

Safeguarding Policy

January 2026



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1. Introduction and Scope

RedEverywhere is committed to safeguarding and promoting the welfare of children. Each young person's welfare is of paramount importance. We recognise that some children may be extremely vulnerable to abuse e.g., those with Special Educational Needs, those living in difficult circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to reach certain key milestones in their physical, social and emotional development.

We acknowledge from research that some children who have experienced abuse may harm others. We will always take a measured approach to ensure that we can support all young people. The procedures contained in this policy apply to all employees, visitors, Board members and are consistent with those of Doncaster Safeguarding Children Partnership (formerly DSCB). This policy is informed by the:

This policy was reviewed and updated in September 2026 in line with "Keeping Children Safe in Education 2025" and relevant statutory guidance from the Department for Education.

Our policy is shaped by:

- **Keeping Children Safe in Education 2025**
- **Children Acts 1989/2004**
- **Education Act 2002**
- **Safeguarding Vulnerable Groups Act 2006**
- **Equalities Act 2010 and Public Sector Equality Duty (inc. July 2025 updates)**
- **Human Rights Act 1998**
- **Data Protection Act 2018 and UK GDPR**
- **Local multi-agency safeguarding arrangements**

It is in line with the relevant Safeguarding Partnership's Child Protection Procedures and DfE guidance and will be reviewed annually by RedEverywhere Designated Safeguarding Leads.

This policy applies to all adults, including staff, students, board members, and volunteers, working in or on behalf of the RedEverywhere.

Everyone at RedEverywhere shares an objective to help keep children and young people safe in education by contributing to:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Providing a safe environment for children and young people to learn.
- Identifying children and young people who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Safeguarding and promoting the welfare of children is everyone's responsibility. All adults who come into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child focused. This means the best interest of the child should be at the heart of what everything RedEverywhere delivers.

2. Roles and Responsibilities

The Executive **Board** is responsible for approving this policy and ensuring it is applied consistently across RedEverywhere. They are also responsible for monitoring all safeguarding breaches across the organisation.

The **Managing Partner** is responsible for ensuring that all stakeholders adhere to this policy and that safeguarding breaches are managed swiftly and reported into the Board and that appropriate authorities are informed.

The **Designated Safeguarding Leads** have a legal responsibility for overseeing all safeguarding issues and must ensure that all staff are aware of this policy, ensuring that all new and existing staff are aware of safeguarding procedures and protocols. He/She is responsible for ensuring the policy is updated in line with local and national government safeguarding policy.

All staff, including volunteers, supply staff, and contractors:

- **Read at least Part 1 or Annex A of KCSIE 2025 each year**
- **Are aware of their responsibility to immediately report any concern, no matter how minor**
- **Complete induction and annual safeguarding training**

All **employees** will access appropriate learning and development, ensuring their knowledge, skill and expertise is up to date. They will ensure that their statutory and mandatory training needs are met within specified timescales. Employees are responsible for actively responding to and reporting of any safeguarding incidents. If these involve any of the Executive Team, these will be reported to the Managing Partner and the Chair of the RedEverywhere Board. Any safeguarding incidents which involve the Managing Partner will be reported directly to the Chair of the Advisory Board

Young People are responsible for respecting others in their language, behaviours and actions, and following RedEverywhere policy. Young People are encouraged to report any safeguarding concerns that they have to the Designated safeguarding Lead.

For further detail and information in terms of roles and responsibilities – please see section 3 of the policy.

3. Providing a Safe and Nurturing Environment

3.1 Safer Recruitment and Selection

RedEverywhere fully acknowledges the DfE guidance 'Keeping Children Safe in Education' 2025. RedEverywhere will ensure that all appropriate measures are applied in relation to everyone who works for and with RedEverywhere who is likely to be perceived by the young people as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice has been fully encompassed in the RedEverywhere Recruitment Policy and its procedures. Safer recruitment practice includes examining applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

The following recruitment practices are in place:

- An Enhanced DBS with Barred list check is obtained for all new appointments to RedEverywhere workforce.
- Disclosure by Association checks undertaken for staff who are employed in relevant positions.
- Teacher Services checks are undertaken for all teaching staff, including QTS verification.
- ID and right to work in the UK is verified prior to appointment.
- Two references are taken for all appointments.
- An Enhanced DBS is obtained for volunteers and employer partners following a risk assessment considering the frequency, regularity, duration, and nature of contact with children and young people.
- Maintaining a Single Central Record detailing the range of checks carried out on their staff, volunteers, and regular visitors.
- All new appointments to the workforce are subject to identity, criminal conviction disclosure, health, and rights to work in the UK checks prior to interview.
- RedEverywhere satisfies itself that the same level of stringent checks has been undertaken on any supply staff.
- Adheres to KCSIE 2025 Part 3.
- Prohibition and sanctions checks for teachers.
- Written assurance on safeguarding checks for third-party and agency staff.
- Safer recruitment training for all involved in appointments.
- Supply staff/contractors: Management of concerns includes notification to their employer.

The Managing Partner, members of the Senior Leadership Team have successfully undertaken the approved Safer Recruitment Training. **At least one member** of every interview or appointment panel has successfully completed this training.

RedEverywhere Designated Safeguarding Lead: Casey Isman-Egal

RedEverywhere Deputy Safeguarding Lead Linsey Durant

RedEverywhere Deputy Safeguarding Lead : Marcus Isman-Egal

Further details of the checks undertaken are outlined in the Safer Recruitment Policy.

3.2 Safe Practice

All Project teams will have undertaken Child Safeguarding training for all staff and updates this training yearly to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the RedEverywhere Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Staff Induction Pack prior to taking up employment.

Safe working practice ensures that students/pupils are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct, which could lead any reasonable person to question their motivation or intentions. Working in an open and transparent way.
- Discuss and/or take advice from the Senior Leadership Team over any incident which may give rise to concern.
- Record any incidents or decisions made in relation to a child or young person.
- Apply the same professional standards regardless of gender or sexuality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside their delivery venue and or can occur between children outside of these environments.
- All staff, but especially the DSL (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation, and serious youth violence. If there are serious concerns, these must be dealt with in the same way that all projects at RedEverywhere would deal with a safeguarding issue, which occurred during project delivery.

3.3 Sharing Safeguarding Information with Pupils/ Students

RedEverywhere is committed to ensuring that young people are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students will be regularly updated about identifying the staff with responsibility for child protection and know who this is.

We inform young people of whom they might talk to, both in and out of the project, their right to be listened to and heard and what steps can be taken to protect them from harm.

Information is made available to young people, including NSPCC and Childline alongside other localised offers.

RedEverywhere is committed to creating space for young people to be heard and we offer opportunities peer support and mentoring/coaching opportunities. We make young people aware of these arrangements regularly through conversation and all our digital platforms.

