
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)
Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council
Stop child exploitation - SYP (southyorks.police.uk)
Preventing Child Sexual Exploitation | The Children's Society

Third Party Intelligence

Any intelligence around actual or suspected criminal activity including child exploitation, concerning associations and notable changes can and should be shared with the police via Third Party Intelligence. This can often add a richer picture for the police and statutory partners, if sharing is appropriate in the circumstances. These particular pieces of information are often equally as important when assessing CE, CSE and other exploitative crimes which involve children. Information should be shared with South Yorkshire Police using the Third Party Intelligence online portal (link below). The source of the information is always protected and not disclosed, even to other police officers.

http://www.southyorkshire.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/

Child Victims of Trafficking and/or Modern-Day Slavery

At McAuley 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/young people missing

At McAuley our procedures are designed to ensure that a missing child/young person is found and returned to effective supervision as soon as possible. If a child/young person goes missing during the school day, we will:

- Ask Classroom support staff to visit classroom to check child has not appeared since register was first completed
- Check CCTV cameras on site to locate child
- Contact parent to say that child is not where they should be to see if they can locate via phone tracker and make contact
- Advise parent that if child does not return home by normal time, that they should report the child missing to SYP on 101
- If however, it is a specifically vulnerable child with history of missing episodes the school will contact SYP on 101 immediately

  If a child does not arrive at school in the morning and if we do not receive a message from parent/carer we will ring the parent to see if the child has left for school and if they have we will advise parents to contact police on 101 as they were the last ones to see the child and they will be able to give an accurate description of what they were wearing when last seen.

Safeguarding team will liaise with police and family and if there are significant concerns for a child's/young person's safety, we will call the police using 101 or in an emergency 999. Children's social care will also be informed.

Children Missing Education (CME / children absent from education)

At McAuley 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 or absent from education and this indicates safeguarding concerns. We will follow Working together to improve school attendance, DSCP procedures and statutory guidance outlined in children missing education – statutory guidance for local authorities.

Useful links:
Working together to improve school attendance - GOV.UK
Children missing education - GOV.UK
CME Policy- revised January 2024.docx

Children in Care (CIC)

At McAuley 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 McAuley we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our school – Dave Stuart who is also DDSL. We also have LAC mentors who are in regular contact with LAC students and parents. They also have open access to Emmaus and Safeguarding teams.

Children in Alternative Provision

At McAuley we know that where we place a child/young person with an alternative provision provider, we continue to be responsible for the safeguarding of that child/young person and should be satisfied that the placement meets their needs. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. More information can be found in KCSIE 1 September 2025
KCSIE 2025.

Useful links:
Alternative provision - GOV.UK
Education for children with health needs who cannot attend school - GOV.UK

Dangerous Dogs

At McAuley***)*** 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 - https://dscp.org.uk/dscp_-_dangerous_dogs_practice_guidance_leaflet_-_pdf/

At McAuley 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 McAuley 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. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience its effects.

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 McAuley 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 due to domestic abuse.

At McAuley appropriate staff understand Operation Encompass, have accessed the appropriate training, and signed the agreement in order to receive notifications of domestic abuse.

Useful links
Domestic Abuse - City of Doncaster Council
Domestic Abuse Protocol - City of Doncaster Council
MARAC - Doncaster Council

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 McAuley 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.

The Children's Wellbeing and Schools Bill (March 2025) proposes new legislation which will see Local Authorities maintaining a 'Children Not in School' register. In addition to this, the new legislation will bring into effect a new requirement for parents to obtain consent from the Local Authority to withdraw their child from school to home educate them if their child is:

- Subject to an enquiry under Section 47 of the Children Act 1989.
- On a Child Protection Plan
- At a special school.

This and other proposals within the Bill are currently going through Parliament and are not yet law.

