Sew Mindful Crafts
Mindfulness crafts for all ages

Policy name:	Safeguarding Policy
Version Number:	1
Developed by:	Mick Perry
Policy status:	Approved
Effective Date:	15th July 2023
Reviewed on:	12th June 2026
Next Review due by:	12th June 2027
Applicable to:	Staff members (including Volunteers), Governing Board, Customers

Revision History

Version	Date	Revision description/Summary of changes	Author
1	15/07/2023	Policy created, reviewed and accepted.	Mick Perry
2	15/07/2024	Review of policy – no amendments needed.	Mick Perry
3	13/06/2025	Safe guarding adults and domestic abuse sections added to policy. Policy also reviewed for relevance and accepted.	Mick Perry
4	12/06/2026	Review of policy – no amendments needed	Tracy Perry
5	15/09/26	Policy reviewed and updates as per Keeping Children Safe in Education 2026 (KCSIE) including removal of Papyrus and addition of Shout	Mike Styring

Rationale

This policy has been developed in accordance with the Children Act 1989 and 2004, the Education Act 2002, Working Together to Safeguard Children 2018 and the Care Act 2014. This policy reflects the statutory requirements within Keeping Children Safe in Education 2023 & 2026 (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.

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The purpose of this policy statement is:

- to protect children, young people and vulnerable adults at **Sew Mindful Crafts CIC** from harm.

- to provide staff and volunteers, as well as children, young people and vulnerable adults and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of **Sew Mindful Crafts CIC** including senior managers and the board of Governors, paid staff, volunteers, sessional workers and agency staff.

Supporting Documents

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

- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Behaviour Policy
- Safer recruitment
- Online safety
- Anti-bullying
- Complaints
- Whistleblowing
- Health and safety
- Mental Health
- SEND
- Attendance

This policy comes into force on 1st September 2026 in line with KCSIE regulations. Published guidance can be found at the link below:

Keeping children safe in education 2026: September 2026

Revision history

revision	date	description	author	job role
1	26/10/2024	To add PREVENT information and include vulnerable adults	Nicky Farnsworth Michael Perry	Volunteer Admin Director

Important Safeguarding Contacts

(Insert additional contacts as per your provision)

	Name, contact no.
Designated Safeguarding Lead (DSL)	Tracy Perry 07562274932
Deputy Designated Safeguarding Lead (DDSL)	Michael Perry 07711065992
Mental Health Leads	Michael Perry 07711065992
Local Authority Designated Officer (LADO) Allegations against adults working with children referral form (LADO) - City of Doncaster Council	Milovan Orlandich LADO@doncaster.gov.uk 01302 737332 Helen Myers LADO@doncaster.gov.uk 01302 737332
Safeguarding Adviser – Local Authority	Jo Howe Jo.howe@doncaster.gov.uk 01302 736975/07816353019
Children's Social Care Safeguarding concern - child at risk report form - City of Doncaster Council	01302 737777 ChildrenAssessmentService@doncaster.gov.uk
Adult's Social Care	01302 862043
Out of hours Children's Social Care	01302 796000
Professionals line – Social Care	01302 737033
Early Help Coordinators Early Help - What is it in Doncaster? - City of Doncaster Council	01302 736250 EarlyHCo@doncaster.gov.uk
Parent and Family Support Services (PAFSS)	Central – 01302 862680 North – 01302 737994 East – 01302 737686 South – 01302 735907
Your Place, Your Family	Central – 01302 736409 localsolutioncentral@doncaster.gov.uk

Your Place Your Family Teams | Doncaster Safeguarding Children Partnership (dscp.org.uk)	North – 01302 736787 localsolutionnorth@doncaster.gov.uk East – 01302 736336 localsolutioneast@doncaster.gov.uk South – 01302 736644 localsolutionsouth@doncaster.gov.uk
Virtual School Virtual School Children in Care team - City of Doncaster Council	01302 737880
Child Missing in Education (CME)	01302 735311 childrenmissingeducation@doncaster.gov.uk
Child Sexual Exploitation (CSE)	01302 737200
Prevent	Tracy Perry – DSL 07562274932 Emergency – 999 Non-emergency 101 Prevent Inbox@Southyorks.pnn.police.uk Council contact: Rachael Long – Crime & Community Safety Theme Manager 01302 737469
Local Police – PCSO link	Doncaster North Team
School Nursing Service	Single Point of Contact – 01302 566776 Rdash.doncasterchildrenscaregroup@nhs.net

Introduction

At **Sew Mindful Crafts CIC** we believe that:

- children, young people and vulnerable adults should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children, young people and vulnerable adults, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children, young people and vulnerable adults is paramount in all the work we do and in all the decisions we take
- working in partnership with children and young people, their parents, vulnerable adults, carers and other agencies is essential in promoting the welfare of young people and vulnerable adults' welfare
- all children, young people and vulnerable adults, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse

- some children, young people and vulnerable adults are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children, young people and vulnerable adults who are additionally vulnerable safe from abuse
- we have a responsibility under section 175 of the Education Act 2002, Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2023 & 2026, and the Care Act 2014 to ensure that the welfare of children, young people and vulnerable adults is paramount in all the work we do and in all the decisions we take.