3.4 Partnership with Parents

RedEverywhere is committed to working positively, openly, and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity, and courtesy, providing acknowledgement and reassurance that all concerns raised by parents and children will be taken seriously. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child. **We will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm.**

RedEverywhere will endeavor to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when a member of staff will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Doncaster Safeguarding Partnership's Child Protection Procedures). RedEverywhere will, always aim to maintain a positive relationship with all parents/carers. RedEverywhere's Safeguarding Policy is available to all parents/carers upon request.

3.5 Partnerships with Others

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who encounters them has a role to play in identifying concerns, sharing information, and taking prompt action. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

RedEverywhere recognises that it is essential to establish positive and effective working relationships with other agencies. These include the Local Authority, EPIC, Social Care, Barnardo's, Police, Health, Childline, NSPCC etc.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

3.6 Training and Staff Induction

All staff receive appropriate safeguarding and child protection training; in addition all staff receive regular updates via email, staff briefing and E-bulletins.

All staff, including volunteers and supply staff, complete annual child protection and safeguarding training which now includes specific modules on online harms, misinformation, emerging digital risks, and the safe use of generative AI. Staff read at least Part 1 (or Annex A) of 'Keeping Children Safe in Education (2025)' and are trained to immediately report all concerns or low-level concerns about staff or pupil conduct.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake safeguarding training every 2 years alongside annual refresher training. RedEverywhere's Managing Partner and Senior Leader Team and all other staff, including associate staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is updated yearly.

All staff (including temporary staff and volunteers) are provided with a written child Safeguarding Induction prior to taking up appointment and are provided with a copy of this and other relevant policies during Induction. RedEverywhere will provide regular training on specific and relevant Child Safeguarding issues e.g., CSE, CCE, Prevent, E-Safety, Safe Practice, Record Keeping.

All staff will be made aware that safeguarding issues can manifest themselves via child-on-child

abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting, see section 5.11.

- **Induction and at least annual safeguarding/child protection training for all staff, volunteers, governors.**
- **Training content: online safety (including four Cs: content, contact, conduct, commerce), filtering/monitoring standards, information sharing, abuse indicators, reporting.**
- **DSLs/Deputies: bi-annual refresher, annual statutory update briefings.**
- **Additional knowledge: risks relating to SEND, gender identity, mental health, and child-on-child abuse.**

3.7 Support, Advice and Guidance for Staff

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will support staff with responsibility for Child Protection, who will provide guidance and training where appropriate.

Advice and support are always available from the SLT at RedEverywhere, Doncaster Safeguarding Children's Partnership, Children's Services, and EPIC and from South Yorkshire Police.

3.8 On-line Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As part of a broad and balanced curriculum, RedEverywhere offers a curriculum which covers the need for safeguarding, including online. *(Please refer to RedEverywhere's E-Safety Policy Policy)*

•*Whole-setting approach: technical controls (filtering/monitoring, as per DfE 2025 standards), regular review of systems, training, and engagement.*

•*Risks covered: content, contact, conduct, commerce, and misinformation/disinformation.*

•*Expectations for digital behaviour and social media clearly set out.*

3.9 Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, drugs, and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related Policies and Protocols that should be referred to include:

- Health and Safety Policy.
- Anti-Bullying Policy.
- E-Safety Policy.
- Recruitment Procedure.
- Staff Code of Conduct.
- Whistleblowing Procedure.
- EDI Policy.
- Prevent Policy

3.10 Information for Young People

To keep children safe and provide appropriate care for them RedEverywhere requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child.
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Whether the child is Looked After.
- Emergency contact details.
- Details of any persons authorised to collect the child from RedEverywhere sessions.
- Any relevant court orders in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc).
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register).
- Name and contact details of any key persons from other agencies, including GP.
- Any other factors which may impact on the safety and welfare of the child.

3.11 Roles and Responsibilities

The Managing Partner will ensure that:

- This Child Safeguarding policy and procedures are fully implemented in accordance with the Safeguarding Partnership guidance and locally agreed interagency procedures, and the policy is made available to parents/carers upon request.
- That RedEverywhere's recruitment and selection policy is fully implemented, which includes safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- A senior member of the Leadership Team is designated to take lead responsibility for Child Protection (and a Deputy Designated Lead will also form our approach).
- Staff undertake appropriate child protection training, including at least annual updates either through on-line or face to face training.
- He/She remedies, without delay, any deficiencies, or weaknesses regarding child protection procedures.
- Where services or activities are provided in session by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with RedEverywhere on these matters where appropriate.

- Ensure the Safeguarding Policy is reviewed annually and work with the Senior Leadership/Executive team regarding this. The Managing Partner should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the data protection act 2018 and the GDPR. This should include confidence in processing conditions and the implications of safeguarding of children and individuals at risk. This includes not handing over pupil personal data to a person that does not satisfy the harm test.
- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities.
- The policies and procedures are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities.
- Appropriate levels of qualified staff are maintained to ensure that there is always an adequate level of safeguarding practitioners.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the RedEverywhere's Whistleblowing Policy.

Each Designated Safeguarding Lead (DSL) will:

- Liaise with the three safeguarding partners and work with other agencies in line with Working together to safeguard children. The DSL should refer to the (National Police Chiefs' Guidance) NPCC guidance for further information about when to call the police.
<https://www.npcc.police.uk/>

Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies.
- Act as a source of support, advice, and expertise within the organisation
- Liaise with Projects Leads to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Refer cases to Channel programme where there is radicalisation concern as required.
- Act as a point of contact with Safeguarding partners.

Challenge

- If an employee is unhappy with the outcome of any referrals, actions or advice taken, a concern should be raised in the first instance with the Managing Partner and/or DSL.

Training

- The DSL and Deputy DSLs should undergo Safeguarding training every 2 years and undertake Prevent Awareness Training
- Knowledge and skills to be refreshed through meeting with other DSLs, external training provides and internal planned CPD.
- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how the child protection cases operate the conduct of a child protection case conference and be able to attend and contribute to these.
- Ensure that all staff have access to and understand RedEverywhere's Safeguarding and Child Protection Policy.
- Ensure that all staff have induction training.
- Circulate relevant information and guidance to staff on a regular basis.
- Keep detailed and accurate secure written records and/or concerns.
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online in session.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Help promote positive personal and social development outcomes by sharing information about welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and leadership team.
- Encourage a culture of listening to children among all staff.
- Ensure parents/carers are made aware of the Child Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the RedEverywhere in this to avoid conflict later.

All staff and volunteers will:

- Be made aware of the local early help process and understand their role in it and understand the indicators that may suggest a young person is suffering or is at risk of suffering abuse, neglect or harm and they take appropriate and necessary action in accordance with RedEverywhere policies and procedures and statutory guidance.
- Attend appropriate training.
- Know what to do if a child tells them, they are being abused or neglected.
- Inform the Designated Safeguarding Lead of any concerns.
- Understand the process for making referrals to children's social care and for statutory assessment under the Children Act.
- Record any potential safeguarding incidents appropriately.

