

Safeguarding and Prevent Policy

Safeguarding & Prevent Policy	
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POLICY REVIEW

We will always make any changes immediately to our procedures in line with Government Guidance

Details of Policy Updates

Date	Details
27/09/2025	Update and re-written to reflect new statutory guidance issues in 2024
01/04/2025	Removed a Designated Safeguarding Deputy
28/07/2025	Removed a Designated Safeguarding Deputy
28/07/2025	Updated to reflect KCSIE 2025: filtering and monitoring, low-level concerns, mental health links, terminology, digital safety, early help, and version control.
31/03/2026	Removed a Designated Safeguarding Deputy

Contents

Safeguarding & Child Protection Policy - Table of Contents

Part 1: Policy



- 1.1 Definitions
- 1.2 Introduction
- 1.3 Equalities and Rights Statement
- 1.4 Overall Aims
- 1.5 Professional Expectations, Roles, and Responsibilities
 - 1.5.1 Role of All Staff
 - 1.5.2 Role of the Designated Safeguarding Lead (DSL)
 - 1.5.3 Role of the Governing Body/Board
- 1.6 Safeguarding Training for Staff
 - 1.6.1 All Staff
 - 1.6.2 *Senior Leadership, CEO, and Board*
 - 1.6.3 Designated Safeguarding Lead and Deputies
 - 1.6.4 Other Training Considerations
- 1.7 Safeguarding in the Curriculum
- 1.8 Safer Recruitment and Safer Working Practice
 - 1.8.1 Safer Recruitment
 - 1.8.2 Whistleblowing Procedures
- 1.9 Key Safeguarding Areas
- 1.10 Guest Speaker Protocol
- 1.11 Prevent Duty

Part 2: Procedures

- 2.1 Reporting & Responding to Safeguarding Concerns
 - 2.1.1 Responding to Concerns
- 2.2 Information Sharing
- 2.3 Identifying and Monitoring the Needs of Vulnerable Learners
- 2.4 Multi-Agency Working
 - 2.4.1 Additional Considerations
- 2.5 Responding to Allegations of Abuse Made Against Professionals
- 2.6 Reporting Low-Level Concerns
- 2.7 Child-on-Child Harm
 - 2.7.1 Actions for Sexual Violence and Harassment
- 2.8 Mental Health and Wellbeing
- 2.9 Online Safety
- 2.10 Incident Management and Evacuation Procedures

Appendices

- **Appendix A** – Key Guidance for Safeguarding Issues
- **Appendix B** – Reporting Concerns Procedures and Flowchart
- **Appendix C** – Regional Safeguarding Contacts (England)
- **Appendix D** – Dealing with a Disclosure of Abuse
- **Appendix E** – Types of Abuse and Neglect
- **Appendix F** – Specific Actions on Topical Safeguarding Issues

PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

- Protecting children and vulnerable adults from maltreatment.
- Preventing impairment of children's and vulnerable adults' mental and physical health or development.
- Ensuring that children and vulnerable adults grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children and vulnerable adults to have the best outcomes.
- Addressing risks posed by online environments and ensuring digital safety.
- Preventing radicalisation and protecting individuals from being drawn into extremism through **Prevent duty**.

Child Protection is defined under the **Children Act 1989 (s.47)** as when a child is suffering, or is likely to suffer, significant harm. Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare, including mental health, online risks, and risks related to extremism or radicalisation.

1.2 Introduction

At **Educationwise**:

- **Safeguarding** and promoting the welfare of children and vulnerable adults is everyone's responsibility. Everyone who comes into contact with children, vulnerable adults, their families, and carers has a role to play.
- All professionals must ensure their approach is **child-centred**, meaning they should always consider what is in the best interests of the child or vulnerable adult.
- We take an **"it can happen here"** approach to safeguarding, recognising that abuse, neglect, harm, and radicalisation can occur in any setting, including online environments.
- **Everyone** who comes into contact with children and vulnerable adults has a role to play in identifying concerns, sharing information, and taking prompt action to address risks.
- Victims of harm should never be made to feel that they are creating a problem by reporting abuse, sexual violence, harassment, or extremism. Nor should a victim ever be made to feel ashamed for making a report.