We will seek to keep children, young people and vulnerable adults safe by:

- valuing, listening to and respecting them.
- appointing a designated safeguarding lead (DSL) for children, young people and vulnerable adults, a deputy designated safeguarding lead (DDSL) and a lead Governing Body member for safeguarding.
- adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing and using information professionally and securely, in line with data protection legislation and guidance.
- having a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils (as per the school's confidentiality policy) and vulnerable adults.
- Sharing information about safeguarding and good practice with children, young people and vulnerable adults and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people, vulnerable adults and their families know where to go for help if they have a concern.
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, vulnerable adults, families and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place.
- ensuring that we provide a safe physical environment for our children, young people, vulnerable adults, staff, and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff and volunteers, children, young people, vulnerable adults and their families treat each other with respect and are comfortable about sharing concerns.

Safeguarding definitions

Where reference is made to children, **Sew Mindful Crafts CIC** includes young people.

Safeguarding and promoting the welfare of children and vulnerable adults are defined for the purposes of this policy as:

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

(Working Together to Safeguard Children 2018 HM Government)
Working together to safeguard children - GOV.UK (www.gov.uk)

More information around aspects of safeguarding and potential issues can be found within KCSIE 2026 Keeping children safe in education - GOV.UK (www.gov.uk)

Terminology

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.

Safeguarding and promoting the welfare of children - refers to the process of protecting children from abuse or neglect, ensuring that children growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

DSCP - Doncaster Safeguarding Children Partnership

Child Protection - refers to the process undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

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

Child - refers to all young people who have not yet reached the age of 18.

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

Vulnerable adult - refers to anyone over the age of 18.

Directors / Management responsibility

The Main Director / Management Body fully recognises its responsibilities regarding safeguarding and promoting the welfare of children, young people and vulnerable adults. There is a named safeguarding Lead who will:

- Ensure that all staff have read at least part 1 of the new KCSIE statutory guidance.
- Ensure that annex A of KCSIE which is a condensed version of part 1, is provided for staff who do not work directly with children if the governing body/trustees think it will provide a better basis for those staff to promote the welfare of and safeguard children.
- Support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- Ensure that the governing body has child protection training on their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the organisation safeguarding arrangements.
- Ensure that all policies, procedures, and training at our venue are effective and comply with the law at all times in order for appropriate action to be taken in a timely manner to safeguard and promote children, young people and vulnerable adults' welfare.
- Ensure that all management and staff receive appropriate safeguarding and child protection training at induction.
- Ensure that children, young people and vulnerable adults are taught about how to keep themselves and others safe, including online.
- Where services or activities in our venue are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Any safeguarding incidents or allegations that occur when an individual or organisation uses our premises this will be reported, following our safeguarding policies and procedures, informing LADO where necessary.
- Ensure that external providers of activities within our premises have the appropriate safeguarding arrangements in place which can be found here. Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

Procedures

The Head of **Sew Mindful Crafts CIC** will:

- Ensure there is a named DSL who has undertaken the appropriate training, has their DSL role in their job description as outlined in KCSIE and is given appropriate time to conduct their duties as required.
- Recognise the role of the DSL and ensure supervision and ongoing training.
- Ensure every member of staff knows:
    - the name of the designated person and deputies and his/her role
    - that they have an individual responsibility for referring safeguarding and child/adult protection concerns using the proper channels and in a timely manner
    - the definitions of abuse (physical, emotional, sexual and neglect)
    - understand the signs and indicators of abuse and understand the role of Early Help in supporting children and families.
- Ensure that members of staff are aware of the need to be vigilant in identifying signs of abuse at the earliest opportunity and know how to respond to and support a child/young person/adult who may disclose abuse.
- Ensure that parents/carers understand the safeguarding responsibility of staff.
- Ensure that children/young people/adults in our setting know the name of the DSL/DDSL and his/her role.
- Ensure that relevant topics will be included within PHSE to include relationships education. When teaching these subjects, we will have regard to the statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) also see KCSIE 2026 for more information and further useful links to support the curriculum.
- Provide/arrange appropriate safeguarding training (including Prevent) for all staff at the point of induction and on an annual basis thereafter. This will include sharing at least part 1 of KCSIE at the point of induction and start of each academic year.
- Ensure all staff receive safeguarding and child protection updates throughout the year (for example, via e mail, e-bulletins, and staff meetings).
- For children/young people subject to a Child Protection Plan, in addition to normal procedures, we will notify the named social worker if:
    - we should have to suspend a child/young person either for a fixed term or permanently
    - there is an unexplained absence of more than two days duration
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including staff attendance at initial child protection case conferences (ICPCC's), core groups and child protection meetings.
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding adult safeguarding matters.
- ensure written reports are provided for ICPCC's and child protection meetings in a timely manner
- keep records of any concerns about children/young people (noting the date, event and action taken) on CPOMS.