4 Identifying Children and Young People who maybe suffering from significant harm.

RedEverywhere staff are well placed to observe any physical, emotional, or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, young people, parents, and the public, which foster respect, confidence and trust, can lead to disclosures of abuse, and/or staff being alerted to concerns.

Safeguarding children is defined in ‘Working together to safeguard children’, as:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Working Together to Safeguard Children 2018 (page 6).

Child Protection is defined as:

- Part of safeguarding process.
- It focuses on protecting a child who has been identified as suffering or is likely to suffer significant harm.
- Serious risk of harm may arise from a single event or a series of concerns over time.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of learning at RedEverywhere including:

- Young People’s health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or E-safety.
- Appropriate arrangements to ensure safety security, considering the local context.
- Mental Health of young people and staff.

Safeguarding can involve a range of potential issues such as:

- Child on Child abuse.
- Serious violence.
- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Racist homophobic or transphobic abuse.
- Sexual harassment, such as casual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.
- Sexting.
- Voyeurism / (up-skirting)
- Issues affecting children including domestic violence, female genital mutilations, honour-based abuse, breast ironing and forced marriage.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. RedEverywhere recognises the important role we all have in supporting the mental health and wellbeing of our pupils/students.

Child Protection Procedures

In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the Designated Safeguarding Lead or deputy will consult with the **MASH Service (formerly MAP)** on **01302 737777**. If out of hours, the emergency Children's Social Care out of Hours team - (ESST) **01302 796000** (after 5.00pm and before 8.30 am weekdays and weekends). More information can be found at <https://www.doncaster.gov.uk/doitonline/safeguarding-concern-child-at-risk-report-form>

For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the MASH Mental Health Specialist Advice Line **01302 796191**.

All parents and carers of families can contact the general contact number on **01302 737777**.

4.1 Definitions

Child As in the Children Act of 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18th birthday.

Safeguarding: Actions to protect children from maltreatment, prevent impairment, and ensure safe, effective care and development.

Abuse: Physical, emotional, sexual, neglect, and includes child-on-child abuse, online abuse, and bullying.

Child-on-Child Abuse: Any form of physical, sexual, emotional harm or exploitation inflicted by children upon other children.

Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. **development** means physical, intellectual, emotional, social, or behavioural development. **health** includes physical and mental health. **ill-treatment** includes sexual abuse and other forms of ill treatment which are not physical.

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

Domestic abuse is an incident/s of controlling, coercive, threatening, degrading and violent behaviour including economic abuse, sexual violence by a partner or ex-partner but also by a family member or carer. **Operation encompass** provides an efficient / confidential channel of communication between police forces and key adults within the provision. It should be noted that children are recognised as victims and not just as a witness.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Women can commit acts of sexual abuse as can other children. The sexual abuse of children by other children is a specific safeguarding issue in Education

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

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

Neglect may occur during pregnancy as a result of maternal substance abuse, once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate car givers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Upskirting The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour-based abuse, and female genital mutilation.

Local Solutions

Four Local Solutions groups have been established across the borough to support families who may need additional support.

Local Solution groups are made up of a range of practitioners (further details below), who come together regularly to meet the needs of children, young people, and their families. The groups are based in each of Doncasters locality areas, Central, North, South, and East so that practitioners can be on the 'ground', and work with communities, building on the many strengths and assets already in place. Details on how to make referrals and what happens next are outlined below.

To make referrals into Local Solutions

If you feel a family you are working with would benefit from the support of the local solutions group, you can make a referral into the Local Solutions Group. You can do this by contacting your local group:

Central: LocalSolutionCentral@doncaster.gov.uk
North: LocalSolutionNorth@doncaster.gov.uk
East: LocalSolutionEast@doncaster.gov.uk
South: LocalSolutionSouth@doncaster.gov.uk

When you contact your Local Solution Group it is important to send the information needed to progress the referral:

Family Details: The names, dates of births of family members, address and contact phone number.

- **What you are worried about:** A summary or bullet points of the situation or needs
- **What is working well:** A summary of the strengths and positive factors already in place.
- **What would help:** Idea's from the family or yourself as to what would help improve things.

Early Help and Contextual Safeguarding

- Staff trained to spot and refer early concerns; importance of early help reinforced.
- Internal and external escalation routes (flowchart included in appendices).
- Risks beyond the home peer group, community, online recognised and addressed.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment. Staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse and/or has returned home to their family from care.

Early Help Enquiry

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. MAAP is composed of the Early Help Hub and Social Care team.

MASH is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who made need a coordinated early help response.
- Screening all early help enquires 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. IAG Telephone: **01302 734110**

If you believe that an early help is needed, discuss the situation with the parent/carers and

gain their signed consent to make the Early Help Enquiry through MASH. The 'Early Help for your Family' information and consent leaflet will help you have this conversation. Once consent is gained, complete the online form within the DSCP website, and attach a copy of the consent form. <https://dscp.org.uk/professionals/early-help>

The Early Help Hub within MASH will screen your enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

They will assess the case and inform you of the action required. this could be:

- If an EHA has already been completed or there is an existing TAC/F, you will be asked to share your information and join the TAC/F.
- Single agency response for a specific piece of work – Lead Practitioner identified
- EHA required – lead practitioner identified.
- No further action.
- Escalation to Children’s Social Care if this case is already known to them or the information gathered during screening indicates escalation is required.

The Early Help process does not replace the existing ‘front door’ arrangements for children’s social care in Doncaster. If at any stage, you have any concerns that a child is at risk of harm you must follow your agency’s safeguarding procedure and make a referral to Children’s Social Care Service on:

Telephone: **01302 737777** (available 8:30am – 5pm Monday to Friday)

Telephone: **01302 796000** (outside office hours)

A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989.

5. Taking action to ensure that children are safe

It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of young people will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents/carers.

5.1 Staff will immediately report to the Designated Safeguarding Lead

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present).
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a member of the team, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the Designated Safeguarding Lead, who will inform the Police.
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Any concerns that a child is at risk of, or involved in, serious violent crime.

****Concerns will be recorded on electronic safeguarding form log and picked up by the Sa**

5.2 Responding to Disclosure.

Disclosures or information may be received from young people, parents/carers, or other members of the public. RedEverywhere recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make an accurate record.

Principles

Staff will not investigate but will, wherever possible, gain enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Stay calm.
- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of trusts staff.
- Try to keep questions to a minimum and of an 'open' nature e.g., 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror, or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the Designated Safeguarding Lead.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.
- Record everything that has been said in the young people's own words. RedEverywhere uses Microsoft Safeguarding Log to record and monitor all incidents.

5.3. Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Central Database (formerly the Child Protection Register)
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g., Police, Children's Social Care etc. (see NPCC guidance on when to call the police)
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review.
- Consideration should be given to a referral to children's social care if the child's situation does not appear to be improving or is getting worse.
- If it would be appropriate to undertake an early help assessment and/or make a referral for other services.

