

Child Protection and Safeguarding Policy



Approved by: [Kelly Butler] **Date:** [10.03.2023]

Last reviewed on: [11.09.2025]

Next review due by: [01.09.2026]

Local Safeguarding and Child Protection

It is the Local Authority intent that ALL educational establishments will be effective for safeguarding.

It is the responsibility of KB Education Ltd to ensure that they maintain an effective safeguarding policy that is kept up to date with changing advice, and that they attach amendments to this policy whenever new guidance is issued.

KB Education Ltd recognises the responsibility it has under [Section 175 of the Education and Inspections Act 2002](#), to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates KB Education's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with children and direct work with families, staff at Phoenix have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to The Doncaster Children's Trust MASH team. This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

Rationale

This policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children 2023. This policy reflects the statutory requirements within Keeping Children Safe in Education 2025 (KCSIE) and Doncaster Children's Safeguarding Partnership (DSCP) local policy and procedures. It also considers local lessons learned to ensure all children, young people and families in Doncaster are supported.

Supporting Documents

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

- Absconding
- Anti-Bullying
- Attendance
- Behaviour
- Children Missing Education
- Code of Conduct
- Complaints
- Dangerous Dogs
- Early Help
- Equalities
- Female Genital Mutliation (FGM)
- Health and Safety
- Intimate Care
- Low-Level Concerns
- Managing Medicines
- Mobile Phones
- Online Safety

- PHSE
- Safer recruitment
- SEND
- Supporting Medical Needs
- Use of Reasonable Force
- Visitors
- Whistleblowing

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

[Keeping children safe in education 2025](#)

<p>Designated Safeguarding Lead (DSL) is:</p> <p>Leann Gutteridge</p> <p>The Single Point of Contact for Early Help / DCS Trust Multi Agency Safeguarding Hub in our setting is/are:</p> <p>Leann Gutteridge</p>	<p>The method for contact will be email. The named Safeguarding Lead during holiday periods representing Phoenix is:</p> <p>Leann Gutteridge lgutteridge@kbeducation.co.uk Any changes will be emailed to cypssafeguardingsupport@doncaster.gov.uk</p> <p>A DSL is required at all times.</p>
<p>Operation Encompass Any changes to be emailed to cypssafeguardingsupport@doncaster.gov.uk)</p>	<p>Named contact for Operation Encompass is:</p> <p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The Deputy Designated Safeguarding Lead (s) is / are:</p>	<p>Lesley Bartram lbartram@kbeducation.co.uk</p>
<p>The designated teacher for looked after children is:</p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The nominated Child Protection/ Safeguarding Director is:</p>	<p>Kelly Butler kbutler@kbeducation.co.uk</p>
<p>The named PREVENT lead is:</p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The named CE lead is:</p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The named mental health first aider is:</p>	<p>Lesley Bartram lbartram@kbeducation.co.uk</p>

<p>The named on-line protection officer is:</p> <p>Anti- Bullying Officer:</p> <p>LGBTQ Lead:</p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The named complaints handler is:</p>	<p>Kelly Butler kbutler@kbeducation.co.uk</p>
<p>The named staff member to support sexual violence and harassment concerns is:</p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>The head is:</p> <p>The head teacher is the lead officer for allegations made against staff. <i>Where there is an allegation against the head teacher, the chair of governors will be the lead officer.</i></p>	<p>Leann Gutteridge lgutteridge@kbeducation.co.uk</p>
<p>Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council</p>	<p>Milovan Orlandich Tony Dobbs LADO@doncaster.gov.uk 01302 737332</p>
<p>Safeguarding Adviser – Local Authority</p>	<p>Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019</p>
<p>Children’s Social Care Safeguarding concern - child at risk report form - City of Doncaster Council</p>	<p>01302 737777 ChildAs@doncaster.gov.uk</p>
<p>Out of hours Children’s Social Care ESST (Emergency Social Services Team)</p>	<p>01302 796000 01302 736000</p>
<p>Professionals line – Social Care</p>	<p>01302 737033</p>
<p>MASH Early Help</p> <p>Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council</p>	<p>01302 734110 EarlyHelpHub@doncaster.gov.uk</p> <p>01302 736250 EarlyHCo@doncaster.gov.uk</p>
<p>Parent and Family Support Services (PAFSS)</p>	<p>Central - Sammy.Taylor-Brown@doncaster.gov.uk 01302 862680 North - Rebecca.Evertons@doncaster.gov.uk 01302 737994 East - Nicola.paterson@doncaster.gov.uk</p>