- ensure all records are kept securely in locked locations and in compliance with our organisation's Data Protection Policy.
- ensure policy and procedures are adhered to when dealing with allegations against staff including making a timely referral to the LADO when required.
- ensure referrals are made to the Disclosure and Barring Service where appropriate.
- ensure that we follow the Safer Recruitment legal requirements as set out in KCSIE and that appropriate staff are trained in Safer Recruitment. Keeping children safe in education - GOV.UK (www.gov.uk)
- Inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) will:

- ensure each member of staff has access to and understands the organisation child protection /safeguarding policy and procedures.
- function as a source of support, advice and expertise for all staff.
- ensure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.
- function as a point of contact with the safeguarding partners, ensuring contact can be made during the school holidays.
- consult with staff on matters of safety and safeguarding and welfare.
- ensure this policy is reviewed annually (as a minimum) and the procedures and their implementation are updated and reviewed regularly, and work with the governing body/trustees regarding this.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, young people and vulnerable adults, including where families may be facing challenging circumstances.
- work with the head of the organisation and relevant strategic leads, taking 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 learner's attendance, engagement, and achievement. This includes:
    - ensuring that the setting knows who its cohort of children/young people who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and;
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children/young people who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on learner's educational outcomes.
- Take lead responsibility for understanding the filtering and monitoring systems and processes in place to support online safety within the setting.

For a full description of the role of DSL/DDSL see KCSIE 2026
Keeping children safe in education - GOV.UK (www.gov.uk)

Child protection procedures (including Early Help)

- If there are concerns that a child or young person has experienced or is at risk of suffering significant harm, the DSL/DDSL will consult with Doncaster Children's Social Care / Doncaster Adults Social Care, making an online referral or in an emergency, reporting to the police.
  Children - https://dscp.org.uk/report-concern
  Adults - https://www.doncaster.gov.uk/doitonline/reporting-a-safeguarding-concern

- Parents/Carers can contact Children's Social Care on 01302 737777.
- Parents/Carers can contact Adults Social Care on 01302 862043.
- For advice relating specifically to concerns around the mental health of a child/young person/ adult, 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 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)
- MASH is a multi-disciplinary team with two main functions:
    - Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.
    - Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. Telephone: 01302 734110 for Early Help enquiries or for urgent social care enquiries 01302 737033.
Email: ChildrenAssessmentService@doncaster.gov.uk

- The DSL/DDSL will act as Lead Professional where this is appropriate for the family.

Safeguarding Issues – including local issues and guidance

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

At **Sew Mindful Crafts CIC** we maintain an attitude of 'it could happen here' and staff in our setting recognise that children, young people and vulnerable adults are capable of abusing other children, young people and vulnerable adults (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 2026 on how education establishments 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 organisation premises, and/or online.

Useful links
Keeping children safe in education - GOV.UK (www.gov.uk)
Working together to safeguard children - GOV.UK (www.gov.uk)
What is sexual consent? | Rape Crisis England & Wales

Child Exploitation (Child Criminal Exploitation and Child Sexual Exploitation)

At **Sew Mindful Crafts CIC** 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

Useful links:
Exploitation | Doncaster Safeguarding Children Partnership (dscp.org.uk)
Child Sexual Exploitation (proceduresonline.com)
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)
Here to support young people. | DCST EPIC (epicdoncaster.co.uk)
Stop child exploitation - SYP (southyorks.police.uk)

In Doncaster, a Third-Party Intelligence Form (not a referral form) is in place. The DSL will complete this form and pass to the police should low level concerns emerge that may indicate CE.

Child Victims of Trafficking and/or Modern-Day Slavery

At **Sew Mindful Crafts CIC** 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, young people and vulnerable adults are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children, young people and vulnerable adults 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, young people and vulnerable adults. 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. In the case of any potential victim being an adult, the referral should be made to Adult Social Care.

Children Missing Education (CME)

At **Sew Mindful Crafts** CIC 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:
Children Missing Education (proceduresonline.com)
Children missing education - GOV.UK (www.gov.uk)
CME Policy January 2020.doc (live.com)
Microsoft Word - CME Procedures June 2020 V2.docx (windows.net)

Children in Care (CIC)

At **Sew Mindful Crafts CIC** 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.