Referrals should ideally be made by a Designated Safeguarding Lead, however, in their absence, anyone can make a referral, and their absence must not delay the appropriate action being taken. Where referrals are not made by the Designated Safeguarding Lead the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by the online standard referral form.

5.4 Action following a child protection referral.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with Children's Social Services.
- Contribute to the Strategy Discussion and Initial Assessment.
- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.
- Share all reports with parents prior to the meetings.
- Where there is a disagreement with a decision made e.g., not to apply Child Protection Procedures or not to convene a child Protection Conference, discuss this with the Chair of the safeguarding panel and follow procedures as outlined in 3.10.
- Where a child is having a Child Protection Plan moves from the provision or goes missing, immediately inform the key worker in Social Services.

5.5 .Recording and Monitoring

All projects will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the project, any court orders, if a child has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes).
- All concerns, discussions, decisions, actions taken (dated, timed, and signed) and arrangements for monitoring/reviewing.

All records should be objective and include:

- Statements, facts, and observable things (what was seen/heard).
- Diagram indicating position, size, colour of any injuries (photographs if appropriate).
- Word's child uses (not translated into 'proper' words).
- Non-verbal behaviours.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Managing Partner and designated safeguarding lead.

All records transferred securely to a new setting within five days of transfer whenever a child moves

RedEverywhere projects will monitor:

- Attendance at sessions.
- Changes e.g., mood/academic functioning.
- Relationships.
- Language.
- Behaviour.
- Demeanour and appearance.
- Statements and comments.
- Medicals.
- Stories, 'news', drawings.
- Response to Positive Activities/Sport.
- Family circumstances.
- Parental behaviours/care of child.

5.6. Supporting the Child and Partnership with Parents/Carers

- RedEverywhere recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open, and honest working partnership with parents/carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide secure, caring, supportive and protective relationships for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the child.

5.7 Allegations regarding Person(s) working in or on behalf of RedEverywhere. (Including supply teachers and volunteers)

Where an allegation is made against any person working in or on behalf of RedEverywhere that he or she has:

- If an allegation of abuse is made against the Managing Partner will act as the 'case manager'.
- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Has behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. E.g., a member of staff involved in domestic violence at home. E.g.,
A member of staff involved in an incident outside of project which did not involve children but could have an impact to their suitability to work with children.

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely as mentioned above. Whilst we acknowledge that such allegations (as all others) may be false, malicious, or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures. RedEverywhere Managing Partner will take the lead with regards to allegations about supply staff and liaise directly with the LADO.

Initial Action

- The person who has received the allegation or witnesses an event will immediately inform the Managing Director and make a record.
- The Managing Partner will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Managing Partner may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The Managing Partner will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by Trust or if there needs to be a referral to Social Services and/or Police for investigation.
- Consideration will be given throughout to the support and information needs of young people, parents, and staff.
- Where there is an allegation regarding the Managing Partner, the matter should be referred immediately to Senior Co-Founding Partner.

Where a staff member feels unable to raise an issue with their Managing Partner, Designated Safeguarding Lead, or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to the RedEverywhere Whistleblowing Procedure.

Required further investigations, including suspensions, and any relevant referrals will be managed by the Managing Partner

LADO Advice re allegations against a member of staff

If advice is required at the initial stage the Doncaster Council Children Service can be contacted.

Email: EducationSafeguarding@doncaster.gov.uk

or to speak to team staff directly:

Safeguarding Manager on **01302 736743**.

The LADO will be able to provide advice on any further actions or steps that may need to be considered before a strategy meeting is convened. It is the responsibility of the lead teacher or Managing Director (or in their absence the Deputy Project Lead) to make the referral.

The Local Authority Designated Officer (LADO)

Milovan Orlandich LADO

Tel: 01302 737332

Email: LADO@doncaster.gov.uk

Urgent child protection concerns

If you are worried about a child that might be at immediate risk of harm or if the situation is an emergency do not wait to contact the LADO and contact either Children's Services and/or the Police straight away.

The LADO can then be contacted after the child is safe.

Children's Services

Office hours: **01302 737777**

Out of hours: **01302 796000**

Police: Phone **101** or in an emergency **999**.

Prevent Partners are as follows:

Rachael Long, Crime and Community Safety Theme Manager

01302 737469

Rachael.Long@doncaster.gov.uk

2961374/07769131474 Karen Johnson, Prevent Lead 01302 862507

The most common reason for children becoming looked after is as a result of abuse or neglect. RedEverywhere will ensure that appropriate staff have information about a child's looked after status and care arrangements including contact. T).

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-afterchildren> <https://www.gov.uk/government/publications/designated-teacher-for-looked-afterchildren>

5.9 Child on Child Abuse

This is most likely to include, but may not be limited to:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Racist homophobic or transphobic abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as casual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.
- Sharing nudes/Semi Nudes³
- Initiation / hazing type violence and rituals.
- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm).

Issues which may be specific to a local area or population, for example gang activity and serious youth violence. Staff will need to recognise possible signs of a child being at risk of or involved in youth violence, such as lack of guilt and empathy, physical violence/aggression, positive attitude towards delinquency, previous criminal activity, unexplained money or new expensive possessions, unexplained physical injuries, and regular truancy. This is covered by the Voyeurism (Offences) Act also identifying that any gender is a victim.

Sharing nudes/semi nudes/bullying/sexual assaults/physical assault/hazing or initiating child on child abuse, will always be taken seriously, and acted upon, under the appropriate policy e.g., safeguarding, behaviour, not dismissed as 'banter' or 'part of growing up'. These issues will be addressed as part of PSHE programme, victims will be supported through the safeguarding/pastoral team.

5.10 Child on Child Sexual Violence and Harassment

We will

- Never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up.
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts.
- Understand that all the above can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language, therefore a consistent approach is important.
- Encourage children and young people to tell someone about abuse (Beyond Referral Programme) see Appendix L for a Continuum of Behaviours.
- Deal with any reports or disclosures in line with this policy and refer to the DSL (or Deputy) and collect all data and report to OFSTED.
- We recognise children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.
- Zero tolerance for all forms of child-on-child abuse, including intimate partner violence, sexual harassment
- Staff trained to recognise heightened risk for girls, LGBTQ+ youth, and those with SEND.
- Robust, child-friendly systems for disclosure and support.
- DfE guidance on “sharing nudes and semi-nudes” followed for incidents.
- Absence of reported incidents does not confirm absence of abuse.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- See the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs. and communication barriers and difficulties overcoming these barriers.
- Reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENCO.
- Children who are lesbian, gay, bi, or trans or questioning (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges>

5.13 Physical Intervention and Use of Reasonable Force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded, and monitored. Reasonable force will be used in accordance with government guidance and the Positive Handling Policy. Reasonable adjustment will be taken into account when restraint is used on SEND students.