Educationwise is committed to:

- Providing a safe environment in which children and vulnerable adults can learn and develop.
- Acting on concerns about a child's welfare or safety immediately, whether those concerns relate to physical, mental, online, or radicalisation risks.
- Fulfilling our legal responsibilities to identify children and vulnerable adults who may need early help or who are suffering, or likely to suffer, significant harm or who may be at risk of radicalisation.

All actions taken by **Educationwise** will be in accordance with:

- **Current legislation** (summarised within the **Working Together to Safeguard Children** statutory framework).
- **Statutory, national, and local guidance**, including:
 - **Working Together to Safeguard Children (2023)**, which outlines multi-agency working arrangements to safeguard children and young people.
 - **Keeping Children Safe in Education (2025)**, statutory guidance issued by the Department for Education, which all schools and colleges must follow to safeguard and promote the welfare of children and prevent extremism.
 - **Prevent duty** guidance to protect individuals from being drawn into terrorism.

This policy should be read in conjunction with the learner and employee handbooks:

The CEO will ensure that all policies and procedures adopted by governing bodies and proprietors are accessible, understood, and followed by all staff.

1.3 Equalities and Rights Statement

In line with safeguarding duties, **Educationwise** will consider its responsibilities under the **Equality Act 2010** and the **Public Sector Equality Duty**. Our general duties include:

1. Eliminating discrimination, harassment, victimisation, and other conduct prohibited by the Equality Act 2010.
2. Advancing equality of opportunity between people who share a protected characteristic and those who do not.
3. Encouraging good relations between people who share a protected characteristic and those who do not.

Our specific equality duties are outlined in the **Educationwise Equality, Diversity and Inclusion Policy**, available on our website.

Staff are trained to recognise additional barriers to identifying abuse and neglect in children and vulnerable adults with **Special Educational Needs and Disabilities (SEND)**, those experiencing **mental health difficulties**, and individuals at risk of **radicalisation**.

Educationwise promotes anti-oppressive practices, in line with the **United Nations Convention on the Rights of the Child** and the **Human Rights Act 1998**.

1.4 Overall Aims

This policy will contribute to the safeguarding of children and vulnerable adults at **Educationwise** by:

- **Clarifying safeguarding expectations** for staff, governing bodies, learners, and their families.
- **Establishing a robust safeguarding culture** built on shared values, where learners are treated with respect, feel safe, and are heard.
- Supporting **contextual safeguarding** by recognising that harm, abuse, or radicalisation can occur both on-site and online.
- Setting clear expectations for developing knowledge and skills within the organisation's community to identify and respond to safeguarding and **Prevent duty** concerns.
- Ensuring the **early identification** of vulnerable learners and providing proportionate interventions to promote their welfare and safety.
- Working in **partnership** with learners, parents, carers, and the **Local Safeguarding Partnership** to prevent risks, including radicalisation.

1.5 Professional Expectations, Roles, and Responsibilities

1.5.1 Role of All Staff

- All staff will read and understand Part 1 of **Keeping Children Safe in Education (2025)**, including their responsibilities under the **Prevent duty**.
- Those working directly with children or vulnerable adults will also read **Annex B** (those who do not work directly with children may opt to read **Annex A**).
- All staff will be aware of safeguarding systems, including this policy, the Behaviour Policy, the Staff Behaviour Policy, and the safeguarding response to children missing from education.
- Staff must know how to contact the **DSL** (Designated Safeguarding Lead), deputies, the Chair of Governors, and the Governor responsible for safeguarding.
- All staff must be able to identify vulnerable learners and take appropriate action to safeguard them, especially if they:
 - May need a social worker and are experiencing abuse or neglect.
 - Require mental health support.
 - Are at risk of radicalisation.
 - Have experienced or witnessed a crime.
- Staff must understand the organisation's policy and procedures on **child-on-child abuse**, children missing from education, the risks of radicalisation, and the impact of technology on online safety.

