

Safeguarding Policy  
January 2026



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# 1. Introduction & Scope

RedEverywhere is committed to safeguarding and promoting the welfare of all children and young people engaged in our programmes. This policy has full regard to Keeping Children Safe in Education (DfE, July 2025) and the statutory requirements it places upon all education providers. All staff, volunteers and Advisory Board members must read Part One of KCSIE annually; those without direct pupil contact may instead read Annex A (KCSIE 2025, pp 6–7) We recognise that the safeguarding and protection of children is everyone's responsibility and that every child has the right to be safe, heard, and supported. We also acknowledge that children may be vulnerable to harm both within their home environment and in external settings and that it is our duty to create and maintain the safest possible environment for them.

This policy applies to all staff, trustees, volunteers, contractors, partner organisations, and any individual working on behalf of RedEverywhere. It encompasses all activities and interactions with children and young people, whether on RedEverywhere premises, AP sites, satellite units, online platforms, or on educational visits and residential trips. All adults working with RedEverywhere must understand that safeguarding is central to our work and that any breach of safeguarding practice may result in disciplinary procedures or criminal investigation.

Our core objectives are to protect children from maltreatment, prevent impairment of their physical and mental health or development, ensure they are raised in circumstances that offer safe and effective care, and enable them to achieve the best outcomes possible. Every member of the RedEverywhere community shares collective responsibility for safeguarding; no single practitioner can have a full picture of a child's needs and circumstances. This policy aims to ensure that any actions we take are child-centred, evidence-based, and timely.

We believe in working collaboratively with local authorities, schools, multi-agency safeguarding partnerships, and other key stakeholders to share information and implement comprehensive strategies to mitigate risks. Our approach is not only reactive but also preventative: we strive to identify emerging needs and intervene early to support children and families before issues escalate. We will maintain clear and accessible channels for reporting concerns, ensuring that all staff feel confident in raising alerts without fear of reprisal.

The policy sets out the legal framework and statutory guidance that underpins our safeguarding practices, including Keeping Children Safe in Education (KCSIE) July 2025, Working Together to Safeguard Children (2018), and relevant UK legislation and statutory instruments. It outlines roles and responsibilities at every level of the organisation and details procedures for safer recruitment, training, reporting, record-keeping, and managing allegations.

This Introduction & Scope section, along with the full policy document, will be reviewed annually or sooner in response to changes in legislation, statutory guidance, organisational structure, or emerging best practice. The next scheduled review date is 31<sup>st</sup> August 2026, with interim reviews conducted as necessary by the Designated Safeguarding Lead (DSL) and the Board of Directors.

RedEverywhere will ensure that all staff and volunteers receive a copy of this policy and are required to read and acknowledge it as part of their induction process. Additionally, we will provide ongoing training, support, and supervision to ensure that every member of our community understands their role in safeguarding and can demonstrate the knowledge and confidence to act effectively.

All children and families will be informed of our commitment to their safety and well-being through accessible information in programme handbooks, induction sessions, and prominently displayed safeguarding notices at each site. We encourage young people to speak up if they have concerns and guarantee that their voices will be heard and acted upon promptly.

By embedding this policy into all aspects of our work, from strategic planning to day-to-day operations, we aim to foster a culture of vigilance, learning, and continuous improvement. We will measure the effectiveness of our safeguarding arrangements through regular audits, feedback from stakeholders, and monitoring of key indicators such as referral rates, training completion, and incident response times. Through this Introduction & Scope, RedEverywhere reaffirms its unwavering commitment to placing the welfare of children at the heart of everything we do. Every decision, action, and policy within our organisation will reflect this commitment and uphold the highest standards of safeguarding practice.

## **Safeguarding Team RedEverywhere Sheffield**

### **Director of Teaching and Learning: Vanessa Perry**

Responsible for implementing policies and procedures to promote children's welfare, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for overseeing the work of the DSL, dealing with safeguarding issues, providing advice and support to children, families and staff, liaising with the local authority and other agencies.

**Designated Safeguarding Lead (DSL): Vanessa Perry** Responsible for implementing policies and procedures to promote children's welfare, consulting with the Director of Teaching and Learning and keeping her informed of all concerns, addressing staff safeguarding concerns and allocating resources to the safeguarding team. Also responsible for dealing with safeguarding issues, providing advice and support to children, families and staff, liaising with the local authority and other agencies.

**Designated Safeguarding Deputies (DSD): Marcus Isman-Egal (Managing Partner), Alex Stepless (Chief Operating Officer)** Assisting the DSL with safeguarding issues, providing advice and support to other staff, liaising with the local authority and other agencies. Also responsible for offering support and advice to children and families.

### **On-line Safety Officer: Casey Isman-Egal**

Develops and maintains an on-line safe culture within the school.

### **Child Exploitation Lead: Casey Isman-Egal**

Develops and maintains policies & staff awareness of CSE including sexual violence and sexual harassment.

### **Prevent Single Point of Contact (SPOC): Casey Isman-Egal**

Leads within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

### **Designated Teacher for Child Looked After: Vanessa Perry**

Promotes the welfare and educational achievement of children who are 'looked after'.

### **Chair of Management Advisory Board: Iftekhhar Khan**

Review the safeguarding policies and procedures and remedy any deficiencies in regard to child protection arrangements.

## Our Rationale:

Safeguarding and promoting the welfare of children is everyone`s responsibility. Everyone who comes into contact with children and their families has a role to play. Redeverywhere staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children`s welfare and prevent concerns from escalating. All staff have a responsibility to provide a safe learning environment in which children can learn. *(Keeping Children Safe in Education 2025)*

## Safeguarding and Child Protection Policy Statement:

The aim of this policy is to safeguard and promote our children's welfare, safety, health and guidance. The children's welfare is of paramount importance. Our provision fully recognises the contribution it can make to protect and support children by fostering an honest, open, caring and supportive climate.

### There are three key aspects to our Safeguarding and Child Protection Policy:

**One** - Prevention: creating a positive ethos and culture where teaching and pastoral support systems are in place and Safeguarding is seen as the responsibility of everyone.

**Two** - Protection: following agreed procedures, ensuring staff are properly recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.

**Three** - Support: support for children and school staff and children who may have been abused.

***This policy applies to teaching staff, non-teaching staff, support and volunteer staff, and anyone else who is responsible for or is in contact with children across our learning provision.***

## Our Commitment:

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities for RSHE/Citizenship in the curriculum which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff and Advisory Borad members have up-to-date and regular safeguarding and child protection training.
- Create a culture of safe recruitment which includes the adoption of recruitment procedures that help to deter, reject or identify people who may pose a risk to the safety of children and young people.

## Our Framework:

Our Provisions do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion. Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Redeverywhere Sheffield and the local Safeguarding Children Board. The key principles of child protection are:

*Children have a right to be safe and should be protected from all forms of abuse and neglect*

*Safeguarding children is everyone's responsibility*

*It is better to help children as early as possible, before issues escalate and become more damaging*

*Children and families are best supported and protected when there is a coordinated response from all relevant agencies.*

(‘What to do if you’re worried a child is being abused: Advice for practitioners’, 2015)

## Definition of Safeguarding:

Redeverywhere Sheffield adopts the definition used in the Children Act 2004 and in ‘Working together to safeguard children’ 2018 and Keeping Children Safe in Education 2025.

This can be summarised as: -

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

Safeguarding is more than protecting children from deliberate harm. It relates to a number of aspects of school life that include health and safety, the use of reasonable force, meeting the needs of children and staff with medical or additional needs, first aid, educational visits, intimate care, internet and on-line safety and the provisions security. **“Children” include everyone under the age of 18.**

## On-line safety:

Online safety is exceptionally important and will continue to receive a high priority in the sectors approach to safeguarding its pupils and staff, as it is often how issues such as child exploitation, radicalisation, bullying etc. are facilitated. The school will try its best to protect and educate pupils and staff in their use of technology and will identify, intervene in and escalate any concerns where appropriate. The **Online Harms Bill 2025**: imposes a statutory duty on technology providers to identify, mitigate and remove illegal or harmful content particularly material that facilitates child sexual exploitation, radicalisation or bullying (KCSIE 2025, p 10).”

There are four areas of risk:

- **Content** : being exposed to illegal, inappropriate or harmful content e.g. pornography, fake news, racism, self-harm, suicide, radicalisation
- **Contact** : being subjected to harmful on-line interaction with other users e.g. peer to peer pressure, commercial advertising, adults posing as children to groom/ exploit.
- **Conduct** : personal online behavior that increases the likelihood of or causes harm e.g. making, sending and receiving explicit images.
- **Commerce** : risks such as online gambling, financial scams, inappropriate advertising.