Dangerous Dogs

At **Sew Mindful Crafts CIC** we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.
More information can be found here - Dangerous Dogs Practice Guidance (proceduresonline.com)

At **Sew Mindful Crafts CIC** 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

Safeguarding Adults at Risk

Sew Mindful Crafts CIC is committed to safeguarding and promoting the welfare of all individuals who engage with our services, including adults at risk. We recognise that some adults may be more vulnerable to abuse, neglect, or exploitation due to age, health, disability, or social circumstances. We uphold every individual's right to live free from harm, abuse, and neglect.

An adult at risk is defined under the Care Act 2014 as someone aged 18 or over who:

- Has needs for care and support (whether or not those needs are being met by a local authority)
- Is experiencing, or at risk of, abuse or neglect

And as a result of those needs, is unable to protect themselves from the risk or experience of abuse or neglect.

We are committed to recognising the signs of abuse and taking prompt, proportionate, and supportive action in partnership with the individual and relevant agencies.

Domestic Abuse

Sew Mindful Crafts CIC recognises that domestic abuse is a serious safeguarding issue that affects both children and adults. Prolonged or repeated exposure to domestic abuse can have long-term impacts on emotional well-being, development, safety, and mental health.

Domestic abuse includes but is not limited to:

- Physical abuse
- Emotional or psychological abuse
- Sexual abuse
- Financial or economic abuse
- Coercive control
- Honour-based abuse and forced marriage

We understand that abuse may occur in relationships involving spouses, partners, parents, carers, or family members, and that many victims face barriers in disclosing their situation.

Sew Mindful Crafts CIC has a named Domestic Abuse Champion — Michael Perry, who acts as a trained and confidential point of contact. Michael supports individuals who are experiencing domestic abuse or who wish to address abusive behaviour. He regularly undertakes training and liaises with local services, including the Doncaster Domestic Abuse Hub and MARAC.

We will:

- Treat all disclosures seriously and sensitively, with confidentiality and appropriate safeguarding action
- Make timely referrals to Children's Social Care or Adult Social Care where risk of harm is identified
- Engage with Operation Encompass to receive notifications from police where domestic abuse affects a child linked to our service
- Share relevant information with the MARAC process to ensure multi-agency protection for those at high risk
- Signpost affected individuals to trusted local and national domestic abuse services
- We acknowledge that vulnerable adults may not always recognise the abuse they are experiencing, and may live in fear or under coercion. All staff are trained to identify indicators and respond appropriately.

Implementation

All staff and volunteers receive safeguarding training appropriate to their role, including domestic abuse awareness.
Concerns are reported to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.
Referrals to external agencies are made in line with Doncaster Safeguarding procedures.
All safeguarding records are kept securely in accordance with data protection law.

Useful Contacts and Referral Links

Michael Perry – Domestic Abuse Champion
📞 07711 065992
✉ michael@sewmindfulcrafts.co.uk

Doncaster Domestic Abuse Hub
📞 01302 737080
✉ domesticabuse@doncaster.gov.uk
🔗 Domestic Abuse – Doncaster Council

Adult Social Care – Safeguarding Concerns
📞 01302 862043
🔗 Report a Concern – Doncaster

Children's Social Care – Safeguarding Concerns
📞 01302 737777
🔗 Report a Concern – Children

National Domestic Abuse Helpline (24hr, confidential)
0808 2000 247
www.nationaldahelpline.org.uk

Respect Phoneline (for those who want to stop abusive behaviour)
0808 8024040
www.respectphoneline.org.uk

Galop (LGBT+ domestic abuse support)
0800 999 5428
www.galop.org.uk

Elective Home Education (EHE)

The overall aim is for all children, young people and vulnerable adults 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 **Sew Mindful Crafts CIC** we respect that parent's may decide to educate their children/young people at home. However, we recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

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

Useful links
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 **Sew Mindful Crafts CIC** 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 **Sew Mindful Crafts CIC,** all level 3 safeguarding staff have received FGM awareness training as part of the whole organisation 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
Female Genital Mutilation (FGM) (proceduresonline.com)
Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
Female Genital Mutilation - Prevent & Protect | NSPCC
https://safeguardinghub.co.uk/breast-ironing-a-guide/

Forced Marriage

At **Sew Mindful Crafts** CIC 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/vulnerable adult, we will report this immediately to Social Care.

Useful links
Forced Marriage (proceduresonline.com)
HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage (publishing.service.gov.uk)

Honour Based Abuse

At **Sew Mindful Crafts CIC** 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, young person or vulnerable adult in the name of honour will be referred to Social Care.

Useful links
Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)
'Honour' Based Abuse (proceduresonline.com)

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

At **Sew Mindful Crafts CIC** 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.

Useful links
Responding to Allegations Against Staff, Carers or Volunteers (proceduresonline.com)
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 (www.gov.uk)

LGBTQ+ support

At **Sew Mindful Crafts CIC** 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 curriculum reflects opportunity to explore difference and celebrate diversity and has resources as listed on the Stonewall website.