	01302 737686 South - Charlotte.Brookes@doncaster.gov.uk 01302 735906
Your Place, Your Family Your Place Your Family Teams Doncaster Safeguarding Children Partnership (dscp.org.uk)	Central – 01302 736409 North – 01302 736787 East – 01302 736336 South – 01302 736644 YourPlaceYourFamilyTeam@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME) Children Missing Education - City of Doncaster Council	childrenmissingeducation@doncaster.gov.uk
Child Exploitation Team	01302 737200 ceteam@doncaster.gov.uk (Mon-Fri 9am-4.30pm)
Prevent	Emergency – 999 Non-emergency 101 PreventSouth@ctpne.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469 Channel Helpline - 020 7340 7264
Local Police – PCSO link	
School Nursing Service	Single Point of Contact – 03000 218997 Website - Zone5-19.rdash.nhs.uk Rdash.doncasterchildrenscaregroup@nhs.net
Third Party Intelligence (South Yorkshire Police)	http://www.southyorkshire.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/
East Riding Safeguarding Children Partnership	https://www.erscp.co.uk/
North Yorkshire Safeguarding Children Partnership	https://safeguardingchildren.co.uk/

Aims

At **Phoenix** we aim to ensure that:

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

Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping children safe in education 2025](#) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of children/young people
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of children/young people at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children/young people
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children/young people
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children/young people
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting children/young people with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting children/young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children/young people. For example, it could include taking positive action to support girls where there's evidence that they are being disproportionately subjected to sexual violence or harassment.

- [Public Sector Equality Duty: guidance for public authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/public-sector-equality-duty-guidance-for-public-authorities), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some children/young people may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

All schools with children aged under 8 to include:

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

Definitions and Terminology

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

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

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

Abuse is a form of maltreatment of a child/young person and may involve inflicting harm or failing to act to prevent. **See appendix 1: types of abuse.**

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

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

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

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

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

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

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

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

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

DSCP - Doncaster Safeguarding Children Partnership

Equality statement

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

We give special consideration to children/young people who:

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

Roles and responsibilities

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

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

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - o Healthy and respectful relationships
 - o Boundaries and consent
 - o Stereotyping, prejudice and equality
 - o Body confidence and self-esteem
 - o How to recognise an abusive relationship (including coercive and controlling behaviour)
 - o The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
 - o What constitutes sexual harassment and sexual violence and why they're always unacceptable.

All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping children safe in education 2025](#) and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children/young people to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL), the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education.
- The Early Help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child/young person tells them they are being abused or neglected, including specific issues such as female genital mutilation

(FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children/young people can be at risk of harm inside and outside of their home, at school and online.
- The fact that children/young people who are (or who are perceived to be) lesbian, gay, bi, or trans (LGBTQ+) can be targeted by other children/young people.
- What to look for to identify children/young people who need help or protection

The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Leann Gutteridge. The DSL takes lead responsibility for child protection and wider safeguarding in Phoenix. This includes online safety and understanding our filtering and monitoring processes on devices to keep children/young people safe online.

During term time, the DSL will be available during working provision hours for staff to discuss any safeguarding concerns.