Online safety must be reflected in relevant policies and considered when planning training and parental engagement. Children do not use mobile phones during the school day and will ask staff if they wish to contact home by phone.

RedEverywhere has appropriate filters and the Safeguarding Lead, and our IT Support monitors the use of laptops and devices in our setting, alerting the DSL/Online Safety Coordinator if there is any misuse of the systems.

Technology, risks and harms related to it evolve and change rapidly. There is an annual review of the school approach to on-line safety, supported by an annual risk assessment that considers and reflects the risks the children face. Regular updates are given to staff and pupils throughout the year at briefings and in the curriculum.

## Reasonable Force:

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to safely guide and ensure young people are safe on site. This can range from guiding a child to safety by the arm to breaking up a fight or where a child needs to be restrained to prevent violence or injury. Reasonable means using no more force than is needed. The use of force may involve either passive physical contact such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force is down to the professional judgment of the staff concerned within the context of the law and depends on individual circumstances. Staff should always recognise the added vulnerability of children with special educational needs or disabilities, mental health or medical conditions. Planning pro-active behavioral support and agreeing those plans with parents and carers should reduce the need to use reasonable force.

Safeguarding involves a range of issues which can include:

- Physical, sexual, emotional abuse
- Neglect
- Issues for young carers
- Signs of mental health problems
- Child-on-child abuse including sexual violence and sexual harassment between children
- Bullying (including cyber-bullying and prejudice-based and discriminatory bullying)
- Racist, disability and homophobic or transphobic abuse
- Protecting children from the risk of radicalization or extremist behavior
- Child sexual exploitation
- Sexting and non-consensual sharing of nudes and semi-nude images and/or videos
- Substance misuse
- Domestic abuse/ violence
- Issues specific to our local area and population e.g. anti-social behavior, gang activity, youth violence
- Particular issues affecting children and young people including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
- Being within the care system, are looked after or have been previously looked after or have a social worker
- Asylum seekers

# Supporting Children and Young People at Risk:

RedEverywhere recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our Provision may be the only stable, secure and predictable element in the lives of children at risk.

Some children who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. Children with behavioural difficulties, children with special educational needs and/or disabilities, children missing from education and children who are looked after are most vulnerable to abuse. Staff who work with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioral problems need to be particularly sensitive to signs of abuse.

In a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

## At RedEverywhere we will support young people through:

- Our ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The curriculum, to encourage self-esteem and self-motivation.
- The implementation of school behavior management policies.
- A consistent approach, which recognises and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- Regular liaison with other professionals and agencies that support the children and their families.

This policy should be read and used in conjunction with other related guidance, procedures and policies which include the list below that are available at <https://www.redeverywhere.co.uk/items> :

- Anti-bullying Policy
- Attendance Policy
- Behavior Policy
- On-line safety Policy
- Whistle-blowing Procedures
- Health and Safety Policy
- Volunteers Policy
- Trips and Visits Policy

## Training and Support:

At RedEverywhere we will ensure that the Director of Teaching and Learning , the Lead teacher, Teaching Assistants , Youth Workers DSL, DSDs and the Advisory Board along with all Key staff attend training relevant to their role. The DSL must complete a DfE-approved training course within two weeks of appointment and attend Local Authority network updates twice yearly.

All staff will receive and be able to access Child Protection training relevant and appropriate to their role and as a minimum requirement attend compulsory induction training when joining the school and complete statutory basic safeguarding training every three years which will include on-line safety. It will also include training in procedures to follow, signs to note and appropriate record keeping.

All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately should an incident occur. All staff will be trained to recognise and respond to situations where a child may be considered to be at risk. Staff should understand the difference between a 'concern' and 'immediate danger or at risk of harm' ensuring appropriate action is taken.

## Professional Confidentiality:

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Staff must make clear when talking to children that some issues relating to their safety cannot be kept confidential. All child protection/safeguarding issues should be dealt with in a confidential manner. The DSL along with the Chief Operating Officer and Director of Teaching and Learning will decide which members of staff, if any, need to be informed of the case. The only purpose of confidentiality in this respect is to benefit the child.

Information-sharing between statutory agencies is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare. The school stores and will share information for safeguarding purposes including information, which is sensitive and personal, unless there is a risk of serious harm.

Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. However, all schools and Alternative Learning Providers are urged to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first arising or where a child is known to Social Care. If staff have a mental health concern that is also a safeguarding concern, they must follow the safeguarding procedures.

## Records and Monitoring:

Well-kept records are essential to good child protection practice. Our approach is clear about the need to record any concerns held about a child or children within our provision, the status of such records and when these records should be passed over to other agencies. DCPRO must be used to record safeguarding concerns and to inform the safeguarding team.

When children leave our provision, either mid-year or through end of phase transfer, all DCPRO files are sent electronically once requested by the receiving school. Requested DCPRO file transfers with only take place once the DSL has confirmed they are in attendance at the setting. Any paper copies of files will be hand delivered, again confirming the child is in attendance.

**Although all information is recorded on DCPRO, all relevant paper documents are available in a locked cabinet to which only the core Safeguarding Team have access.**

## Recording Information:

When expressing a concern, or relaying an allegation, staff must enter a timed and dated report onto DCPRO and pass on to the DSL in person. Subsequent records should then include a clear and concise summary of concern, details of how the concern was followed up, note of actions taken, decisions reached and outcomes.

## Attendance at Child Protection Conferences:

RedEverywhere will follow the recommendations for good practice from the local area Sheffield Children's Safeguarding Partnership with regards to attendance at Child Protection Conferences.

## Safeguarding and Child Protection Roles and Responsibilities:

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children and to report any concerns to the safeguarding team.

There are, however, key people within school who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities for the current year are listed on page five of this document. One member of our senior leadership team is responsible for the implementation of appropriate procedures. This person also has deputies.

Our **Director of Teaching and Learning and Chief Operating Officer** will ensure that these staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this sensitive area.

## Procedures:

Where it is believed that a child is suffering from, or is at risk of, significant harm, staff will follow the procedures set out in the Sheffield Children's Safeguarding Partnership Procedures. Staff in schools are ideally placed to notice changes in children's behavior or to observe injuries, both of which could be indicators of abuse. As trusted adults, children may tell staff they are being abused. Sheffield LA has laid down guidelines to be followed in relation to child protection. It is important that all staff are familiar with them and follow them rigorously.

All staff working (including visiting staff) at RedEverywhere are required to:

- Read and understand part 1 and/or Annex A of the Department for Education's statutory safeguarding guidance, 'Keeping Children Safe in Education 2025', and review this guidance at least annually.
- Be aware of RedEverywhere child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by the RedEverywhere and be aware of all their responsibilities in line with Keeping Children Safe in Education 2025.
- Know how to deal with a disclosure if a pupil discloses to a member of staff that they are being abused.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputies, in line with the Child Protection Procedures and the legal duty for reporting FGM, as set out in this policy.
- Understand RedEverywhere management policy and procedure and know what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to 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. Staff should follow the Child Protection Procedures with regards to child-on-child abuse as outlined in this policy.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment.

## The Advisory Board will:

- Ensure that safeguarding and Child Protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure there are appropriate policies and procedures in place including on the website in order for appropriate action to be taken in a timely manner for safeguarding and to promote children's welfare. These will include the Safeguarding Policy, Behavior Policy, Safer Recruitment, Staff Code of Conduct and procedures for children who go missing in education,
- Fulfil their strategic leadership responsibility for Redeverywhere's safeguarding arrangements.
- Have regard to the guidance in 'Keeping Children Safe in Education 2025,' ensuring policies and procedures and training are effective and comply with the law.
- Assess the impact of this policy in keeping children safe.
- Contribute any local, contextual information that may support children's safety and welfare.
- Appoint a nominated governor to liaise with the Director Teaching and Learning and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- Receive and consider regular reports from the Director of Teaching and Learning about the effectiveness of safeguarding and child protection at RedEverywhere Learning Hubs.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
- Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice. They will also hold the Director of Teaching and Learning to account for its implementation.
- Ensure all Management Committee read Keeping Children Safe in Education 2025.
- Receive any allegations made against the Director of Teaching and Learning .