Sew Mindful Crafts CIC plays a vital role in supporting LGBTQ+ children, young people and vulnerable adults. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child, young person or adult may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+
- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to 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 organisation will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Stonewall also has guidance for organisations on supporting LGBTQ+ children, young people and vulnerable adults. The organisation will continue to work in partnership with families and agencies to ensure all children, young people and vulnerable adults feel supported and our LGBTQ+ community feel safe

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

Online Safety

At **Sew Mindful Crafts CIC** we will ensure that in accordance with KCSIE 2026, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people if they are online in our venue. We will follow the guidance in KCSIE 2026 and ensure that all staff will receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring on our devices and networks. With support from Senior Leadership Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.
Keeping children safe in education - GOV.UK (www.gov.uk)

At **Sew Mindful Crafts CIC** we will adhere to the filtering and monitoring standards set by The Department for Education. Meeting digital and technology standards in schools and organisations - Filtering and monitoring standards for schools and organisations - Guidance - GOV.UK (www.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

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

Useful links
Appropriate Filtering and Monitoring - UK Safer Internet Centre
https://www.nen.gov.uk/
Meeting digital and technology standards in schools and organisations - Cyber security standards for schools and organisations - Guidance - GOV.UK (www.gov.uk)
Cyber security training for school staff - NCSC.GOV.UK
Protecting children from online abuse | NSPCC Learning

Operation to support Afghan and Ukrainian arrivals in the UK

DSLs will consult with appropriate professionals regarding Afghan and Ukrainian arrivals following guidance, which can be found at:
Education and childcare: Homes for Ukraine - GOV.UK (www.gov.uk)
For more information about supporting Ukrainian arrivals in the UK:
Situation in Ukraine: Information for guests, sponsors and families - City of Doncaster Council

Our Venue 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 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 **Sew Mindful Crafts CIC** 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, all staff are authorised to 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. Our 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

Our 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 our venue's discipline.

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

Useful Links
Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

Prevent

At **Sew Mindful Crafts CIC** we recognise that all schools and organisations 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.

Staff responsibilities in relation to the Prevent duty
All staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL).

How to raise concerns
If staff have any concerns about a learner's welfare, they should speak to the DSL immediately. All staff should refer to their setting's safeguarding procedures.

The DSL, DDSL, Directors and relevant permanent/paid Staff will complete the online Prevent awareness elearning from the Home Office so that there will always be at least one member of staff present at workshops who has completed this training.

How to report extremism
If you need to report extremism concerns about an adult working in a school, college or organisation that works with children, young people or adult learners, you should:

- contact your local authority designated officer (LADO) through your local safeguarding partnership or local authority
- submit the details at report extremism in education

Risk factors
Push and pull factors can make a learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors
Push factors may include a learner feeling:

- isolated
- they do not belong
- they have no purpose

- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

Identifying radicalisation

This guidance is designed to help you consider indicators of risk and decide what response is appropriate and proportionate. These indicators are a guide to help you make professional judgements. If in doubt, make a Prevent referral.

The levels of risk are:

- low risk
- at risk
- medium risk
- high risk

A learner can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

If you're unsure about the level of need, you should ask for advice from:

- your local children's social care team (find contact details at report child abuse to a local council)
- your local authority Prevent team
- other Prevent partners

If you're in doubt, you should share your concerns as per the 'Notice, Check, Share' procedure and make a Prevent referral.

Low risk

Low risk means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do

Where there is low risk, you should think about:

- talking informally to the learner about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

Educate Against Hate has resources for schools to safeguard students and Education and Training Foundation has resources for FE providers.

The Prevent duty guidance says that schools and FE providers should be safe spaces in which learners can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and to learn how to challenge these ideas.

Regular Prevent training will help staff understand what radicalisation means and why learners may be susceptible to becoming a terrorist or supporting terrorism.

For an example of managing a low risk concern, see case study 4: responding to extremism concerns in the classroom.

At risk

A learner at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a learner is showing at risk behaviour, you should explore this further to see if you need to make a Prevent referral.

At risk behaviour includes:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

At risk: what to do
If you think a learner is at risk, you should look at their behaviour and gather all the information you need to make a full assessment of risk and harm.

You should ask yourself:
- if you have enough information to make a comprehensive assessment
- what's happened in the past to trigger the incident
- if this is an isolated incident or a pattern of behaviour
- what else you know and if there any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

You should:
- talk to the learner in a safe space - see how to speak to a learner susceptible to radicalisation
- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in making a referral to Prevent
- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of working together to safeguard children

If you need to make a Prevent referral, you can ask Prevent partners for advice and support.
When asking for advice, you do not need to identify the learner. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If you're in any doubt, make a Prevent referral.

The best person to speak to a learner is any professional, parent or carer (if under 18) who has a good relationship with them.