Leann Gutteridge

lgutteridge@kbeducation.co.uk

When the DSL is absent, the (DDSL) –

Lesley Bartram

Lbartram@kbeducation.co.uk

If the DSL and DDSL are not available

Kelly Butler Director

kbutler@kbeducation.co.uk

will act as cover (for example, during out-of-hours/out-of-term activities).

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

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

The DSL will also:

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

The full responsibilities of the DSL and DDSL are set out in their job description and can also be found in KCSIE [Keeping children safe in education 2025](#)

The Head of Phoenix

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

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child/young person joins the provision and via the provision website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios are met, where applicable.
- Overseeing the safe use of technology, mobile phones, and cameras in the setting.

Directors

The Director will:

- Facilitate a whole-setting approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

- Appoint a senior leader to oversee and monitor effectiveness of this policy namely the Operations Lead. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the provision has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards and discussing with staff and service providers what needs to be done to support the provision in meeting these standards.
- Ensure the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The provision has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
- That this policy reflects that children/young people with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- Where another body is providing services or activities (regardless of whether or not the children/young people who attend these services/activities are children/young people on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
 - Make sure there are arrangements for the body to liaise with the setting about safeguarding arrangements, where appropriate.
 - Make sure that safeguarding requirements are a condition of using the settings premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

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

All leaders will read [Keeping Children Safe in Education 2025](#) in its entirety.

Confidentiality

The setting will ensure that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children/young people.

- The [Data Protection Act \(DPA\) 2018](#) and [UK GDPR](#) do not prevent, or limit, the sharing of information for the purposes of keeping children/young people safe.
- If staff need to share 'special category personal data', the [DPA 2018](#) contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child/young person at risk.
- Staff should never promise a child/young person that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks Phoenix not to tell anyone about the sexual violence or sexual harassment:
 - There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child/young person is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
 - Do all they reasonably can to protect the anonymity of any children/young people involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children/young people involved.
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Child protection procedures (including Early Help)

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

a telephone referral or in an emergency, reporting to the police.

<https://dscp.org.uk/report-concern>

- Parents/Carers can contact Children's Social Care on 01302 737777.
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.
- All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.
- All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child/young person or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes. [Early Help | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](https://dscp.org.uk)
- All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.
- All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.
- MASH is a multi-disciplinary team with two main functions:
 - o Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
 - o Screening all early help enquiry forms to ensure an appropriate level of response for the child/young person and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110 for Early Help enquiries or for urgent social care enquiries 01302 737777.

Email: ChildrenAssessmentService@doncaster.gov.uk

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

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

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

Useful links

[Keeping children safe in education 2025](#)

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

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

[What is harmful sexual behaviour - Lucy Faithfull Foundation](#)

[Home - Shore](#)

[Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

[HSB framework and audit | NSPCC Learning](#)

[Beyond Referrals | Contextual Safeguarding](#)

Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

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

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

Useful links:

[Mandatory reporting of child sexual abuse: call for evidence - GOV.UK \(www.gov.uk\)](#)

[Exploitation | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](#)

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

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

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

[Encouraging Potential and Inspiring Change - supporting young people - City of Doncaster Council](#)

[Stop child exploitation - SYP \(southyorks.police.uk\)](#)

Third Party Intelligence

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

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

Child Victims of Trafficking and/or Modern-Day Slavery

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

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

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

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

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

Children/young people missing

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

[Child absconding](#)
[Child missing](#)

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

Children Missing Education (CME)

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

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

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

Useful links:

[Working together to improve school attendance - GOV.UK](#)

[Children missing education - GOV.UK](#)

[CME Policy- revised January 2024.docx](#)

Children in Care (CIC)

At **Phoenix** we recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences. Children in care are given the highest priority within school admission arrangements and we are guided by the requirements set out in the school admissions code [School admissions code - GOV.UK \(www.gov.uk\)](#)

At **Phoenix** we have a Designated Teacher (DT) who is responsible for championing the needs of children in care in our setting Leann Gutteridge.