1.5.2 Role of the Designated Safeguarding Lead (DSL)

The **DSL** is a senior member of staff responsible for safeguarding and child protection within the organisation, including overseeing digital and online safety and managing Prevent duty concerns. Key responsibilities include:

- **Managing referrals** related to safeguarding concerns, mental health, and radicalisation.
- Promoting educational outcomes by sharing safeguarding and Prevent-related information with relevant staff.
- **Liaising with external agencies**, including social services, Prevent coordinators, and the Local Authority Designated Officer (LADO).
- Ensuring staff receive **regular safeguarding, online safety, and Prevent training**.
- **Recording concerns** accurately and securely.
- **Working in partnership with the IT team to oversee filtering and monitoring systems**: The IT team is responsible for the technical operation and monitoring of filtering systems. The DSL will liaise with IT to review effectiveness, ensure compliance with KCSIE 2025, and escalate any identified risks relating to access to harmful online content.

1.5.3 Role of the Governing Body/Board

The governing body will ensure that:

- All governors receive appropriate safeguarding, child protection, and Prevent duty training at induction, including **online safety**.
- A **senior board member** is appointed to take responsibility for safeguarding practices, including Prevent duty compliance.
- Learners are taught about **safeguarding** and **Prevent duty**, including online safety, as part of the curriculum.

1.6 Safeguarding Training for Staff

1.6.1 All Staff

- All staff will receive safeguarding and child protection training (including online safety and Prevent) as part of induction.
- Refresher training will be provided annually through formal training, e-bulletins, and staff meetings.
- Staff must understand and comply with all statutory safeguarding duties, including mandatory reporting requirements.
- Staff must complete Prevent Duty training in line with legal expectations.
- All staff are required to read and understand *Part 1 of Keeping Children Safe in Education (KCSIE)* each year, with Annex A where appropriate.

Staff understand that Early Help means providing support as soon as a problem emerges. Early Help is not limited to Local Authority intervention and includes proactive steps by the DSL, pastoral support, or referrals to external services.

1.6.2 Senior Leadership, CEO, and Board

The CEO, Board, and Senior Leaders will receive safeguarding training, including their responsibilities under *Part 2 of KCSIE*, to ensure they can provide effective oversight, scrutiny, and challenge. Training for leaders will be updated regularly so they remain able to discharge their safeguarding duties in line with statutory guidance. Leaders must also read and understand *Part 2 of KCSIE* annually to maintain awareness of their governance responsibilities.

1.6.3 Designated Safeguarding Lead and Deputies

- The DSL and deputies will undergo safeguarding training every two years, including online safety and Prevent responsibilities.
- Deputies will be trained to the same level as the DSL.

1.6.4 Other Training Considerations

- At least one person on any appointment panel must have completed safer recruitment training.
- The mental health lead will receive appropriate training to support vulnerable learners.
- The organisation will ensure that senior staff receive additional Prevent duty training, equipping them to collaborate effectively with external agencies such as Prevent coordinators and the Channel programme.

1.7 Safeguarding in the Curriculum

Educationwise is dedicated to ensuring that learners are taught about safeguarding, including **online safety**. We recognise that a one-size-fits-all approach may not be appropriate for all learners, particularly for vulnerable learners, victims of abuse, or those with SEND. A **personalised or contextualised approach** may be needed. This is part of a broad and balanced curriculum. This includes:

- Shaping the curriculum to respond to **patterns of safeguarding concerns**, such as an increase in bullying, online harassment, or radicalisation risks.
- **Providing engagement opportunities** with parents and carers to consult on key aspects of the curriculum, particularly for 16-18-year-olds.
- Promoting **Prevent duty** awareness within the curriculum to support learners in recognising and resisting extremist influences.

Our curriculum actively supports learners to develop digital resilience. Learners are taught about online safety risks, including grooming, radicalisation, exposure to inappropriate material, and misinformation online,

including that generated by AI. Educationwise also promotes British Values through contextualised learning, tutor-led discussion and employer engagement.