## The Director of Teaching and Learning will:

- Ensure that the policies and procedures adopted by the Advisory Board are understood and followed by all staff.
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL who will be a senior member of staff in the leadership team.
- Meet regularly with the DSL.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that the DSL is supported in developing knowledge and skills to encourage a culture of listening to children and that all staff take account of their wishes and feelings and consider how to build trusted relationships with children which facilitate communication.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Attend advanced training through the Local Authority.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including violent sexual offences; child on child abuse, FGM, and radicalisation. Child on child abuse can manifest itself in many ways but often in bullying (including cyber bullying and discriminatory bullying) gender-based violence / sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse.
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training.
- Communicate clearly to school staff, visitors, parents, and pupils so that everyone understands the school's safeguarding policy and procedures.
- Appoint a DSL and DSDs considering the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and DSDs are clearly displayed in staff online areas and the website (along with this policy).
- Report to the Advisory Board regularly regarding the effectiveness of safeguarding and implementation of related policies.

- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure all appropriate checks are made in relation to all staff, volunteers, visitors and school Management Committee.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

**The Designated Safeguarding Lead is responsible for:**

- Taking lead responsibility for safeguarding and Child Protection in the school, including on-line safety.
- Taking a lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and Child Protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Director of Teaching and Learning appraised.
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Director of Teaching and Learning and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via on-line bulletins, email, or as part of staff meetings) is organized according to the agreed program with the Director of Teaching and Learning and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.

- Ensuring that all staff have an understanding of child abuse, neglect, and child on child abuse (including sexual violence and sexual harassment, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- Maintaining details of any looked after child's social worker and the name of the Virtual School Head in the Local Authority that looks after the child.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting key staff in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Liaising with the Advisory Board nominated lead for safeguarding.
- Ensuring relevant records are passed on appropriately when pupils transfer to other schools or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Sheffield Children Safeguarding Partnership (SCSP) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel program, Disclosure and Barring Service, and/or police), and support key staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Director of Teaching and Learning to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at RedEverywhere and meet the needs identified in the pupil's personal education plan.

## Responding to Suspicion or Allegation of Abuse:

(Definitions of types of abuse and signs that may indicate a child is being abused are listed at the end of this document)

RedEverywhere has clear procedures to respond to two situations:

### Suspicion of Abuse and Allegation of Abuse

In both situations it is vital to make a detailed record, including the child's name, form and any relevant dates and times, any other people who were present when the allegation was made, the actions taken, anything which staff were told and so on. The record should be factual, dated and should include the time at which it was written.

### Suspicion of Abuse:

Staff may develop a concern that a child may be suffering, or is likely to suffer, harm. S/he may exhibit certain of the signs listed, or her/his behavior may change with no satisfactory explanation. Staff must **always** share any concerns on DCPRO and with a member of the safeguarding team, who will discuss the appropriate course of action.

### Allegation of Abuse:

If a child tells a member of staff that s/he is suffering significant harm or explains that a physical injury has been caused by someone else, this is an allegation of abuse. Any allegation will need to be investigated by the appropriate safeguarding authority and/or the Police.

### What to do – Guidance for staff:

Take the child seriously. It is rare for children to make false accusations, particularly of sexual abuse.

- Make time straight away for the child to talk to you in private. If this presents difficulties over cover for a class, inform the DSL or any member of SLT.
- When talking with the child - Stay calm and reassuring
- Explain that you cannot promise to keep what the child tells you a secret
- Tell the child you might need to get someone else to help
- Allow the child time and space to talk
- Listen to, and take seriously, what the child tells you
- Tell them that whatever the circumstances, they are not to blame
- Do not interrogate the child, but check out in a non-leading way that you are receiving a correct message

- Reassure the child that they have done the right thing in telling someone
- Ask the child if they have told anyone else
- Do not make any promises to the child
- Inform a member of the safeguarding team or the Director of Teaching and Learning .
- As soon as possible afterwards, write down everything the child told you, date and time of the account and give it to the person to whom you have referred the allegation. This account must then be passed on to the DSL for the Child Protection file and into DCPRO.
- As the person the child has entrusted in disclosing information it may be appropriate for you to continue to support the child, for example by being involved with any case conference that may follow. You will be kept informed as to the outcome of any disclosure.
- **Confidentiality is vital.** The DSL and Director of Teaching and Learning will decide which other staff, if any, need to know of the case.
- Do not contact anyone with parental responsibility until agreed by the investigating agency.
- Any member of staff can, in line with the 'Whistle-blowing Policy', contact the Local Authority Designated Officer (LADO) via the Sheffield safeguarding hub.

## Procedures for DSL and safeguarding team:

### Where a member of staff relays a suspicion that a child may be at risk:

- Establish clearly with the member of staff the identity of the child concerned. Record the name, form, address and date of birth of the child, where they are, who is with them and how they are.
- Ensure that there is a timed and dated record of any concerns from the member of staff. This should be passed to the DSL for inclusion on DCPRO and in the Child Protection file.

### If the child is already known to have a child protection plan or child in need plan

- If the child has a plan, then school should be aware of their current situation (e.g. who their key worker is).
- Depending on the nature of the suspicion, it may be appropriate to contact the key worker, via Social Care or do nothing other than reassure the teacher that school is aware that there is some basis to their concerns and that support is being offered to the child.

### If the child does not have a plan

The Safeguarding Team will use their professional judgement in deciding on a course of action. Depending on the nature of the concern they may:

- Manage support for the child internally via the school's pastoral support processes
- Undertake an Early Help assessment or
- Make a referral to statutory services e.g. if the child is likely to suffer harm
- Seek advice from the **Safeguarding Hub 0114 2734855** this is the usual avenue to check the school response
- They will keep a record of all contacts with external agencies.
- Whether or not the DSL/DSD decide to make a referral, they will see the lead teacher concerned, inform them of what is happening and reassure them that they did the right thing in relaying and recording their Concerns.

## **When a child alleges abuse, any allegation made will need to be investigated by one of the statutory agencies:**

Ensure that a trusted adult stays with the child. If this presents any difficulty over cover, inform any member of SLT.

In the case of physical abuse injury, a first aider along with a member of the safeguarding team should see the child. If there is any evidence of bruising then make a sketch jointly with the first aider, being specific about location and size. NB involvement of a first aider must be done discreetly. Too much questioning of the child could prejudice any possible court case.

## **Making a Referral:**

A member of the safeguarding team will take responsibility for the referral. Before referral, ensure that the following information has been obtained:

- Details of the child- name, address, date of birth, family doctor, names and addresses of anyone with parental responsibility
- Details of the concern - description of injuries/circumstances which are causing concern
- Details of any explanation or comment from the child
- Condition, location and expectations of the child
- Information given to parents/carer, if any
- Any background information
- Check the school safeguarding caseload
- If the child has a plan, then the member of the safeguarding team will contact the appropriate key worker.
- If the child does not have a plan, a referral must be made to the Sheffield safeguarding hub (Tel: 0114 273 4855 (24 hrs.))

Following a referral, we will act on the advice of the Social Care Team.

If the safeguarding team are concerned about any response, or lack of response, from Social Care, a member of the safeguarding team will contact the Safeguarding Hub and refer to the Resolution of Practitioner Disagreements as set out by Sheffield Safeguarding Children Board.

## If there are concerns about a colleague or safeguarding practice:

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount, and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. The school's **Whistleblowing Policy** (which can be found on our website) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If you are concerned about safeguarding practices within RedEverywhere's Learning Hub, you must raise your concern through whistleblowing procedure.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Director of Teaching and Learning .

## Allegations against Staff:

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Local Authority Designated Officer (LADO) will happen if staff have.**

Behaved in a way which has harmed or may have harmed a child.

Possibly committed a criminal offence against or related to a child or Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

Allegations against staff should be reported to the Director of Teaching and Learning . Allegations against the Director of Teaching and Learning should be reported to the Managing Partner/Chair of Advisory Board Staff may also report their concerns directly to Police or Designated Officer if they believe direct reporting is necessary to secure action.

Allegations must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to do so by the Director of Teaching and Learning . Allegations must be investigated under the procedures as set in the DFE statutory guidance 'Keeping children safe in education' 2025.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However, if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMH (Child and Adolescent Mental Health) may be required. This would be done through early help.

## Low-level concerns:

Low-level concerns will be noted. This is a concern which no matter how small, is causing a sense of unease or nagging doubt for staff, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work but does not meet the allegations threshold to consider a referral to the LADO. For example,

Being over-friendly with children:

Having favorites:

Taking photos of children on their mobile phone:

Engaging with a child on a 1-1 basis in a secluded area or behind a closed door:

Using inappropriate sexualized, intimidating or offensive language.