If you think the risk is escalating, follow your Prevent referral procedures and read the guidance for medium or high-risk cases.

Medium risk
Medium risk means a learner is at heightened risk of radicalisation. There may be several indicators of risk.

If the learner is at risk of harm, you should make a Prevent referral immediately.

Medium risk behaviour includes:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If you suspect a learner is at medium risk, you should assess their vulnerability and examine the risk and protective factors as set out in the statutory guidance on working together to safeguard children.

You should ask yourself:

- if there's reasonable cause to suspect that the learner is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the learner - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the learner is suffering from or is at risk of harm including vulnerability to radicalisation, you should act immediately and follow your internal safeguarding policy, including the designated safeguarding lead considering making a referral to Prevent . Your Prevent partners may give you advice or forward the referral on to Channel as appropriate.

Channel is a multi-agency partnership that supports people identified as at risk of being drawn into terrorism. Channel focuses on early intervention to provide support at an early stage. To find out more, read 'Channel support' in making a referral to Prevent.

You should also carry out an assessment to identify whether any needs should be met by more than one agency, for example child and adolescent mental health services. If you're not sure if you should do this, your local authority may suggest this when you make the Prevent referral.

When you share information about a child or young person who is under 18, you should try to get parental consent but only if it is safe to do so. Do not put the child or young person in more danger. For more guidance, read 'informing the child, young person, parents or carers' in making a referral to Prevent.

To find out more, read the case studies, which involve different ideologies, issues, age ranges and examples of interventions.

High risk
High risk means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:
- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

High risk: what to do
You should ask yourself if the learner:
- needs support from more than one agency
- is about to put themselves or others in danger
- is at risk due to actions of their parents or carers, or wider family members
- has made violent threats to your setting

Tell the police immediately if you suspect a learner:
- is about to put themselves or others in danger by travelling to join a proscribed organisation, or
- appears to be involved in planning to carry out a criminal offence

If you suspect a learner is likely to commit an attack on your setting, contact the police and local authority for immediate support.

To find out how to keep your setting safe, read the school and college security guidance.

Interest in targeted violence
If a learner supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, you should:
- follow your usual safeguarding arrangements
- ask your local authority or Prevent team for support or advice

If you need to, make a Prevent referral.

This includes if the learner is interested in:
- multiple ideologies, such as white supremacy and involuntary celibates (incels)
- targeted violence - wanting to kill members of staff or other learners

How to speak to a learner susceptible to radicalisation
If you've received concerns about a child, young person or adult learner's behaviour, in most cases you should speak to them as soon as possible.

Create a safe space
The Prevent duty states that having a safe space to discuss controversial topics is crucial to give learners a chance to share their views and understand the views of others.

Speaking about these issues can help build resilience to challenge extremist narratives. It may also prompt them to raise concerns that staff may not otherwise be aware of.

The Educate Against Hate and ACT Early websites have resources to support you with this.

Focus on the learner
When recording the conversation, make sure you use the learner's own words and describe any actions clearly.

If you're speaking to the learner alone, reassure them that you want to clarify something they said or did.

Be responsive and inclusive
Ask open and specific questions. Do not add details to your report, but ask the learner to clarify if you need to. For example, you could say: 'Can you explain what you mean by that as I did not understand?'

Do not make assumptions about the learner's behaviour based on any aspects of their background or identity.

Be proactive
Do not promise confidentiality. Be clear with the learner about your next steps or actions.
If you see, hear or are worried about anything, think about making a Prevent referral.

Build a rapport
Build on your knowledge of the learner by asking about some neutral topics.

Get them talking
Use TED:

- T - tell
- E - explain
- D - describe

For example: 'Tell me what happened in maths today.'

Avoid direct confrontation of opinions or attitudes
Do not say: 'You're wrong.' The learner could become defensive, agitated or withdrawn. Instead, you could ask: 'What made you feel like this?'

Redirect them
If you're finding it hard to discuss the learner's behaviour because they feel angry or emotional, try to redirect them. You could say: 'Tell me something funny that happened last week.'

Start by raising concerns about their behaviour, not their beliefs
Do not say: 'You've been expressing some concerning beliefs and ideas.' Do say: 'I'm concerned because I've noticed you've become [angry or disengaged]. What's going on?'

Make observational comments about their emotional or behavioural state
For example, you could say: 'You look exhausted or agitated or angry. What are you doing to relax?' This may lead to: 'Where do you go? Who do you see?'

Do not ask leading questions
Do not ask questions like: 'Did you hear this at home?' Instead, start your questions with who, what, when, where, how. For example: 'How do you feel about…?', 'What do you understand by…?', 'Where did you hear…?', 'What would you do if…?'

Ask questions
Get them to explain. Ask them: 'What made you think about these things?' or 'Can you give an example of that?', 'Can you explain that further?', 'Is there another point of view on that issue?'