1.8 Safer Recruitment and Safer Working Practice

1.8.1 Safer Recruitment

Educationwise pays full regard to safer recruitment practices as outlined in **Keeping Children Safe in Education (2025)**, which includes:

- Scrutinising applicants, verifying identity and qualifications, obtaining professional and character references, and ensuring candidates have the physical capacity for the role.
- Undertaking appropriate checks through the **Disclosure and Barring Service (DBS)**, including barred list checks and prohibition checks.
- Carrying out overseas checks if appropriate for the role and ensuring any regulated or non-regulated activities are performed by qualified individuals.

Disclosure and Barring Service Checks:

The **DBS** helps employers make safer recruitment decisions. Depending on the role, five types of DBS checks may be undertaken:

1. **Standard DBS check**
2. **Enhanced DBS check**
3. **Enhanced DBS with barred list check (child)**
4. **Enhanced DBS with barred list check (adult)**
5. **Enhanced DBS with barred list check (child and adult)**

In addition, as part of the **shortlisting process**, Educationwise may conduct online searches to identify any publicly available incidents or issues that warrant further investigation. All recruitment materials will reference the organisation's commitment to **safeguarding and promoting the wellbeing of learners**.

1.8.2 Whistleblowing Procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise issues internally:

- **General guidance** on whistleblowing can be found at: [Advice on whistleblowing](#).
- The **NSPCC whistleblowing helpline** is available for staff who have safeguarding concerns: 0800 028 0285 or email help@nspcc.org.uk.

1.9 Key Safeguarding Areas

Educationwise recognises a range of safeguarding themes and risks that can affect children, young people, and vulnerable adults. These include those highlighted in *Keeping Children Safe in Education (2025, Annex B)*, alongside additional areas identified through NSPCC guidance and sector practice:

- **Child Exploitation** (Sexual Exploitation, Criminal Exploitation, including county lines).
- **Cybercrime.**
- **Domestic Abuse.**
- **Homelessness.**
- **Honour-based Abuse** (including Forced Marriage and Female Genital Mutilation).
- **Online Safety.**
- **Mental Health.**
- **Child-on-Child Harm**, which may include:
 - Bullying (including cyberbullying).
 - Abuse in intimate relationships between children.
 - Physical abuse.
 - Sexual violence and harassment (including online).
 - Non-consensual sharing of nudes or semi-nude images.
 - Upskirting and initiation/hazing-type violence.
- **Preventing Radicalisation** (Prevent Duty).
- **Serious Youth Violence.**
- **Substance Misuse.**
- **Private Fostering.**
- **Young Carers.**
- **Safeguarding Adults.**

More information can be found in *Keeping Children Safe in Education (2025, Annex B)* and on the **NSPCC website**

1.10 Guest Speaker Protocol

At Educationwise, we may invite guest speakers to contribute to the curriculum or staff development by providing expert insights on safeguarding, Prevent duty, or other relevant topics. To ensure the safety and appropriateness of the content delivered by guest speakers, the following protocol must be adhered to:

- **Approval Process:** All guest speakers must be approved by senior leadership in advance. The content of their presentation must align with the safeguarding and Prevent duty guidelines of Educationwise.
- **Background Checks:** Where appropriate, guest speakers may be subject to background checks, including but not limited to an Enhanced DBS check, if they will have unsupervised contact with learners.
- **Content Review:** The content of any presentation, talk, or workshop delivered by a guest speaker must be reviewed beforehand to ensure it aligns with the values and safeguarding policies of Educationwise. This includes content related to mental health, online safety, extremism, and radicalisation.
- **Supervision:** Guest speakers will always be accompanied by a member of Educationwise staff during their visit. This ensures that all content is appropriate and that the speaker adheres to our safeguarding policies.
- **Adherence to Policies:** Guest speakers must comply with Educationwise 's safeguarding, child protection, and Prevent duty policies. They will be briefed on these policies prior to their session.
- **Reporting Concerns:** Should any concerns arise regarding a guest speaker or the content they deliver, staff must report these concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. If any inappropriate content is shared during a session, the session will be immediately terminated, and further action will be taken.

1.11 Prevent Duty

Commitment to Prevent Duty

Educationwise is committed to meeting the Prevent Duty as outlined in the Counter-Terrorism and Security Act (2015). Our objective is to prevent individuals from being drawn into terrorism by providing a safe and secure environment for all learners and staff. This policy is embedded into our broader safeguarding responsibilities.