We will work to ensure that staff are clear about inappropriate behavior, empowering staff to share any low-level safeguarding concerns with the safeguarding team. Unprofessional behavior will be addressed and the individual supported to correct it at an early stage. School will seek to provide a response which is sensitive and proportionate when handling such concerns, helping staff to identify any weaknesses in the school's safeguarding procedures.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and every allegation must be pursued. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children/staff are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2025)*.

**Staff, parents and Advisory Board are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.**

**Publication includes verbal conversations or writing, including content placed on social media sites. The school will communicate this to all parties.**

The employer and the LADO will plan the best course of action to investigate the allegation and decide which other parties to involve where appropriate, e.g. Police, HR, etc.

The purpose of these procedures is to:

Improve consistency of reporting and investigation across all agencies

Enable long term recording of allegations and outcomes for the benefit of the child, young person and adults involved

Enable the Advisory Service to monitor allegations and determine if there are general issues to address

RedEverywhere follows the statutory guidance as set out in 'Keeping children safe in education' DFE 2025.

**Summary of procedure if you have a safeguarding concern or you feel a child is at risk of harm from anybody.**

- If you think a child is at risk of harm or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately
- If you think an adult may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made, you must inform a member of the safeguarding team immediately.
- If you think a member of staff may have harmed or be at risk of harming a child/child or an allegation/disclosure has been made you must inform the Director of Teaching and Learning immediately.
- Record all concerns or disclosures on CPOMS even if you have informed a member of the safeguarding team.
- Refer to the **“What to do”** section above.

## Whistleblowing:

Whistleblowing is when someone sincerely raises concerns either within the organisation they work for or externally. These concerns usually relate to misconduct or malpractice in the past or now or something they fear may happen in the future.

The Public Interest Disclosure Act 1998 protects workers from any detriment from their employer (e.g. bullying or termination of contract) if they disclose information that they reasonably believe is in the public interest and relates to:

***A criminal offence***

***The breach of a legal obligation***

***A miscarriage of justice***

***A danger to the Health & Safety of an individual***

***Damage to the environment***

Information concerning the above that has been or is likely to be deliberately concealed

## Appendices:

1. Early help
2. Indicators of abuse
3. Types of abuse and neglect physical, emotional, sexual, neglect.
4. Further information on other safeguarding risks:
  - A. child-on-child abuse
  - B. Child-on-child sexual violence and sexual harassment
  - C. Bullying
  - D. Children showing sexually harmful behavior (HSB)
  - E. Female Genital Mutilation
  - F. Forced Marriage
  - G. Child Criminal Exploitation including County Lines
  - H. Child Sexual Exploitation
  - I. Domestic abuse
  - J. Extremism, radicalization – the Prevent strategy and Channel
  - K. Looked-After Children
  - L. Children Missing from Education
  - M. Private Fostering
  - N. Children with Special Educational Needs and Disabilities
  - O. Children with a Social Worker
5. Health and Safety including visitors
6. Safer Recruitment at Nether Edge Primary
7. Resolution of Practitioner Disagreements (SSCB Guidance)
8. Helping children to keep themselves safe: outline of the RSHE Curriculum that supports safeguarding children
9. Further Guidance:

## 1. Early Help:

Providing early help is more effective in promoting the welfare of children than reacting later. 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.

Early help can also prevent further problems arising. All staff are equipped to identify children who may benefit from early help and are trained to spot the signs and indicators that can make children vulnerable.

At RedEverywhere all staff support pupils, and appropriate intervention is administered by the Designated Safeguarding Lead. As part of this support, referrals to appropriate agencies may be necessary.

These may include the Multi-Agency Support Team/Family Intervention Service, the Community Youth Teams and/or the school nurse service.

Early help will include a meeting in school with a MAST/FIS link worker who will offer advice and support and also signpost parents to appropriate help.

## 2. Indicators of Abuse:

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'.

It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However, children may have no physical signs, or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioral indicators of abuse.

Building on these indicators, the following categories of extra-familial harm are now recognised under KCSIE 2025:"

**Extra-familial harms** are defined in Keeping Children Safe in Education (DfE, July 2025) as including Child Criminal Exploitation (CCE), county-lines, Child Sexual Exploitation (CSE), serious youth violence, trafficking, modern slavery and honour-based violence. All such concerns—wherever they originate must be reported under this policy (KCSIE 2025, p 13).

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. 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. It is very important that staff report and record their concerns they do not need 'absolute proof' that the child is at risk.

**Staff should always maintain an attitude of 'it can happen here' where safeguarding is concerned.**

### 3. Types of Abuse and Neglect:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional need

## 4. Further information on other Safeguarding Risks:

### A. Child-on-child abuse:

All staff will be made aware that children can abuse other children. This will always be taken seriously, acted upon and not dismissed as 'banter' or 'part of growing up'. It will be made clear that there is a zero-tolerance approach to abuse. These issues will be included in the RHSE lessons and discussions. Victims will be supported through the school's pastoral system and incidents recorded on DCPRO.

### *Child-on-child abuse is most likely to include, but may not be limited to,*

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm.
- Sexual violence, such as rape, assault by penetration, and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up skirting, which is a criminal offence in its own right under the Voyeurism (Offences) Act 2019. Up skirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of peer-on-peer abuse and can happen to any gender.
- Initiation/hazing type violence and rituals
- Sexting (also known as youth produced sexual imagery) .- this includes consensual or non-consensual sharing of nude and semi-nude images or videos. When investigating incidents, staff must remember not to view or forward illegal images of a child. More advice can be obtained from `Keeping children safe in education 2025` Usually, staff should confiscate any devices to preserve evidence for handing to the police and not promise confidentiality. Consensual image-sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children need to know it is illegal, whilst non-consensual is both illegal and abusive.
- Causing someone to engage in sexual activity without consent e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party.

## **B. Child-on-child sexual violence and sexual harassment:**

### **Sexual violence includes:**

- Rape – the intentional penetration of the vagina, anus or mouth of another person with the penis when the person does not consent and the person committing the offence does not reasonably believe that there has been consent.
- Assault by penetration – s/he intentionally penetrates the vagina or anus with a part of the body or something else without consent.
- Sexual assault – intentionally touching another person sexually without consent. This covers a wide range of behavior so a single act of kissing someone without consent or touching someone`s bottom, breasts, genitalia without consent is included.
- Causing someone to engage in sexual activity without consent.
- NB A child under 13 can never consent to any sexual activity. The age of consent is 16.

### **Sexual harassment includes:**

- Sexual comments – telling sexual stories, making lewd comments, sexual remarks about clothes, appearance and calling sexualised names
- Sexual jokes, taunting
- Physical behavior – brushing against, interfering with clothes, displaying pictures, photos or drawings of a sexual nature
- On-line sexual harassment – sharing of nudes, semi-nude images, videos
- Up skirting
- Sexualised on-line bullying
- Unwanted sexual comments and messages on social media
- Sexual exploitation, threats and coercion

Sexual violence and harassment can occur between two children of any age and sex. A group of children can sexually assault or sexually harass a single child or group of children. This can occur on-line or face-to-face and is never acceptable. It can take place within intimate personal relationships between peers. As already noted, all staff need to maintain the attitude that `it could happen here`. Addressing inappropriate behavior can be an important intervention that helps prevent problematic, abusive and/or violent behavior in the future.

All victims will be reassured that they are being taken seriously and will be supported. Children will be supported to report abuse, knowing concerns will be treated seriously, including abuse that occurs on-line or outside the school. If staff have any concerns, these must be reported immediately. Whenever possible, two members of staff will be present when there are discussions with the child.

When reporting sexual violence, the DSL should make an immediate risk and needs assessment, considering the victim, the alleged perpetrator and other children.

These assessments should be recorded and reviewed, and adequate measures must be taken to keep all safe.

The following must be considered:

*The wishes of the victim, of how they want to proceed but this must be balanced with the school's duty and responsibilities to protect other children.*

*The nature of the incident, whether a crime has been committed and HSB displayed.*

The ages of the students

The developmental stages of the students

Any power in-balances between them

A one-off or sustained pattern of abuse

Any on-going risks to the victim, Centre or staff

Any other issues e.g. child sexual exploitation, child criminal exploitation

In nearly every case, advice will be sought from the LA Safeguarding Hub, in the first instance.

RedEverywhere will aim to act in the best interests of the child. It will look to support and protect all involved but also take a zero-tolerance approach. Plans would be needed around the proximity of the children. Often, alleged perpetrators should be removed from classes shared with the victim and arrangements made for them to be kept apart.