With SEND students we will ensure that positive handling strategies are visible in their Individual Educational Plans (IEPs). Staff will identify key triggers and ensure that de-escalation and positive strategies are explicit in provision maps alongside risk assessment in partnership with students and parents.

Acceptable forms of intervention to avoid physical handling include:

- Leading and guiding a pupil by the hand or arm or shepherding them with a hand in the center of their back.
- Holding a pupil who has lost control until they are calm and safe.
- Physically moving between and separating young people.
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force' -for example to prevent a young person running into a busy road, hitting, or hurting someone.
- Using more restrictive holds in extreme circumstances

5.16. Enhanced remote learning (COVID19)

As our online use increases at home the risks of children and young people increase at home too. RedEverywhere acknowledges that safeguarding principles remain the same and are in the best interest of young people.

- If anyone has a safeguarding concern about any child, they should continue to act immediately.
- A DSL or deputy should be available.
- It is essential that unsuitable people are not allowed to enter the children's workforce and or gain access to children.
- Children should continue to be protected when online.

The Risk Assessments for COVID will take into account online dangers and risk mitigations will be identified to keep children safe whilst online.

Appendix A : Safeguarding Incident Recording Sheet

Full name of Young Person	
Date of Birth and Address	
Date of Incident (day/month/year)	
Time of Incident (24-hour clock)	
Location	
Observed by (full name and position)	
Detailed Observation	
Concerns	
Have you spoken to the young person?	
What was said? (Please record in the young person's own words)	
Have you spoken to the parents/carers?	
What was said? (include full name of parent/carer spoken to)	
Referred to	
Your Name	
Your Position	
Signed	
Date and Time of Record	
<b style="color: red;">Further Action Taken	

Appendix B – Notice of suspected/admitted/know abuse of child (ren) to social care

This form should be completed by the **Designated Safeguarding Lead with responsibility for child protection** on the basis of information readily available and should not be delayed on the basis of incomplete information.

Information about the Child	
Child(ren)'s surname	
Child(ren)'s forename(s)	
Child(ren)'s date of birth	
Other name(s) by which the child(ren) may be known	
Present location	
Home address of child	
Information about Parent/Guardian	
Parent/Guardian's surname	
Parent/Guardian's forenames	
Address	
Tel No	
Does this person have parental responsibility	

If not, insert the names and addresses of those with parental responsibility

Surname/forenames, date of birth or age of any siblings/co-resident children

GP Information

GP's name

Address

Tel No

Professional agencies known to be involved with the family:
(contact name, address and mobile/telephone number)

Reason for Referral

Reason for referral:

Action already taken

Referred in writing/by telephone to:

On what date:

Parents advised of referral?

Child/young person advised of referral?

Name of Designated Person

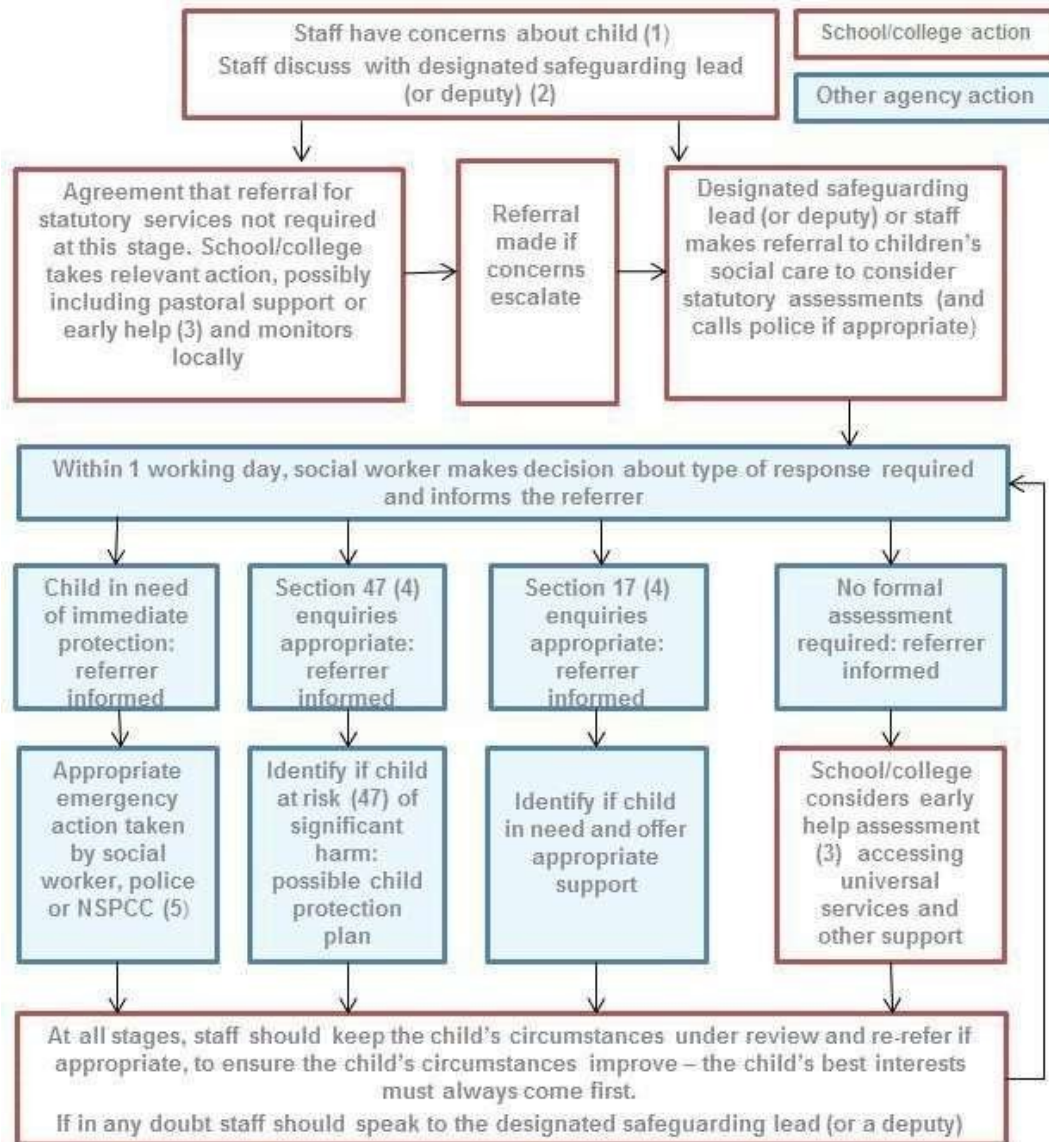
Signature

Date

Further Action Taken

Appendix C

Actions where there are concerns about a child



- 1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- 2) If, for any reason, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken.
- 3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.
- 4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments. 5) This could include applying for an Emergency Protection Order (EPO).