Children in Alternative Provision

At **Phoenix** we know that where schools place a child/young person with an alternative provision provider, they continue to be responsible for the safeguarding of that child/young person and should be satisfied that the placement meets their needs. Schools will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment. More information can be found in [KCSIE 2025](#).

Useful links:

[Alternative provision - GOV.UK](#)

[Education for children with health needs who cannot attend school - GOV.UK](#)

[Non school voluntary standards](#)

Dangerous Dogs

At **Phoenix** we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

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

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

We will also collect the following information:

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

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

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

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

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

Useful links:

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

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

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

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

Domestic Abuse

At **Phoenix** we recognise that prolonged or regular exposure to domestic abuse can have a serious impact on a child's/young person's development and emotional well-being, despite the best efforts of the non-abusing parent to protect the child. We recognise that witnessing ill treatment of others is harmful to children including where children can see, hear or experience it's effects.

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

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

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

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

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

Useful links

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

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

[MARAC - Doncaster Council](#)

Elective Home Education (EHE)

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

At **Phoenix** we respect that parents may decide to educate their children/young people at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

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

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

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

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

Useful links

[Children's Wellbeing and Schools Bill 2024: policy summary - GOV.UK](#)

[Educating your child at home - City of Doncaster Council](#)

[EHE Policy January 2020.docx \(live.com\)](#)

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

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

At **Phoenix** all staff have received FGM awareness training as part of the whole school safeguarding training.

We also recognise that Breast Flattening is child abuse, illegal and as with female genital mutilation it is pre-pubescent girls that are most at risk.

Useful links

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#)

[Female Genital Mutilation - Prevent & Protect | NSPCC](#)

[Breast Flattening – National FGM Centre](#)

Forced Marriage

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

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

Useful links

[Forced marriage - GOV.UK](#)

Harmful Sexual Behaviour (HSB)

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

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

Useful links

[Lucy Faithfull Foundation - Preventing child sexual abuse](#)

[Stop It Now - Preventing child sexual abuse](#)

[Home - Shore](#)

[Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF](#)

[Harmful Sexual Behaviour](#)

Homelessness

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

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

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

Useful links:

[St.Leger Homes | St.Leger Homes | Home Options \(stlegerhomes.co.uk\)](#)

[Ending Homelessness Together - Riverside](#)

[Housing other vulnerable groups - City of Doncaster Council](#)

Honour Based Abuse

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

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

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

Useful links

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

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

At **Phoenix** we understand that relevant procedures should be applied when there is an allegation that a person who works with children has:

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

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

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

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

Appropriate staff in KB Education Ltd will access Doncaster LADO training.

Useful links

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

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

[Keeping children safe in education - GOV.UK](#)

LGBTQ+ support

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

For details of the Youth Group, please email:

LGBTQenquiries@doncaster.gov.uk

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

Equality and Inclusion policy

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

- The fact that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children are.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The school will follow government guidance and legislation as it is released and will continue to work in partnership with families and agencies to ensure all children and young people feel supported and our LGBTQ+ community feel safe.

Useful links

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

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

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

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

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

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

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

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

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

Useful links:

[Keeping children safe in education - GOV.UK](#)
[Developing and implementing a low-level concerns policy: a guide for organisations which work with children \(farrer.co.uk\)](#)
[Responding to low-level concerns in education | NSPCC Learning](#)

Online Safety

At Phoenix we will ensure that in accordance with KCSIE, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people when they are online in provision. We will follow the guidance in KCSIE and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on the provisions devices and networks. With support from the Governors/Trustees and Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place. We will adhere to the DfE guidance on 'Generative AI: Product Safety Expectations' to ensure that capabilities and features of generative AI products and systems are considered safe for users in provision.