**The outcomes for incidents of sexual violence or harassment could be:**

- Manage internally with pastoral support
- Early Help referral to address non-violent HSB and prevent escalation of incidents.
- Referrals to Social Care via the Sheffield safeguarding hub where a child has been harmed, is at risk of harm or in immediate danger. RedEverywhere will work with Social Care, seek advice about any discussions with parents.
- Consideration of safeguarding the victim, alleged perpetrator and others involved would start immediately. If a decision is made not to intervene statutorily, school would refer again if they believed the child was in immediate danger or at risk of harm.
- RedEverywhere will report to the Police if there is a report of rape, assault by penetration or serious sexual assault, although the age of criminal responsibility is 10. If bail was granted during an investigation, school would manage the risks including the rights of an unconvicted person.
- However, if the investigation was into rape, assault by penetration or serious sexual assault, it would be important to keep the children apart even during transport to and from the delivery hub.
- If a child is convicted and receives a caution, risk assessments would have to be updated, ensuring that all are protected. There would be clear expectations and restrictions placed around the perpetrator and the protection of all from bullying/ harassment including online and if no further action is taken. If an allegation was malicious, there would be decisions taken about support needed and if disciplinary action was needed.
- The needs and protection of the victim remain paramount. A priority would be to make the victim's daily experiences as normal as possible so that the provision is a safe place for them.
- Consider the proportionality of the response, when looking for support
- Sexual assault can bring different health needs physical, mental, sexual health, unwanted pregnancy. RedEverywhere would liaise with specialist services. e.g. CAMHS.
- Ongoing support for the victim would be needed from a trusted adult
- The victim may need space to withdraw to at times

- RedEverywhere would support the victim to remain in the provision, if possible, but they may look to move elsewhere at the request of the victim and their family. This would need liaison with the new placement.
- It is important that a clear record of actions and reasons are kept.
- Advice about safeguarding and supporting the alleged perpetrator is to be found in *‘Sexual Violence and Sexual Harassment between children at schools and colleges 2021.’*
- RedEverywhere in collaboration with the LA and or referring school will need to take disciplinary action and provide appropriate support. The perpetrator may have unmet needs and potentially pose a risk of harm to others. There may be symptoms of previous abuse.
- Advice would be sought from our LA partners and other agencies. Support would be needed to stop them child re-offending and assess the underlying trauma that may be causing the behaviors. If the perpetrator were to move schools, again there would be a need for careful liaison between the schools.

## **c. Bullying**

- Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.
- All staff should understand the importance of challenging inappropriate behaviors between peers. Downplaying behaviors as `banter` or `growing up` can lead to a culture of unacceptable behaviors and a culture that normalizes abuse and so children not reporting it.
- All incidences of bullying, including cyber-bullying, prejudice-based and discriminatory bullying will be recorded and reported and will be managed through our behavior and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in RSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Director of Teaching and Learning and the DSL will consider implementing child protection procedures.
- Bullying incidents including discriminatory and prejudicial behavior e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed.
- There will be occasions when a pupil's behavior warrants a response under child protection rather than anti-bullying procedures.

## **d. Children with sexually harmful behavior (HSB)**

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behavior is complex and RedEverywhere will work with other agencies to maintain the safety of the whole learning community. Young people who display such behavior may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexual behavior should speak to the DSL as soon as possible.

## **e. Female Genital Mutilation**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

All staff should speak to the DSL/DSD with any concerns but there is a specific legal duty on teachers that, if they discover an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. The **'One Chance'** rule.

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the RedEverywhere takes action without delay.

## F. Forced Marriage

**Arranged marriages** are those that are arranged by families of the two individuals concerned. The marriage is solemnized with the freely given consent of the individuals and all parties.

In **forced marriages** one or both parties do not consent to the marriage and some element of duress is involved, that is either emotional or physical in nature. It may have been agreed when the child was very young. A forced marriage of a young person under the age of 18 is a child protection issue, because it is likely to cause significant harm. Concerns around forced marriages must be reported to Sheffield Safeguarding Hub on 0114 273 4855.

## G. Child Criminal Exploitation including County Lines

Child criminal exploitation (CCE) is a form of abuse 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 needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organized abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online.

For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Children are increasingly being targeted and recruited online, using social media. Gangs can manufacture drug debts or threaten serious violence or kidnap to the victims or their families.

Staff should make themselves aware of issues surrounding County Lines.

## How do you know if County Lines drug dealing is happening in your area?

### *Some signs to look out for include:*

An increase in visitors and cars to a house or flat.

New faces appearing at the house or flat.

New and regularly changing residents (e.g. different accents compared to local accent).

Change in resident's mood and/or demeanor (e.g. secretive/ withdrawn/ aggressive/ emotional).

Substance misuse and/or drug paraphernalia.

Changes in the way young people dress.

Unexplained, sometimes unaffordable new things (e.g. clothes, jewelry, cars etc.).

Residents or young people going missing, potentially for long periods of time.

Young people seen in different cars/taxis driven by unknown adults.

Young people seeming unfamiliar with the community or where they are.

Truancy, exclusion, and disengagement from school.

An increase in anti-social behavior in the community.

Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to

manage these. All staff at Nether Edge Primary will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

**Signs may include:**

- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

**Indicators of CCE can include a child:**

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## H. Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people, under the age of 18, receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

However, it is also important to recognize that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

These are the common signs in identifying children who may be the victims of sexual exploitation:

Underage sexual activity

Inappropriate sexual or sexualized behavior

Sexually risky behavior, 'swapping' sex

Repeat sexually transmitted infections

In girls, repeat pregnancy, abortions or miscarriages

Receiving unexplained gifts or gifts from unknown sources

Having multiple mobile phones and worrying about losing contact via mobile

Having unaffordable new things (clothes, a mobile phone etc.) or expensive habits (alcohol, drugs etc.)

Changes in the way they dress

Going to hotels or other unusual locations to meet friends

Seen at known places of concern e.g. brothels

Moving around the country, appearing in new towns or cities, not knowing where they are

Getting in or out of different cars driven by unknown adults

Having older boyfriends or girlfriends

Contact with known perpetrators

Involved in abusive relationships, intimidated and fearful of certain people or situations

Hanging out with groups of older people or anti-social groups or with other vulnerable peers

Associating with other young people involved in sexual exploitation

Recruiting other young people to exploitative situations

Truancy, exclusion, disengagement with school, opting out of education altogether

Unexplained changes in behavior or personality (chaotic, aggressive, sexual etc.)

Mood swings, volatile behavior, emotional distress

Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders,

Drug or alcohol misuse

Getting involved in crime

Police involvement, police records

Involved in gangs, gang fights, gang membership

Injuries from physical assault, physical restraint, sexual assault

## **I. Domestic Abuse**

Domestic violence and abuse refer to any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Domestic abuse can be psychological, physical, sexual, financial or emotional.

It can also encompass a wide range of behaviors and may be a single incident or a pattern or incidents. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

### **Operation Encompass**

This initiative helps police and schools work together to provide emotional and practical help to children who have been involved in domestic abuse. When the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) before the child or children arrive at school the following day.

This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. The DSL will endeavor to alert relevant pastoral support staff as soon as possible where this is appropriate. Nether Edge school is part of the Operation Compass initiative.

## **J. Prevent Strategy (Protecting children from the risk of radicalization or extremist behavior)**

As of July 1<sup>st</sup> 2015, all schools have been subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (“the CTSA 2015”), to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The statutory Prevent guidance summarizes the requirements on schools in terms of four general themes:

### **Risk Assessment**

### **Working in Partnership**

### **Staff Training**

### **IT Policies**

Schools including Alternative Learning Provision are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalization and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. The Prevent duty builds on existing local partnership arrangements.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and according to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

“Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, school should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools including Alternative Learning Provision must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. School staff should understand when it is appropriate to make a referral to the Channel program. Channel is a multi- agency panel which focuses on providing support at an early stage to people who are vulnerable to being drawn into terrorism.

## **Looked After Children (CLA):**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child’s looked after status and care arrangements including contact. The DSL has details of the child’s social worker as well as the name and contact details of the local authority’s virtual head for children in care. The DSL will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan). Children who were Looked After previously are also monitored.

## **Liaison with the Virtual Head:**

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

The school's Designated Teacher for looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the student's personal education plan.

## **K. Children Missing from Education:**

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorized absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM, forced marriage, child abduction and CSE.

All pupils will be placed on admission and attendance registers as required by law. The school will only remove a child off the admission register when authorized by the local authority and only after following local authority guidelines. The school will inform the local authority of any pupil who fails to attend for a continuous period in line with local Sheffield procedures. The Children Missing from Education Team can be contacted on 0114 273 6462.