Appendix D - Allegation against Staff

You have become aware that a member of staff (including supply teachers and volunteers) has:

- Behaved in a way that may have harmed a child
- Possibly committed a criminal offence
- Behaved towards a child or children in a way that indicates they may not be suitable to work with children

The child and/or the alleged abuser **SHOULD NOT** be questioned but a recording made of what has been reported

Report immediately to the Alex Steeples (or in their absence the Designated Safeguarding Lead), who informs the Marcus Isman-Egal (Senior Partner) and unless there is evidence to prove the incorrect will:

Report to the LADO (Local Authority

If the DfE procedures are **NOT** to be followed, the LADO will agree with you and appropriate response

Take Advice from HR

If the DfE procedures are followed a strategy meeting will normally be held by phone or in person. Normally the Managing Partner, LADO, HR and often police are invited. Information is shared and risks to children considered and appropriate action agreed. A record of the meeting will be made, and further meetings will be held every 4 weeks until a conclusion is agreed.

What happens when I contact the LADO?

- Referrers will be asked to complete a referral form and where necessary provide other supporting information.
- Information should not be disclosed to the accused person until discussions have taken place with the LADO, the police and / or LA children's social care as this may hinder investigations.
- The LADO will review the information and may need to hold a LADO strategy meeting. The accused adult will not be invited to this meeting, but all other relevant people will be invited.
- The LADO will normally chair the LADO strategy meeting and the participants should be sufficiently senior to contribute all relevant available information about the allegation, child and accused person and make decisions on behalf of their agencies.

Appendix E - Adult Access to Young People

- 1.1 The word **ADULT** applies to anyone who is NOT a teacher, or whose employment by RedEverywhere gives him or her specific approval to have direct contact with children. It also includes ex-students who may have recently left.
- 1.2 If any adult reports to reception asking to see a student, the request must be referred directly to the Managing Partner.
- 1.3 The Senior Leadership Team will decide on what action to take, bearing in mind the following: No Adult (including the Police, but see also later) is allowed to have access to a child without the specific approval of the parents/carers.
- 1.4 No adult is allowed to have access to a child without the continuous presence of an appropriate employee or the child's parents/carers.
- 1.5 No adult will be given access to a child, even with parents /careers' approval, if the business is not directly related to the child's education or to events which have taken place on site. Priority should be given to the continuation of student education with minimum disturbance.
- 1.6 If the Police request to see a student, this request will not normally be granted if the investigation relates to matters when the child was in the care of their parents/carers.
- 1.7 If Police wish to interview a child about events which have taken place on the site, during or outside the project delivery day, the Police may well be arriving at our invitation, and we would in any case wish to help the Police enquiries.
- 1.8 The only exception of item (5.5) would be if the Police were able to convince us that they were investigating serious criminal activity where speed was an essential part of their enquiries. In this case, if parents/carers could not be contacted, the Senior Manager would normally accept responsibility "in loco parentis" and inform the parents/carers afterwards.
- 1.9 Serious criminal activity would include certain types of child abuse. In these cases, it would be a matter of professional judgement and liaison with the appropriate agencies as to how and when parents/carers would be informed.
- 1.10 These policy arrangements may occasionally mean that visitors asking to see a student may be required to wait for some considerable period of time. A genuine visitor will appreciate the rigour with which we protect the security of our young people.

Appendix F - Prevent Duty and Radicalisation

There are now duties imposed agencies in relation to the **DfE guidance The Prevent Duty** . The prevent duty is now out lined in the RedEverywhere Safeguarding Policy.

Further advice in relation to this is within Keeping Children Safe in Education 2024 in relation to:

- *Risk assessment*
- *Working in partnership*
- *Staff training*
- *IT policies*
- *Building children's resilience to radicalisation*

Where we are concerned about individual children, we will follow the referral pathway defined.

The essence of our policy, however, is that we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

RedEverywhere is clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our curriculum, and anti- bullying work and our ICT Acceptable Use Policy.

Appendix G - Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

RedEverywhere adheres to the relevant Safeguarding Partnership's procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high-profile issue both nationally and locally.

RedEverywhere recognises that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coherence, manipulate or deceive into sexual or criminal activity.

Child sexual exploitation can happen in several ways to both boys and girls, for example it can happen in the virtual world through various social media, and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs, or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs, or being bullied.

RedEverywhere recognises however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

Some of the following signs may be indicators of CSE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss education or do not take part in education.

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

- In exchange for something the victim wants.
- For financial or other advantage of the facilitator.
- Through violence or threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact but can occur using technology. It can include children being forced to work in cannabis factories or being coerced into moving drugs or money across the country (County lines), forced to shoplift or pickpocket or threaten young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse alcohol and drugs.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss education or do not take part in education.

RedEverywhere recognises that prevention is the best position about CSE and CCE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age-appropriate knowledge and raise awareness and understanding of what CSE and CCE are, to understand the risks of both and to spot the warning signs for themselves and their friends and peers and by doing so keep safe.

If prevention is not possible, we aim to identify children who are at risk of or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through programmes of personal, social and health education (PSHE)

An important part of our delivery with children and young people is focusing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted, and staff and students are vigilant. As part of this children will feel listened to and safe.

Appendix H - So-called 'Honour' Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts you should speak to the designated safeguarding lead.

If staff have a concern regarding a child that might be at risk of HBV, they should follow the normal reporting procedures protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Where FGM has taken place there is now a mandatory reporting duty placed on **teachers**.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Some of the indicators that FGM may have occurred include:

- Prolonged absence from learning and noticeable changes in behaviour on return.
- Has difficulty, sitting, walking, standing.
- Spends a long time in toilet.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still discuss any such case with trusts Designated Safeguarding Leads and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage.

Appendix I - Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from our alternative learning provision it is a potential indicator of abuse or neglect. Staff should follow the normal procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all provisions to have an admission register and an attendance register. All students must be placed on both registers.

Appendix J - Sexting (Sharing Nudes/Semi Nudes)

Definition of 'sexting' (Sharing Nudes/Semi Nudes)

There are several definitions of sexting but for the purpose of this advice sexting is simply defined as images or videos generated: by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the organisation, and the child. The range of contributory factors in each case also needs to be considered to determine an appropriate and proportionate response. All staff should be familiar with this policy.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline. Please see the link below for further guidance on reporting incidents that come to your attention. [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

Dealing with Incidents of Sexting - STEP 1: Disclosure by a child

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed? For example, is the Designated Safeguarding Lead (DSL) on hand and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure RedEverywhere Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a Device

It is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on a projects-owned or a personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. In RedEverywhere Alternative Learning provision we will follow good practice advice and the revised Education Act 2011.

A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

When searching a mobile device, the following conditions should apply:

- The action is in accordance with RedEverywhere Safeguarding and On-line Safety policies.
- The search is conducted by the Managing Director or a person authorised by them.
- The DSL or a deputy is present.
- The search is conducted by a member of the same sex.
- If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. If an “experimental” incident is not referred to the police, the reasons for this should be recorded in writing. Always put the child first.
- Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child **UNLESS** there is clear evidence to suggest that there is an immediate problem.
- Print out any material for evidence.
- Move any material from one storage device to any personal devices.
- View the image unless there is a clear reason to do so (see above) Send, share, copy or save the image anywhere.
- Allow children to do any of the above.