[Generative AI: product safety expectations - GOV.UK](#)
[Keeping children safe in education - GOV.UK](#)

At Phoenix we will adhere to the filtering and monitoring standards set by The Department for Education. [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#)

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- Schools can use the DfE <https://www.gov.uk/guidance/plan-technology-for-your-school> to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

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

Please see other policies linked to Online Safety
[ICT and acceptable use policy](#)

Useful links

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

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

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

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

[Keeping children safe online | NSPCC](#)

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

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

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

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,

and commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. ([KCSIE 2025](#))

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

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

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

Staff will **not**:

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

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

For more detailed guidance please use the link below.

Useful links:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

[CEOP Safety Centre](#)

[Childnet — Online safety for young people](#)

['Adolescence' The Netflix Series - What Does it Tell Us and How Can We Respond? - Services For Education](#)

Operation to support Afghan and Ukrainian arrivals in the UK

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

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

For more information about supporting Ukrainian arrivals in the UK:

[Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council](#)

Our setting will:

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

Power to Search – searching, screening and confiscation

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

Prohibited items are:

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

Any staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to setting's discipline.

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

[**RP and Behaviour policy**](#)

[**Anti bullying policy**](#)

Useful Links

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

PREVENT

KB Education recognises that all schools and colleges are subject to a duty under [section 26 of the Counter Terrorism and Security Act 2015](#) (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

All DSL/DDSL and Senior Leaders at **KB Education** have familiarised themselves with [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](#) and are aware of local procedures for making a referral.

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

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

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

Useful links

[Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training](#)

<https://educateagainsthate.com/>

<http://preventforfeandtraining.org.uk/>

[Managing risk of radicalisation in your education setting - GOV.UK](#)

[The Prevent Duty | LGFL](#)

[Controlling access to school premises - GOV.UK](#)

[Designated Safeguarding Lead Handbook - Educate Against Hate](#)

Private Fostering

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

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

Useful links

[Private Fostering in Doncaster A guide for professionals.pdf \(windows.net\)](#)

[Keeping children safe in education - GOV.UK](#)

Reporting systems for our children/young people

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

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

To achieve this, we will:

- Put systems in place for children/young people to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children/young people.
- Make it clear to children/young people that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Concerns about a child:

- In instances where staff have concerns about the welfare of a child, but have no 'real' evidence, CPOMS will be used to log and evidence information along with a conversation with the DSL around the concerns.
- All concerns must be logged on CPOMS and discussed with the DSL.

Concerns about staff:

- Concerns which do not meet the threshold for child protection will be managed through the Early Help process.
- Low level concerns around staff conduct must be reported to the DSL and will be logged into Staff Safe.
- Concerns regarding staff that do not meet threshold for LADO will be recorded and dealt with accordingly by the DSL, SLT and the director and recorded in Staff Safe
- Where the concerns are about the DSL/headteacher, the Director must be informed.
- Where the concerns are regarding the director, advice should be sought from LADO.

Disclosures:

- If a child discloses to a member of staff, the staff member must make it clear that the information must be passed on.
- During the conversation, staff allow the young person to speak freely.
- Staff remain calm and do not overreact or offer opinions.
- Staff give reassurance . 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Staff allow silences, allow the young person time.
- Investigative questions are not asked

- At an appropriate time staff tell the pupil that in order to help them, the information must be passed on. Explaining to whom and why
- The young person is given an explanation of what will happen next. Open and transparent information is shared about the reporting procedures.
- Staff are required to report verbally to the DSL
- Staff are expected to write up the conversation on CPOMS
- Staff are offered support/supervision.

Notifying parents/Carers

- Phoenix will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- If Phoenix believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Notifying the on roll school.

Phoenix will notify the DSL of the on roll school of the disclosure and the steps made to ensure the safety and welfare of the young person.

Referral to children's social care

- Following a discussion with the DSL at the on roll school, the DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm.
- The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- The DSL will keep relevant staff informed about actions taken, including the staff from the on roll school.