The learner might not be able to see other points of view and have a fixed view of the world.

Get them to think about what they're saying
You could ask: 'I still don't understand. Explain it differently for me', 'What is fact and opinion in this statement?', 'How do you know that….? What are you basing your judgement on?'

Ask them to clarify
If you're not sure what the learner has said, ask them to clarify and check their understanding of certain words. You could ask: 'What does X mean?'

Find ways to understand the concerns
Handling difficult or controversial discussions can be challenging.

You could say: 'I don't know much about this. Shall we research it together?' or 'Shall we find someone who does know more about this? I would like to learn more.'

Or could say: 'I need to speak to someone to see if we can find anyone who knows a lot about this. They could talk to you and help you understand more about X.'

Communication difficulties
Special provision should be put in place to support conversations with learners who:

- have communication difficulties
- are too young
- are unable to communicate

- cannot or will not explain

You should refer to the learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

As a DSL, you should seek support from the special educational needs co-ordinator.

Mencap has published further information on communicating with people with learning difficulties. The National Autistic Society has also published tips to communicate more effectively with an autistic person.

The DSL, DDSL, Directors and relevant permanent/paid Staff will complete the online Prevent awareness elearning from the Home Office so that there will always be at least one member of staff present at workshops who has completed this training.

Useful links
http://www.elearning.prevent.homeoffice.gov.uk/
https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html
https://educateagainsthate.com/
http://preventforfeandtraining.org.uk/
RUN HIDE TELL | ProtectUK
E-Learning | ProtectUK
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 **Sew Mindful Crafts CIC,** 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 (www.gov.uk)

Suicide Prevention

At **Sew Mindful Crafts CIC** staff are trauma informed and know where to signpost in order to support children/young people/vulnerable adults and families who are affected by suicide.

Useful Links
Contacting Childline | Childline
Doncaster Samaritans
Support After Suicide
Shout

Supporting children/young people at risk

At **Sew Mindful Crafts CIC** 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The use of 'reasonable force' in schools and organisations

At **Sew Mindful Crafts CIC** we recognise that there are circumstances when it is appropriate for staff in schools and organisations 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, young people and vulnerable adults. This can range from guiding a child or young person 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 2026

At **Sew Mindful Crafts CIC** we will:

- Only use 'reasonable force' as a last resort, and the staff who are likely to use 'reasonable force' will be appropriately trained.

- Log all incidents where 'reasonable force' has been used and inform parents/carers.
- Recognise the additional vulnerability of children with SEND, mental health problems or medical conditions when using 'reasonable force.'

Useful links
Use of reasonable force in schools - GOV.UK (www.gov.uk)
Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk)

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 **Sew Mindful Crafts CIC** all staff are aware of the Whistleblowing policy and know what to do if there are concerns about safeguarding practices within our venue.

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 Head Director, these should be raised with the Board of Directors.
- Ofsted may request that the Local Authority investigate any whistleblowing concerns

Useful links
Whistleblowing Advice Line | NSPCC
Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk)
Raising a Concern (Whistleblowing) Policy - GOV.UK)

Young Carer's Service

At **Sew Mindful Crafts CIC** 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.