Always:

- Inform the Designated Safeguarding Lead.
- Record the incident.
- Act in accordance with the Safeguarding Policy and procedures.
- Inform relevant colleagues/senior management team about the alleged incident before searching a device.
- Confiscate and secure the device.

If there is an indecent image of a child on a website or a social networking site, then you should report the image to the owners or administrators of the site using the site procedures.

- Inform the Designated Safeguarding Lead or deputy designated safeguarding lead.
- Report to the IT lead to ensure the website is blocked.
- If the images are deemed inappropriate the DSL should consider reporting this to the police.

Indicators of the 4 main categories of Abuse

Physical

- Unexplained injuries/burns.
- Untreated injuries.
- Bruises/abrasion around the face.
- Bi-lateral injuries e.g. Two bruised eyes.
- Bite marks.
- Bruising abrasions to lips, cheeks, outer ear.

Emotional Abuse

- Excessive overreaction to mistakes.
- Continual self-deprecation.
- Excessive rocking, thumb sucking, hair twisting.
- Extreme compliance/aggression.
- Drug, alcohol, and substance misuse.
- Significant peer relationship difficulties.

Sexual Abuse

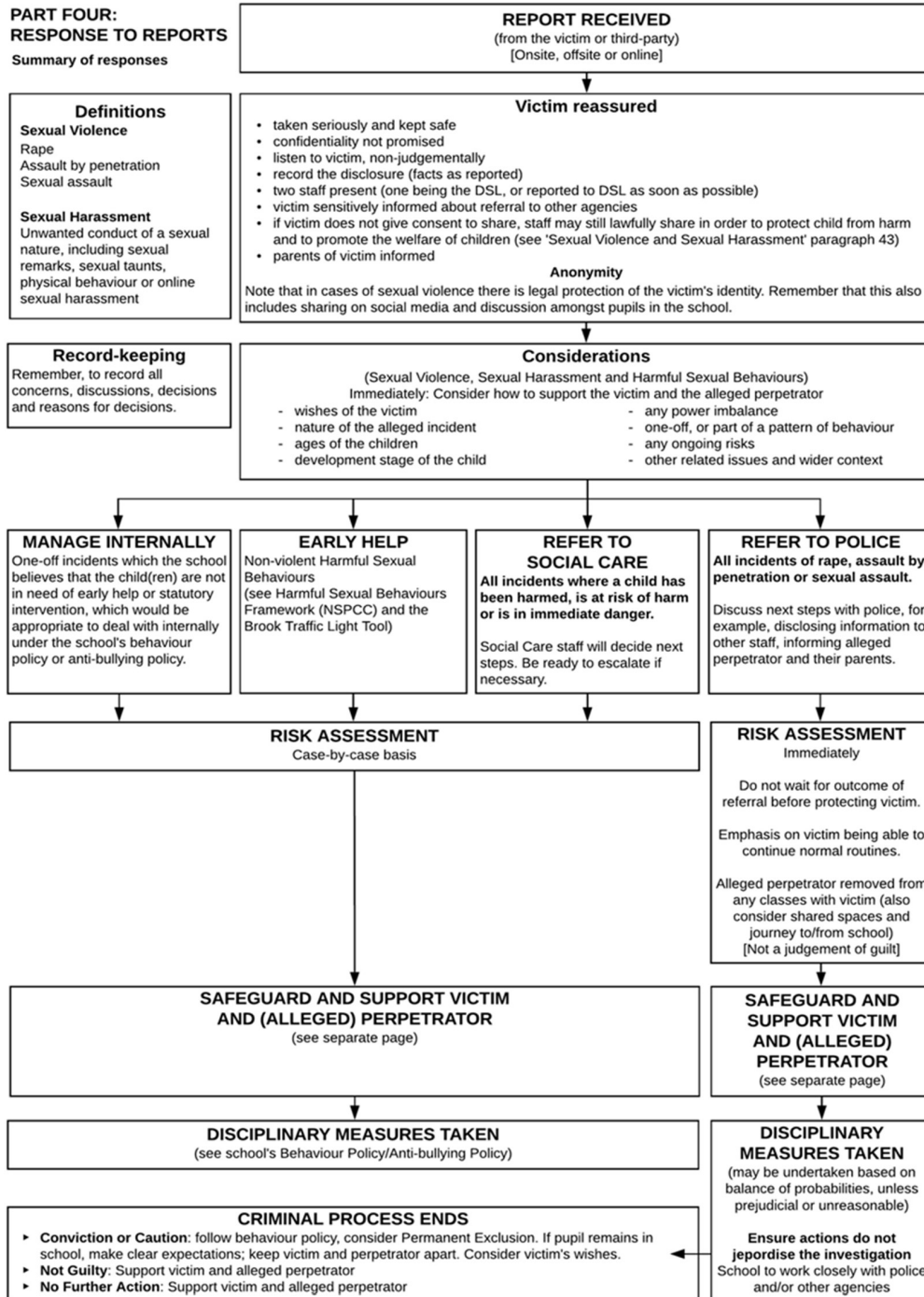
- Sexual awareness inappropriate to age, including provocative sexual behaviour.
- Self-harm.
- Pregnancy.
- Sexually transmitted diseases.
- Sudden changes in behaviour or school performance.
- Fear of undressing for gym.
- Depression/withdrawal.
- Drug, alcohol, substance abuse.

Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems.
- Destructive tendencies.
- Social isolation.
- Poor self-esteem and/or relationship with peers.
- Excessive rocking, hair twisting, thumb sucking.

Appendix K – Incidents of Sexual Assault

RedEverywhere will always follow good practice guidelines for all projects including the delivery of our Alternative Learning Project.



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Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Annex M:

Alternative Provision Safeguarding Protocol (2025 update)

1. Safer Recruitment: Before placing a pupil in Alternative Provision (AP), RedEverywhere obtains written confirmation from the AP provider that all relevant safeguarding vetting checks have been completed for staff who have contact with RedEverywhere pupils. This includes enhanced DBS and barred list checks where applicable. A record of this assurance is held by the DSL.

2. Oversight and Review: Every alternative provider placement is formally reviewed at least every half-term by the DSL/SENDSCO. This review covers safeguarding arrangements, quality of provision, the pupil's progress, welfare, and attendance, and the ongoing suitability of the placement. Reviews and action points are minuted.

3. Attendance and Location Tracking: RedEverywhere will ensure an accurate register is kept of each pupil's AP address, contact, agreed hours, and monitor pupil attendance daily. Any unexplained absences from AP are followed up immediately according to our safeguarding policy.