Confidentiality and sharing information

- Staff will understand that child protection issues are confidential and **MUST** not be discussed in public.
- Staff should only discuss concerns with the DSL, head teacher or director.
- Information is stored inline with the [Data Protection Act 1998](#) and must be:
 - Necessary and proportionate
 - Relevant
 - Adequate
 - Accurate
 - Timely
 - Secure
- Written information is stored securely and only made available to relevant individuals using CPOMS.

Key points to remember:

- In an emergency take the action necessary to help the young person, if necessary, call 999
- Concerns are reported as soon as possible to the DSL.
- Concerns are logged in writing using CPOMS
- Information is shared on a need-to-know basis only and is treated confidentiality.
- Support/supervision is offered to staff.

Sharing of nudes and semi-nudes ('sexting')

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

Staff will **not**:

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

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

For more detailed guidance please use the link below.

Useful links:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Suicide Prevention

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

Useful Links

[Papyrus UK Suicide Prevention | Prevention of Young Suicide \(papyrus-uk.org\)](https://www.papyrus-uk.org/prevention-of-young-suicide)

[Contacting Childline | Childline](https://www.childline.gov.uk)

[Doncaster Samaritans](https://www.doncastersamaritans.org)

[Support After Suicide](https://www.supportaftersuicide.org)

[Get help now. Free and confidential, for as long as you need it. \(amparo.org.uk\)](https://www.amparo.org.uk)

Supporting children/young people at risk

At **Phoenix we are a therapeutic setting and as such** we recognise that both children's mental and physical health are relevant to safeguarding. Staff should consider when mental health issues might become a safeguarding concern.

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

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

Useful Links

[Inclusion – Belonging in School – a school-level resource for developing inclusive policies](#)

https://youtu.be/AHY_S8fFC3E?si=6rD4-jdQRmiWMYlm

[Keeping children safe in education - GOV.UK](#)

The use of 'reasonable force' in schools and colleges

At **Phoenix** we recognise that there are circumstances when it is appropriate for staff working with children to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

[Keeping children safe in education 2025](#)

At **Phoenix** we will:

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

Positive Handling

RP and Behaviour policy

Useful links

[Consultation on the use of reasonable force and other restrictive interventions guidance](#)

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](#)

[Positive Regard - Team Teach](#)

Visitors to Phoenix, Moors Farm

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

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

Visitors to the school who are visiting for a professional purpose, will be asked to show photo ID and are expected to sign the visitor's book and wear a visitor's badge. See protocol below

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the setting any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children/young people or staff.

Useful links:

[Visiting Phoenix protocol](#)

[Visitors policy](#)

[School visitors and safeguarding | NSPCC Learning](#)

Whistleblowing

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

At **Phoenix** all staff are aware of the [Whistleblowing policy](#) and know what to do if there are concerns about safeguarding practices within the setting.

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

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

Useful links

[Complaints](#)

[Whistleblowing](#)

[Whistleblowing Advice Line | NSPCC](#)

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

Young Carer's Service

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

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

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

Useful links

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

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

Appendix 1: Types of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

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

Monitoring and Evaluation

Safeguarding '[Keeping Children Safe in Education 2025](#)' procedures will be monitored and evaluated by:

- Prevent risk assessment
- Training and development
- Complaints linked to safeguarding concerns
- CP case file auditing
- Using the new [Ofsted Inspection Handbook](#) to review what constitutes 'outstanding in safeguarding'
- School visits to Phoenix
- Safeguarding audit tools
- Anti-Bullying audit tools (ABA website)
- CPOMS data (if applicable)
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying incidents
- Review of any parental concerns and parent questionnaires.
- First aid procedures and health care plans

To be read in conjunction with:

- [Complaints policy](#)
- [Safer recruitment](#)
- [Supporting children with medical conditions](#)
- [RP Behaviour](#)
- [Staff Code of Conduct](#)
- [ICT and acceptable use policy](#)
- [Whistleblowing](#)
- [Anti-bullying](#)
- [Health & Safety Policy](#)
- [Positive Handling](#)