Key Principles of Prevent

- **Promoting Equality and British Values:** We actively promote British Values, which include democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. These values are integral to our curriculum and are promoted across the organisation.
- **Referral of Concerns:** Any concerns about potential radicalisation or extremism must be referred immediately to the DSL or Deputy DSL through the safeguarding reporting process (see Appendix B). Only the DSL or Deputy DSL will make external referrals, including to the local Prevent team or Channel process, if required. Staff must not attempt to make Channel referrals directly.
- **Environment:** We are committed to providing a safe and inclusive environment where all learners can thrive. We will monitor local and national news for any emerging risks and maintain a secure learning environment by conducting thorough vetting of staff and guest speakers.
- **Staff Training:** All staff undergo mandatory Prevent training to recognise signs of radicalisation and extremist behaviour. Regular refreshers and updates ensure staff are equipped to address risks and raise concerns.

Channel Process

- **What is Channel?** Channel is a voluntary, confidential support programme designed to provide early support to people vulnerable to being drawn into terrorism. It operates similarly to safeguarding partnerships aimed at protecting vulnerable individuals.
- **Referrals:** Anyone can make a referral to Channel, including education, health, and police. Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority.
- **Channel Interventions:** Support may focus on a person's vulnerabilities around health, education, employment, or housing, as well as specialist mentoring or faith guidance. Each support package is tailored to the individual's needs, and the person will be informed if they are suitable for Channel support. Their consent is required to proceed with the process.

Prevent Risk Assessment

Educationwise adopts a risk-based approach to the Prevent Duty. This includes:

- Conducting risk assessments of learners and staff to identify those at risk of radicalisation.
- Collaborating with local authorities and Prevent coordinators to ensure the safety and well-being of all learners.
- Addressing risks posed by external speakers or materials and taking prompt action to remove any extremist content from the learning environment.
- Maintaining a Prevent Risk Assessment and Action Plan, which identifies risks, sets out mitigation measures, assigns responsibilities, and is reviewed regularly by the DSL and Senior Leadership Team. Progress against the action plan is monitored and updated to ensure Prevent responsibilities are fully met.

Working in Partnership



Educationwise works closely with local authorities, the police, and Prevent coordinators to ensure a robust response to any potential risks. We engage in multi-agency safeguarding panels and contribute to regional Prevent strategies.

Safer Recruitment and Monitoring

All staff and external speakers undergo rigorous vetting processes, including DBS checks, to ensure they do not pose a risk to learners. Posters and materials promoting extremist views are not tolerated, and regular monitoring of the environment ensures a safe learning space.

Incident Management and Evacuation Procedures

Educationwise has a comprehensive incident management plan, including evacuation and invacuation (lockdown) procedures, to manage emergencies such as bomb threats or attacks. This supports our broader safeguarding measures and ensures we are prepared for any incidents that may arise.

In line with the Prevent Duty, Educationwise ensures that all necessary measures are in place to safeguard individuals from extremist threats. This includes having robust **Incident Management and Evacuation Procedures** to respond swiftly to any emergencies, such as potential terrorist attacks, thereby safeguarding against risks in real-time.

PART 2: Procedures

2.1 Reporting & Responding to Safeguarding Concerns

At **Educationwise**, all safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL), **Nick Preston (npreston@education-wise.org)**, or to the Deputy DSL if the DSL is unavailable. Staff may also report concerns via email to **safeguarding@education-wise.org**. All staff are required to adhere to the process outlined in **Appendix B – Reporting Concerns Flowchart** when managing safeguarding issues, particularly those involving children or vulnerable adults.

Immediate Action:

- Where a child or vulnerable adult is in immediate danger, staff must contact emergency services by dialling **999** without delay.
- In cases where the concern involves child protection, the issue must be escalated immediately to the DSL. If the DSL is unavailable, the concern must be escalated to the Deputy DSL or another senior staff member.
- Where urgent action is required, staff must make a referral to **First Response** or the **Police**, stating that it is a child protection matter.