If a parent/carer has stated their intention to educate at home, schools and other professionals should coordinate a meeting with parents/carers to ensure that they have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or disabilities, is vulnerable or has a Social Worker.

## **L. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Should staff become aware of a Private Fostering arrangement they will inform the DSL who will consult with the family and if appropriate will inform Social Care.

**It is a statutory duty for schools (which in turn includes Alternative Learning Providers) to inform the Local Authority when it is made aware of a child or young person being subject to private fostering arrangements.**

## **M. Children with special educational needs and Disabilities (SEND)**

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration.

- the potential for children with SEN and disabilities being disproportionately impacted by behaviors such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded. The SENCO is part of the Safeguarding Team at the school.

## **n. Pupils with a Social Worker**

RedEverywhere recognises that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behavior and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where the school is aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

Responding to unauthorized absence or missing education where there are known safeguarding risks.

The provision of pastoral and/or academic support.

Enquiries are made under section 47 of the Children Act 1989 if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

## **o. Health and Safety including visitors:**

The Director of Teaching and Learning will ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of students and staff at the school. The Director of Teaching and Learning will identify and manage health and safety through the use of risk assessments, which are carried out:

On an annual basis for the school learning spaces and environment in and outdoors.

For all school trips and educational visits.

For pupils travelling between locations during the school day.

For all work-based learning on work experience placements.

When a pupil returns following an exclusion due to risky or violent behavior.

When there are any changes to the premises or practices.

Following a serious accident in relation to staff and/or pupils.

When there is a high-level risk associated with contact with parents.

To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

### **Visitors and contractors will be expected to:**

**Report** to the school reception on arrival.

**Provide** proof of identity and DBS as required

**Wear** a name badge at all times.

**Receive** suitable supervision by school staff when on site.

**Be** made aware of the arrangements for safeguarding and health and safety.

**Comply** with the relevant vetting checks specified through the school's recruitment process.

## **P. Supervision of activity with children which is regulated activity when unsupervised:**

**Redeverywhere** must consider if a worker is undertaking regulated activity but are not permitted to do so, without supervision. There must be supervision by a person who is in regulated activity. The supervision must be regular and day-to-day. The supervision must be reasonable in all the circumstances to ensure the protection of children.

### **We will consider:**

The ages of the children and if they are in mixed-age groups

The number of children the person is working with

Whether the workers are helping to look after children

The nature of the individual's work and the opportunity for contact with children

How vulnerable the children are?

How many workers would be supervised by each supervising worker

If the worker will be supervised by a person in regulated activity and whether that supervision will be regular and day-to-day

If the supervision will be reasonable

## q. Use of Learning Hub premises for non-Alternative Learning activities:

If the activities are provided by the Advisory Board, under the direct supervision or management of the staff, our arrangements for safeguarding and child protection will apply. If the activities are provided by a third party partner, the Advisory Board should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures and inspect them as needed. Failure to comply with these arrangements will end the agreement made.

## r. Equal Opportunities:

The SLT and Advisory Board must consider the Equality, Diversity and Values Policy when discharging their duties under this policy.

## s. Safer Recruitment

RedEverywhere creates a culture of safer recruitment which includes the adoption of rigorous recruitment procedures that help deter, reject or identify people who may pose a risk of harm to or abuse children. Advisory Board understand their responsibility to ensure safe recruitment checks are made. All recruitment is managed through our ***Bright HR Portal and Support from Bright HR***

RedEverywhere keeps an up-to-date Single Central Record (SCR) which is an online database. This includes the following information:

- All who work in regular contact with children in the school including volunteers
- All members of the proprietor body (***The RedEverywhere Group***).

All recruitment processes will include members of the senior team, staff or Advisory Board who have completed '***Safer Recruitment***' training.

## T. Resolution of Practice Disagreements:

RedEverywhere is committed to collaborative, multi-agency working in order to secure the best outcomes for children and their families. We recognise that effective safeguarding and provision often relies upon the expertise and cooperation of partner agencies including local authority Children's Social Care, health services, the police, virtual schools, and Sheffield City Council's specialist teams. Wherever possible, staff will seek to resolve differences through open dialogue, case-planning meetings and recorded multi-disciplinary discussions, always maintaining a child-centred focus.

Where a partner agency's decision or action appears to compromise a child's welfare or falls below statutory expectations (as set out in Keeping Children Safe in Education 2025, Working Together 2018 or Sheffield City Council's Safeguarding Framework), RedEverywhere staff will raise their concerns without delay.

In the first instance, the Designated Safeguarding Lead (DSL) will attempt to clarify the rationale, share any relevant new information and seek joint agreement on next steps. This may involve convening an EHA meeting, requesting a strategy discussion under local thresholds or escalating to senior managers within the relevant agency.

If informal resolution is unsuccessful, RedEverywhere will follow the Sheffield City Safeguarding Partnership's Dispute Resolution Protocol:

1. **Formal Written Escalation** – The DSL submits a succinct, fact-based written summary of the disagreement to the partner agency's safeguarding lead, copying in the local authority's Partnership Business Manager.
2. **Multi-Agency Review** – Within five working days, representatives from each agency convene (virtually or in person) to review the case, chaired by an independent senior manager, to agree a way forward.
3. **Appeal** – Should consensus remain elusive, RedEverywhere may appeal to the Independent Scrutiny Panel of the Sheffield Safeguarding Partnership, whose decision is binding.

Throughout this process, RedEverywhere remains bound by record-keeping requirements: all communications, meeting minutes, and decisions are logged on the safeguarding record system (e.g., DCPRO) and a summary appended to the child's file. We will continue to deliver any necessary support to the child in accordance with a "no-delay" principle, ensuring that service provision is not paused while disagreements are addressed.

By embedding a clear escalation pathway aligned with national guidance (KCSIE 2025, the Education Act 2002), Sheffield City Council protocols and best practice from the Department for Education, RedEverywhere demonstrates its unwavering commitment to safeguarding children. We will not hesitate to challenge or appeal decisions that, in our professional judgment, place a child at undue risk or hinder the delivery of timely, effective support

## **u. Helping children to keep themselves safe including on-line 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**

RedEverywhere 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**

RedEverywhere 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.

The RSHE safeguarding curriculum to support children at the school is in section Y below.

## v. Filtering & Monitoring

### What is monitoring and filtering?

**Filtering systems:** block access to harmful sites and content.

**Monitoring systems:** identify when a user accesses or searches for certain types of harmful content on Redeverywhere devices (it doesn't stop someone accessing it). You are then alerted to any concerning content so you can intervene and respond

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems.

### How we meet the standards?

Our **Chief Operating Officer** has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

*To do this, they identify and assign:*

A member of the senior leadership team and a member of the advisory board, to be responsible for ensuring these standards are met.

**A roles and responsibilities of staff and third parties, for example, external service provider.**

### Technical requirements to meet the standard

The senior leadership team are responsible for:

Procuring filtering and monitoring systems

Documenting decisions on what is blocked or allowed and why

Reviewing the effectiveness of your provision

Overseeing reports

**They are also responsible for making sure that all staff:**

- Understand their role
- Are appropriately trained
- Follow policies, processes and procedures
- Act on reports and concerns

Senior leaders work closely with, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

**The DSL takes lead responsibility for safeguarding and online safety, which includes overseeing and acting on:**

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

The IT service provider has technical responsibility for:

- Maintaining filtering and monitoring systems
- Providing filtering and monitoring reports
- Completing actions following concerns or checks to systems

The IT service provider works with the senior leadership team and DSL to:

- Procure systems
- Identify risk
- Carry out reviews
- Carry out checks

## X. Online Safety Curriculum Overview

Our Online Safety curriculum is structured around four key strands

**Digital Resilience,**

**Responsible Relationships**

**Critical Literacy**

**Safe Participation**

To equip students with the knowledge, skills and behaviours necessary to navigate the online world safely and confidently. Drawing on the Internet Matters Secondary framework, each strand spans Key Stages 3 and 4, with topics revisited and deepened as learners progress. Lessons are delivered via tutor-time workshops, e-safety assemblies and integration within subject lessons (such as English, PSHE and ICT), ensuring that safe online practice is reinforced throughout the school day.

**Digital Resilience** begins in Year 7 by helping pupils understand how social media shapes self-image and wellbeing. They learn to recognise and challenge unhelpful comparisons, set healthy screen-time boundaries and develop positive coping strategies. In Years 10 –11, the focus shifts to managing online stress, recognising cyber-bullying and knowing where to seek help from school pastoral teams to external mental-health services underpinned by the Online Harms Bill 2025's requirement for platforms to mitigate harmful content.