Useful links
Children's Wellbeing and Schools Bill 2024: policy summary - GOV.UK
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 McAuley 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 McAuley 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
Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
Female Genital Mutilation - Prevent & Protect | NSPCC
Breast Flattening – National FGM Centre

Forced Marriage

At McAuley 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 - GOV.UK

Harmful Sexual Behaviour (HSB)

At McAuley the DSL and DDSL and other relevant safeguarding staff have a knowledge and understanding of HSB and are aware of support that is available for children/young people displaying harmful sexual behaviours, and know that the extent of these behaviours range between concerning internet usage and lower-level sexualised language all the way to allegations and convictions of rape or sexual assault.

Where there are concerns around HSB, staff will seek advice from the CPPY Psychology service and where appropriate report to Children's Social Care and the Police.

Useful links
Lucy Faithfull Foundation - Preventing child sexual abuse
Stop It Now - Preventing child sexual abuse

Home - Shore
Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's/young person's welfare.

At McAuley the DSL is aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child/young person has been harmed or is at risk of harm, the safeguarding team will also make a referral to children's social care.

Useful links:
St.Leger Homes | St.Leger Homes | Home Options (stlegerhomes.co.uk)
Ending Homelessness Together - Riverside
Housing other vulnerable groups - City of Doncaster Council

Honour Based Abuse

At McAuley 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)
'Honour' Based Abuse (proceduresonline.com) awaiting update

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

At McAuley 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.

Appropriate staff in school will access Doncaster LADO training. (Headteacher and Deputy Headteacher and safeguarding staff)

Useful links
Responding to Allegations Against Staff, Carers or Volunteers (proceduresonline.com) awaiting update
Allegations against adults working with children referral form (LADO) - City of Doncaster Council
Local Authority Designated Officer - City of Doncaster Council
KCSIE 1 September 2025

LGBTQ+ support & Children/Young people who are gender questioning

At McAuley the DSL understands how to support children/young people and families to access LGBTQ+ support through family and Youth Hubs. Children/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

McAuley plays a vital role in supporting LGBTQ+ children/young people or those who are gender questioning. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children are.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Risks can be compounded where children lack trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The school will follow government guidance and legislation as it is released and 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.

The school is aware that revised guidance on gender questioning is expected to be published this summer.

Useful links

Schools & colleges | Stonewall
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Low Level Concerns (concerns that do not meet the harm threshold)

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

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO)

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children/young people
- Having favourites
- Taking photographs of children/young people on their mobile phone
- Engaging with a child/young person on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children/young people

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children/young people.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and actions taken.

Useful links:
Keeping children safe in education - GOV.UK
Developing and implementing a low-level concerns policy: a guide for organisations which work with children (farrer.co.uk)

Responding to low-level concerns in education | NSPCC Learning

Online Safety (including filtering & Monitoring, AI, and use of social media)

At McAuley we will ensure that in accordance with KCSIE, 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 and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place. We will adhere to the DfE guidance on 'Generative AI: Product Safety Expectations' to ensure that capabilities and features of generative AI products and systems are considered safe for users in schools.
Generative AI: product safety expectations - GOV.UK
KCSIE 1 September 2025

At McAuley 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

- 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.
- Schools can use the DfE https://www.gov.uk/guidance/plan-technology-for-your-school to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

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

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
Keeping children safe online | NSPCC

At McAuley staff are aware of the risks to children/young people when online and using social media. Education around this is included in our curriculum and information, guidance and advice shared with parents/carers.

Staff are aware that although the breadth of issues classified within online safety is considerable and ever evolving, they can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,
and commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. (KCSIE 2025)

If pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group https://apwg.org/

Where incidents involving the misuse of social media are identified, whether at home or at school, these are taken seriously and appropriate actions taken including referrals to external agencies where appropriate.

At McAuley if staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery,' they will report it to the DSL immediately.

Staff will **not**:

- View, copy, print, share, store or save the imagery, or ask a child/young person to share or download it (if staff have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the child/young person to delete it.
- Ask the child/young person(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child/young person(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any children/young people involved.