Escalation Process:

1. **Threshold for Referral Met:** If the concern meets the threshold for external referral, staff must complete the referral form for First Response. Parental consent is required in most cases, except where obtaining consent would place the child at further risk.
2. **Below Threshold:** Where the concern does not meet the threshold for external referral, the DSL will assess whether a single or multi-agency intervention (e.g., counselling or external support) is required. If no immediate action is required, the DSL will ensure that the concern is recorded as a **Low-Level Concern** and monitored. All low-level concerns will be logged, stored securely, and reviewed regularly to identify any potential patterns of behaviour. The Designated Safeguarding Lead is responsible for reviewing trends in low-level concerns and escalating when necessary.
3. **Agency Actions:** Once a referral is made, First Response or an external agency will assess the case and may refer it to the **Multi-Agency Safeguarding Hub (MASH)** for further action as needed.

Internal Reporting Process:



- Staff must complete an internal concern form and submit it to the DSL. Alternatively, concerns can be reported via email to safeguarding@education-wise.org. The DSL will review the concern and consult with relevant staff to determine appropriate actions.
- The DSL will liaise with external agencies where required and will take further actions as necessary, such as arranging support services or conducting additional assessments.
- **Recording and Monitoring:** All concerns, whether referred externally or handled internally, must be documented accurately. The Safeguarding Team will monitor the case and, if necessary, re-refer the matter or escalate actions.

Key Reminders:

- **No Further Action (NFA):** If no immediate action is deemed necessary, the DSL will continue to monitor the situation and reassess the concern should circumstance change.
- **Ongoing Monitoring:** Where no referral is made, staff must continue to monitor the welfare of the child or vulnerable adult and re-refer or escalate the concern if new risks arise.

All staff must comply with these procedures to ensure safeguarding concerns are addressed in a timely and appropriate manner. For a detailed visual guide, refer to **Appendix B – Reporting Concerns Flowchart**, which outlines the step-by-step process for managing safeguarding concerns.

2.1.1 Responding to Concerns

When responding to safeguarding concerns, all staff at **Educationwise** must follow the procedures outlined below to ensure a prompt and appropriate response to any disclosures or concerns about the welfare of children or vulnerable adults.

Immediate Response to a Disclosure:

- **Remain Calm:** Staff must respond calmly and reassuringly to any disclosures. Avoid displaying shock or disbelief, as this may discourage the individual from continuing to share their concerns.
- **Listen Actively:** Staff should listen carefully and allow the individual to provide their account without interruption or probing for additional details.
- **Do Not Promise Confidentiality:** Staff must make it clear that they cannot promise confidentiality and that the information shared may need to be reported to relevant authorities to ensure safety.
- **Avoid Leading Questions:** Staff should not ask leading or suggestive questions. Only the necessary questions should be asked to clarify the concern, ensuring the individual's account is not influenced.
- **Record the Disclosure:** Staff must document the disclosure as soon as possible, using the individual's exact words wherever feasible. Any relevant physical or behavioural observations must also be recorded.

After the Disclosure:

- **Report the Concern Immediately:** Staff must submit the internal concern form to the DSL, **Nick Preston (npreston@education-wise.org)**, or email safeguarding@education-wise.org. If the DSL is unavailable, the information must be passed to the Deputy DSL or another senior staff member.
- **DSL Assessment:** The DSL will assess the concern and determine whether the case meets the threshold for external referral to agencies such as **First Response** or the **Police**. In urgent situations, emergency services must be contacted immediately.
- **Prevent and Channel Referrals:** Where a concern relates to radicalisation or extremism, staff must follow the same reporting process and pass concerns only to the DSL or Deputy DSL. Staff must not make direct referrals to Channel. The DSL will review the concern and, if appropriate, liaise with the Police Prevent Team or Local Authority Prevent Coordinator to submit a referral to the Channel Panel. The DSL or Deputy DSL will remain the single point of contact for the learner throughout the Channel process. If the threshold for referral is not met, the DSL will record and monitor the case, ensuring support and early intervention are put in place where required.