**Responsible Relationships** guides students through the ethics and etiquette of digital interaction. Early years cover respectful communication, empathy and tone in online exchanges. By Years 9 –10, learners explore peer-on-peer harassment, the legal implications of sharing explicit images and clear reporting pathways. In Year 11, they examine grooming tactics, extremist rhetoric and the responsibilities of bystanders reinforced by the Online Harms Bill 2025's obligations on providers to detect and remove content that facilitates radicalisation or exploitation.

**Critical Literacy** empowers pupils to assess the quality of online information. Initial lessons develop fact-checking skills spotting clickbait, verifying sources and distinguishing opinion from evidence. In Years 9–10, students analyse algorithmic bias, experiment with detecting “deepfakes” and investigate real-world cases of misinformation. Year 11 sees learners undertake independent research projects on topical issues such as health myths or targeted political advertising then present strategies to promote transparency, reflecting the Bill's mandate for platforms to label or limit harmful content.

**Safe Participation** ensures that students understand both the technical and legal safeguards online. Early secondary sessions cover privacy settings, strong passwords and phishing recognition through hands-on device workshops. Later lessons address digital rights and responsibilities under the Online Safety Act 2023 and the Online Harms Bill 2025, including data protection, copyright and hate-speech legislation.

## 12 - Week Online Safety Programme

Week	Strand	Topic
1	Digital Resilience	Self-image online: social media and wellbeing
2	Digital Resilience	Healthy screen-time habits and coping strategies
3	Responsible Relationships	Respectful communication and empathy online
4	Responsible Relationships	Peer-on-peer harassment, sexting and legal considerations
5	Critical Literacy	Fact-checking fundamentals: clickbait and source credibility
6	Critical Literacy	Algorithmic bias and “deepfake” detection
7	Safe Participation	Privacy settings and password hygiene
8	Safe Participation	Phishing and scam awareness
9	Digital Resilience	Managing online stress and seeking support
10	Responsible Relationships	Grooming tactics and extremist content
11	Critical Literacy	Research project presentations on misinformation
12	Safe Participation	Legal framework: Online Safety Act 2023 & Online Harms Bill 2025

This 12-week programme offers a comprehensive, progressive sequence that builds pupils’ resilience, ethical awareness, critical skills and technical understanding. Each week combines interactive activities, real-world case studies and expert input to foster a culture of safe, responsible digital citizenship. The above curriculum drawn from Internet Matters Secondary framework:

<https://www.internetmatters.org/schools-esafety/secondary/>

**Appendix AA : Safeguarding Incident Recording Sheet**

<b>Full name of Young Person</b>	
<b>Date of Birth and Address</b>	
<b>Date of Incident (Day/Month/Year)</b>	
<b>Time of Incident (24-hour clock)</b>	
<b>Location</b>	
<b>Observed by (Full Name and Position/Role)</b>	
<b>Detailed Observation</b>	
<b>Concerns</b>	
<b>Have you spoken to the young person?</b>	
<b>What was said? (Please record in the young person's own words)</b>	
<b>Have you spoken to the Parents/Carers?</b>	
<b>What was said? (include full name of parent/carer spoken to)</b>	
<b>Referred to</b>	
<b>Your Name</b>	
<b>Your Position/Role</b>	
<b>Signed</b>	
<b>Date and Time of Record</b>	
<b>Further Action Taken</b>	

## Appendix BB – 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** based on 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**

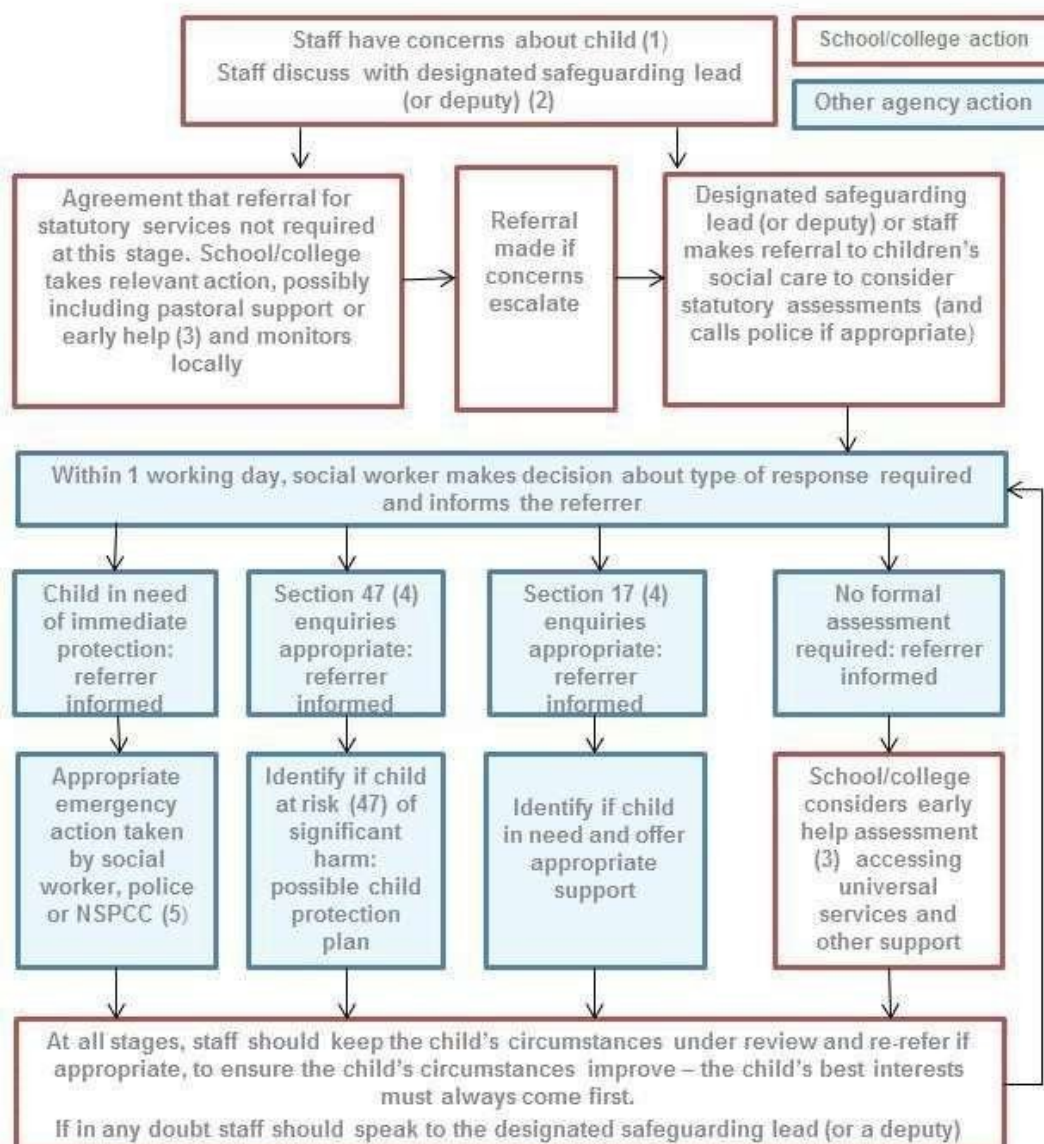
**Signature**

**Date**

**Further Action Taken**

## Appendix CC

# 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 DD - Allegation against Staff

This appendix outlines the procedure for handling allegations or concerns that a member of staff (including volunteers, contractors or agency staff) has:

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

All processes below align with Keeping Children Safe in Education (DfE, July 2025) Part Four (pp 16–19).

### 1. Immediate Action

**Report:** Any concern or disclosure must be reported immediately to the Designated Safeguarding Lead (DSL). If the DSL is unavailable, report to a Deputy DSL or the Managing Partner without delay.

**Record:** Complete a factual written record of the allegation date, time, parties involved, exactly what was said or observed saved on DCPRO under the child's file (KCSIE 2025, p 16).

### 2. Referral to LADO

**Timeframe:** The DSL (or Deputy) must contact the Local Authority Designated Officer (LADO) within **one working day** of receiving the allegation to discuss next steps.

**Information:** Provide a concise summary: name of staff member, child(ren) involved, nature of allegation, any immediate safeguarding measures in place.

**Coordinator:** If a face-to-face discussion is necessary, arrange within one working day.

### 3. Interim Safeguarding Measures

**Suspension:** Following LADO advice, an individual may be suspended or redeployed away from regulated activity. Any suspension must be handled sensitively, in line with employment law and HR policy.

**Risk Assessment:** Conduct a written risk assessment to ensure child safety and staff wellbeing during the investigation phase.