Staff will explain that they need to report the incident and reassure the child/young person(s) that they will receive support and help from the DSL.

For more detailed guidance please use the link below.

Useful links:
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
CEOP Safety Centre
Childnet — Online safety for young people
'Adolescence' The Netflix Series - What Does it Tell Us and How Can We Respond? - Services For Education

Operation to support Afghan and Ukrainian arrivals in the UK

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

Education and childcare: Homes for Ukraine - GOV.UK (www.gov.uk)
For more information about supporting Ukrainian arrivals in the UK:
Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council

Our school/college/setting will:

- Use a variety of methods 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 McAuley 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
- Vapes and vaping liquid
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person.
- banned items.

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 McAuley 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.
The school has a Prevent Risk Assessment in place.
All DSL/DDSL and Senior Leaders at McAuley***)*** have familiarised themselves with Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) and are aware of local procedures for making a referral.

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

- A rising number of young people becoming involved in terrorism-related offending.
- The impact of gore and exploitation content on young people's susceptibility to radicalisation.
- The role of online spaces, including platforms such as Terror-gram, gaming communities, and emerging technologies like 3D printed firearms.
- Risks related to Violence Fixated Individuals.

All staff have access Prevent training and 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
Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training
https://educateagainsthate.com/
http://preventforfeandtraining.org.uk/
Managing risk of radicalisation in your education setting - GOV.UK
The Prevent Duty | LGFL
Controlling access to school premises - GOV.UK
Designated Safeguarding Lead Handbook - Educate Against Hate

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 McAuley 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)
KCSIE 1 September 2025

Reporting systems for our children/young people

Where there is a safeguarding concern, we will take the child's/young person's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring children/young people feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Foster a culture where children / young people feel safe and can feel confident approaching any staff in school so that they can access support
- Put systems in place for children/young people to confidently report abuse including anonymous online reporting
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children/young people.
- Make it clear to children/young people that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Suicide Prevention

At McAuley the Emmaus staff are trauma informed and know where to signpost to support children/young people and families who are affected by suicide.

Useful Links
Papyrus UK Suicide Prevention | Prevention of Young Suicide (papyrus-uk.org)
Contacting Childline | Childline
Doncaster Samaritans
Support After Suicide
Get help now. Free and confidential,for as long as you need it. (amparo.org.uk)

Supporting children/young people at risk

At McAuley 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 children with SEND 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Useful links
Inclusion – Belonging in School – a school-level resource for developing inclusive policies
https://youtu.be/AHY_S8fFC3E?si=6rD4-jdQRmiWMYlm
Keeping children safe in education - GOV.UK

The use of 'reasonable force' in schools and colleges

At McAuley 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.

At McAuley we will:

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

Useful links
Consultation on the use of reasonable force and other restrictive interventions guidance
Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)

Visitors to the school

At McAuley all visitors will be required to verify their identity to the satisfaction of staff. All visitors will be provided with safeguarding information on their arrival.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the school who are visiting for a professional purpose, will be asked to show photo ID and are expected to sign the online visitor's book and wear a visitor's badge and an appropriately coloured lanyard. Regular visitors to school and those whose DBS we have seen and checked will be issued with a green lanyard and other visitors will be given a red lanyard and must be accompanied by a member of school staff at all times.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry

out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children/young people or staff.

Useful links:
School visitors and safeguarding | NSPCC Learning

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 McAuley 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
Whistleblowing Advice Line | NSPCC
Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk)
Whistleblowing or Raising Concerns at Work (proceduresonline.com) awaiting update

Young Carer's Service

At McAuley 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)

Appendix 1: types of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the

impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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 from 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This Safeguarding Policy will be reviewed and updated annually. Any important updates throughout the year will be added and the policy re-issued.

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

Maintained schools governance guide - Guidance - GOV.UK (www.gov.uk)
Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)

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