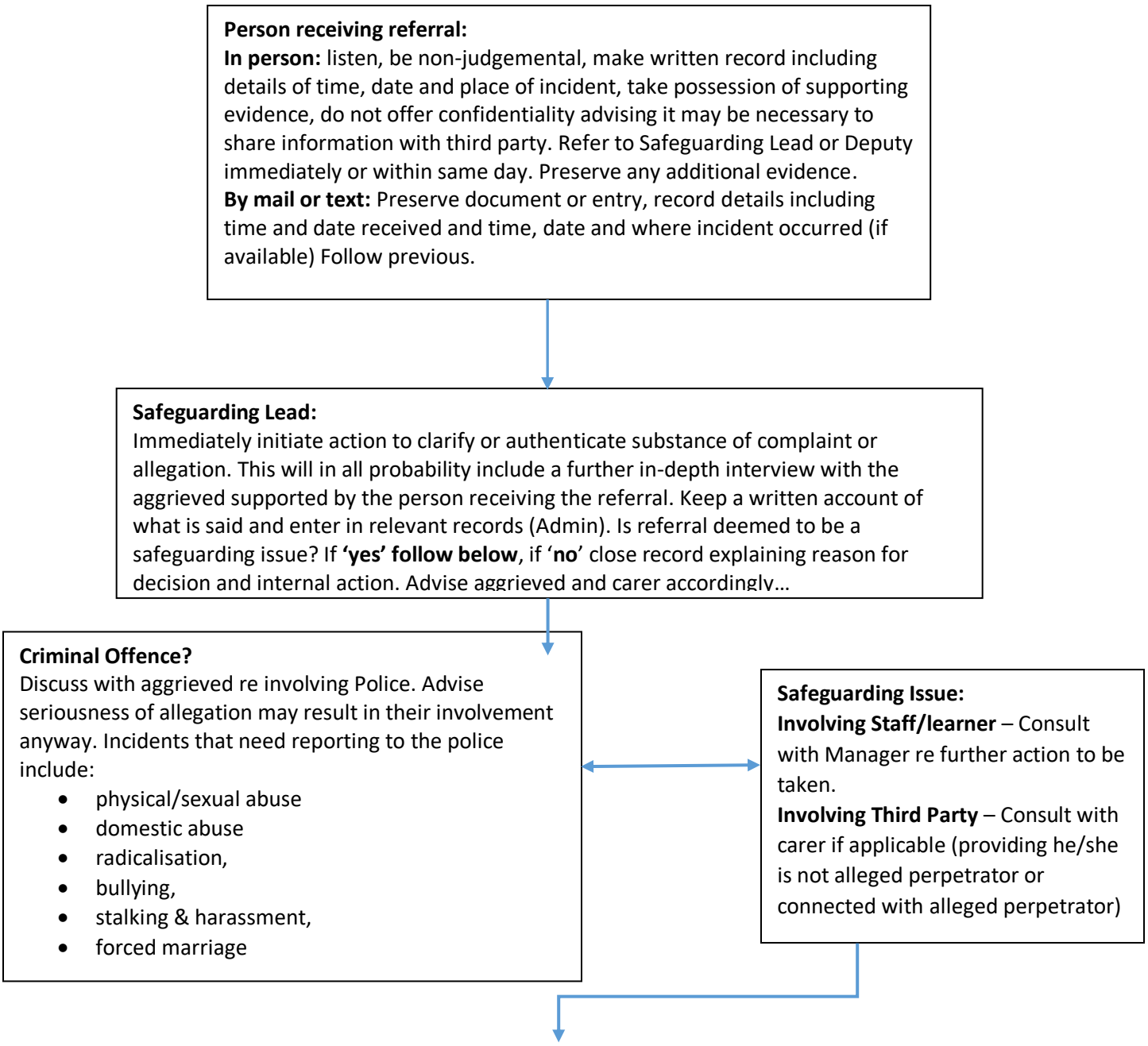
Staff understand that the key feature of being a 'young carer' is that caring responsibilities continue over time and can make a young carer vulnerable when the level of care and their responsibility to the person they look after becomes excessive or inappropriate, and risks impacting on emotional or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

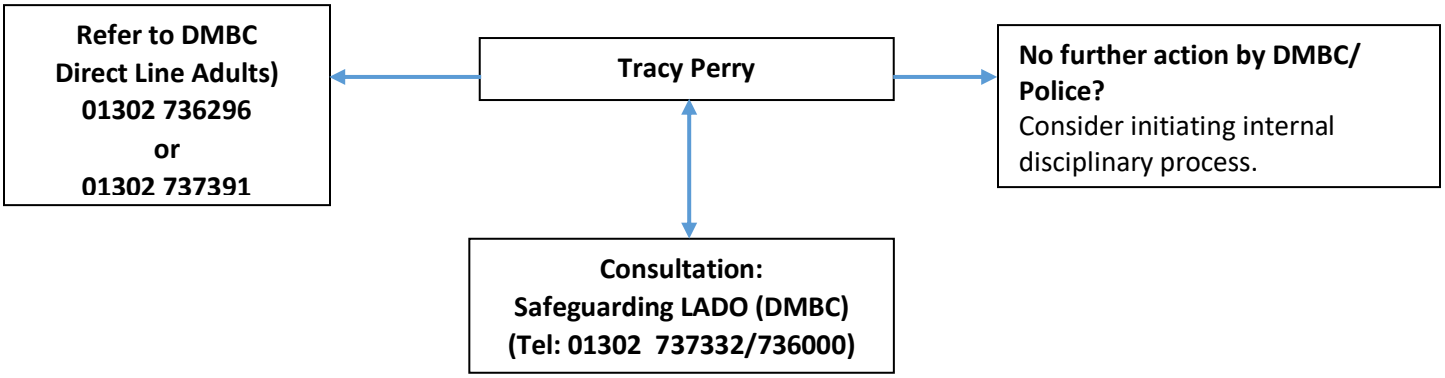
Staff are aware that Doncaster has a team of workers who can support children who are identified as being Young Carers. They can be contacted on 01302 736099 or by email young.carers@doncaster.gov.uk

Useful links
Young Carers - City of Doncaster Council
Young carers | Barnardo's (barnardos.org.uk)

SAFEGUARDING ADULTS & YOUNG PERSONS

Investigation & Referral





Doncaster Safeguarding Adults secure email address: dsab@doncaster.gov.uk
(checked 15/09/2026)