### 4. Multi-Agency Strategy & Investigation

**Strategy Meeting:** Convene a multi-agency strategy discussion (including LADO, Children's Social Care, police where appropriate) to determine investigation ownership and action plan (KCSIE 2025, p 17).

**Investigation:**

**Police/CS:** If criminal or child-protection investigation, RedEverywhere cooperates fully and does not undertake its own fact-finding until statutory agencies have concluded or given permission.

**Internal:** Where appropriate, RedEverywhere HR leads an internal disciplinary investigation, running in parallel without compromising the statutory inquiry.

## 5. Support for All Parties

**Child:** Ensure the child(ren) and their family receive appropriate support and, if necessary, referral to counselling or therapy services.

**Staff Member:** Offer access to occupational health, counselling and legal advice. Appoint a named contact to keep them informed of progress.

**Witnesses:** Provide pastoral support and ensure confidentiality.

## 6. Outcomes & Record-Keeping

### Outcome:

**Substantiated:** Apply disciplinary sanctions up to dismissal; consider referral to professional bodies (e.g. Teaching Regulation Agency).

**Unsubstantiated/Unfounded:** Offer to restore reputation and update references accordingly.

**Records:** Maintain a single, secure file for all allegation documentation, separate from personnel records. Log: initial reports, LADO discussions, strategy minutes, investigation reports and outcome letters. Retain for the individual's tenure + 10 years (KCSIE 2025, p 18).

### Key References:

**KCSIE 2025 Part Four, pp 16–19**

Working Together to Safeguard Children 2018, Chapter 2

## 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.

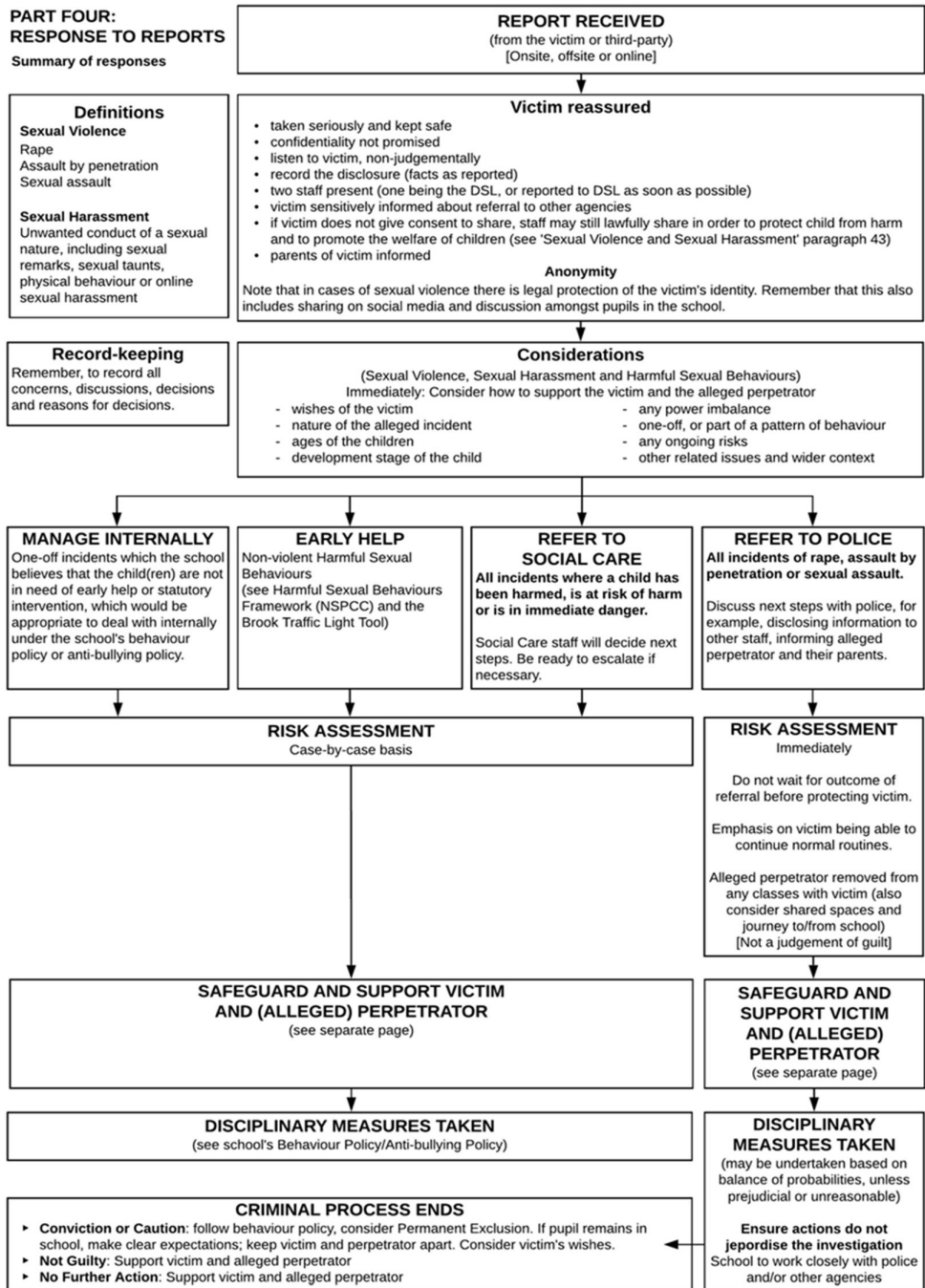
The LADO will normally chair the LADO strategy meeting, and the participants should be sufficiently senior to contribute all relevant available information about the

## Appendix EE - 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 rigor with which we protect the security of our young people.

# Appendix FF – 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 GG: Generative AI in Education**

### **Reviewed 2026**

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 HH: School Attendance – Working with the Local Authority**

**Reviewed: 2026**

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.

RedEverywhere 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.

RedEverywhere 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 Lead Teacher 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 COO and the leadership and reported to the Advisory Board.

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

## Annex II: Key Contacts

Role	Name / Team	Contact Details
<b>Sheffield Safeguarding Hub (MASH)</b>	Sheffield Safeguarding Hub	Tel: 0114 273 4855 (24 hrs.)
<b>Local Authority Designated Officer (LADO)</b>	Sheffield LADO Team	Via Safeguarding Hub: 0114 273 4855 <a href="#">Sheffield Safeguarding Partnership</a>
<b>Child Exploitation Team</b>	Sheffield CE Team (CSE & CCE)	Via Safeguarding Hub: 0114 273 4855
<b>Police Non-Emergency</b>	South Yorkshire Police	Tel: 101
<b>Police Emergency</b>	South Yorkshire Police	Tel: 999
<b>Childline (Counselling)</b>	NSPCC Childline	Tel: 0800 1111; <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
<b>Mental Health Support (CAMHS referrals)</b>	Sheffield CAMHS Access Team	Tel: 0300 300 0901

## Annex JJ : Key Sources & Hyperlinks

Below is a consolidated list of all referenced policies, procedures and external resources for quick access.

### National Guidance & Legislation

**Keeping Children Safe in Education 2025 (DfE)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Working Together to Safeguard Children 2018 (HM Government)**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

**Online Safety Act 2023**

<https://www.legislation.gov.uk/ukpga/2023/32/contents>

**Online Harms Bill 2025**

<https://www.gov.uk/government/publications/online-harms-bill>

### Local Partnership & Procedures

**Sheffield Safeguarding Partnership Thresholds**

<https://sheffieldscb.procedures.org.uk/threshold-safeguarding>

**Sheffield MASH Referral Form**

<https://www.sheffield.gov.uk/social-care/childreferrals>

**Sheffield Family Hubs**

<https://www.sheffield.gov.uk/home/children-education/family-hubs>

**Sheffield Broadband Filtering Policy**

<https://www.sheffield.gov.uk/broadband-filtering>

### Online Safety & E-Safety Frameworks

**Internet Matters – Secondary e-Safety**

<https://www.internetmatters.org/schools-esafety/secondary/>

**UK Safer Internet Centre**

<https://www.saferinternet.org.uk/>

**CEOP (Child Exploitation & Online Protection)**

<https://www.ceop.police.uk/>

### Recruitment & Record-Keeping

**Online SCR Dashboard**

<https://onlinescr.co.uk/>

**Bright HR (HR Portal)**

<https://login.brighthr.com/login/>

### Whistleblowing & Confidentiality

**NSPCC Whistleblowing Advice Line**

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-whistleblowing-advice-line/>

**Childline**

<https://www.childline.org.uk/>

**RED**  
**Everywhere**