4. Enhanced Oversight: The DSL (or delegated member of staff) is responsible for enhanced oversight, which includes site visits (as risk-assessed), twice-yearly direct contact with AP DSL, and monitoring of any safeguarding concerns arising from AP.

Annex X: Online Safety (including Misinformation, Disinformation, and Conspiracy Theories)

1. Introduction

RedEverywhere recognises that online safety goes beyond technical protection and is crucial for safeguarding pupils against a broad spectrum of digital harms. Recent updates to national guidance require explicit action against risks associated with misinformation, disinformation, and conspiracy theories as part of a whole-school approach to digital resilience and critical thinking.

2. Definitions

- **Misinformation:** False, inaccurate, or misleading content shared without intent to deceive.
- **Disinformation:** Deliberately created and shared false information intended to cause harm or mislead.
- **Conspiracy theories:** Unsupported explanations or beliefs that attribute events to secret plots, often spread online and potentially harmful to wellbeing.

3. Policy Statement

- The school addresses the risks of misinformation, disinformation, and conspiracy theories through a combination of curriculum, staff training, and technical monitoring.
- The DSL and IT lead will regularly review digital trends and ensure that staff and pupils are briefed on emerging risks, including viral conspiracy theories and online campaigns.
- Cyber Security Standards and robust filtering/monitoring systems are kept under review and subject to appropriate action as outlined in KCSIE 2025.

4. Education, Prevention, and Response

- Curriculum: Digital literacy, PSHE, RSHE, and computing lessons explicitly teach:
- How to identify, question, and report misinformation/disinformation.
- Critical thinking skills and how to check information sources.
- Awareness of how conspiracy theories are spread and why they can be harmful.

Staff Training:

- All staff receive annual training on the risks of digital misinformation/disinformation and the procedures for escalating concerns linked to online radicalisation, extremism, bullying, or grooming.
- Incident Handling: If a pupil is found to be sharing or affected by harmful misinformation, disinformation, or conspiracy content, the DSL (or deputy) will:
- Assess whether the incident poses a safeguarding risk or is linked to radicalisation or hate.
- Intervene with support, education, or referral as appropriate.
- Record and monitor any such cases in the safeguarding log.

5. Technical Safeguards

- Filtering and monitoring systems are regularly reviewed to pick up emerging online threats, including keyword blocks or alerts for known disinformation sites or conspiracy tags.
- Any necessary action to comply with DfE Cyber Security Standards is taken and documented.

6. Parental Engagement and Community

- The school communicates with families about online risks and shares up-to-date resources on tackling misinformation and conspiracy theories at home.
- Termly briefings or newsletters highlight digital resilience topics.

7. Review

This annex is reviewed annually or in response to a significant incident or major shift in online risk, with staff and governor oversight.

Annex O: Generative AI in Education

Reviewed September 2025

RedEverywhere recognises both the opportunities and the safeguarding challenges associated with the use of generative artificial intelligence (AI) in schools. Generative AI includes digital tools and platforms that use large language models or similar technologies to create human-like text, images, code, and other media.

In line with Department for Education (DfE) guidance, all staff and students must approach the use of generative AI with critical caution. While generative AI applications can support teaching, resource creation, and certain elements of learning, their outputs may be inaccurate, misleading, biased, or otherwise inappropriate. Therefore, any content created with generative AI must be carefully reviewed and validated by staff before it is used or shared for educational purposes.

RedEverywhere is committed to protecting the privacy and rights of all students, staff, and stakeholders. No personal information or sensitive data about children, families, or colleagues is to be entered into AI systems or platforms without written parental consent and a documented assessment of data protection and privacy risks. The school's Data Protection Officer will maintain oversight and records of all approved AI tools and their permitted use cases.

Students are prohibited from using AI tools to complete assessed coursework or examinations unless specifically allowed by awarding bodies. The pedagogical rationale for any use of generative AI within the curriculum or administration must be clear, transparent, and supported by senior leadership. AI must only be used within the boundaries of RedEverywhere's ICT Acceptable Use and Safeguarding policies, and all new AI uses or platforms must be risk-assessed by the DSL and IT lead before adoption.

Staff and pupils participate in regular training on the safe, ethical, and legal use of AI. This includes recognising and reporting inappropriate, harmful, or false information generated by AI technologies. Any content or interactions found to be in breach of school policy, safeguarding expectations, or data protection rules must be reported to the DSL immediately.

The Designated Safeguarding Lead (DSL) is responsible for monitoring the safeguarding implications of AI use, including risks related to online harm, accuracy and fairness, digital wellbeing, and equality of access. Any safeguarding concerns arising from staff or pupil use of AI, including potential exposure to harmful content, discrimination, or academic misconduct, will be managed in accordance with the school's safeguarding procedures.

RedEverywhere will continue to follow all relevant national guidance and DfE updates on generative AI and education. This annex and associated procedures will be reviewed annually, or immediately following any significant change in statutory guidance or technology risk.

Annex P: School Attendance – Working with the Local Authority

Reviewed: September 2025

RedEverywhere is committed to promoting and maintaining high levels of school attendance for all pupils. As required by the statutory guidance “Working Together to Improve School Attendance” (applicable from August 2024), the school works closely and proactively with the local authority to support and secure good attendance, address patterns of persistent or severe absence, and safeguard the wellbeing of every child.

The school recognises that children missing education can be an indicator of a range of safeguarding concerns, including neglect, exploitation, and other forms of harm. Any pupil who is absent without a satisfactory explanation will be followed up promptly on the first day of absence, with escalating contact if no reason is obtained. The register is maintained in accordance with current legal requirements and guidance, and all attendance codes are tallied and reported as directed by the Department for Education.

Where pupils’ attendance or punctuality falls below expected thresholds, or where patterns of absence or lateness raise concern, the school implements early support strategies and meets with families to understand and address barriers to attendance. Where concerns persist or escalate, the school refers cases to the local authority in accordance with legal duties. This includes cases of persistent absence, repeated unauthorised absence, or where a child goes missing from education altogether. In every instance where safeguarding risk is identified or suspected to underpin poor attendance, the school must work with the local authority and, where relevant, children’s services, as set out in statutory guidance. The language of the current policy now reflects this mandatory requirement to collaborate.

The school keeps at least two emergency contact numbers for every pupil and maintains regular communication with parents and carers regarding attendance expectations and concerns. Reasonable adjustments and tailored support are provided for pupils with medical needs, SEND, or other vulnerabilities that may impact attendance.

The attendance lead and DSL monitor attendance data frequently, seeking not just unexplained absence but patterns which may indicate a safeguarding risk. Attendance is also reviewed regularly by school leadership and reported to the Trust Board.

This annex will be reviewed at least annually and updated as new statutory guidance or local protocols are issued.

Key Contact Details/Useful Links

Reporting a concern please use the following link

www.doncaster.gov.uk/doitonline/safeguarding-concern-child-at-risk-report-form

LADO

<https://www.doncasterchildrenstrust.co.uk/how-we-work-you/local-authority-designated-officer>

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