- **Non-Urgent Cases:** Where the concern does not meet the threshold for external referral, the DSL will consult with relevant staff or external agencies to determine whether internal support or multi-agency interventions are necessary. The case will continue to be monitored as appropriate.
- **Follow-Up Actions:** The Safeguarding Team will follow up on any external referrals made to ensure a response is received. If no action is taken by external agencies, the team will continue monitoring the situation and escalate the matter if necessary.

Staff Responsibilities:

- **Immediate Action:** Where immediate action is required, staff must contact emergency services or relevant safeguarding authorities without delay.
- **Documentation:** Staff must ensure that all safeguarding concerns are recorded accurately and submitted promptly, either through the internal concern form or by emailing safeguarding@education-wise.org.
- **Monitoring:** Where no external action is required, staff must continue to monitor the welfare of the child or vulnerable adult and reassess the situation if new information or risks arise.
- **Escalation:** If staff believe that appropriate action is not being taken, they are required to escalate the concern internally by following the process outlined in **Appendix B – Reporting Concerns Flowchart**.

Key Reminders:

- All safeguarding concerns must be handled professionally and sensitively. Individuals making a disclosure must not feel as though they are to blame or that they are causing a problem by sharing their concerns.
- Staff are expected to maintain a child-centred approach, ensuring that the best interests of the child or vulnerable adult are prioritised at all times.
- All staff are responsible for following up on safeguarding concerns and must not assume that a matter has been resolved without confirmation from the DSL or the Safeguarding Team.

For additional guidance on responding to safeguarding concerns, please refer to **Appendix B – Reporting Concerns Flowchart**, which provides a step-by-step guide to managing safeguarding issues.

2.2 Information Sharing

Educationwise adheres to the **Data Protection Act 2018** and **UK General Data Protection Regulations (GDPR)**, which permit the sharing and withholding of personal information for safeguarding purposes, including **special category personal data**. Staff are aware that safeguarding and protecting individuals at risk is a lawful basis for processing such data.

When sharing sensitive personal data, **Educationwise** will:

- Seek consent where possible in accordance with the **Information Sharing for Safeguarding Practitioners (2018)**.
- Share information without consent if:
 - Seeking consent would place a child at further risk.
 - It would compromise a criminal investigation.
 - It is not reasonably practicable to obtain consent.
 - Sharing information will enhance the safeguarding process in a timely manner.

In cases where sharing personal data may cause harm, the organisation will consult legal guidance to make informed decisions.

2.3 Identifying and Monitoring the Needs of Vulnerable Learners

The **DSL** and **Deputy DSLs** regularly review the needs of vulnerable learners by monitoring their attendance, behaviour, attainment, and safeguarding records. This review ensures:

- **Early interventions** are made to promote safety and prevent escalation of harm.
- Information is shared with teachers and leadership to promote **educational outcomes**.
- Learners with or who have had a social worker receive additional academic support to reach their full potential.
- Reasonable adjustments are made to interventions, such as behaviour responses.
- Learners with **protected characteristics** under the **Equality Act 2010** are supported, acknowledging that they may face greater vulnerabilities to discrimination or harm.

The organisation will act in the best interests of the learner, ensuring compliance with equality and human rights legislation.

2.4 Multi-Agency Working

Educationwise collaborates with relevant agencies to safeguard children and vulnerable adults, in accordance with **Working Together to Safeguard Children (2023)**.

The DSL makes referrals to **Children's Social Care** if the learner:

- Needs support under **s.17 of the Children Act 1989** (e.g., a young carer).
- Needs protection under **s.47 of the Children Act 1989** due to significant harm or risk of harm.

In cases of crime or serious harm, the organisation will involve the **police** immediately or report via 101 for non-urgent matters. The DSL or deputies will work with multi-agency partners to ensure the welfare of the learner.

2.4.1 Additional Considerations

- The organisation will contribute to multi-agency risk assessments, **child protection plans**, and **MARAC** meetings as appropriate.
- If a crime involves bringing a weapon onto the premises, the organisation will liaise with the **Local Authority Violence Reduction Unit (Safer Options)** for a proportionate response.
- In the event of a child death or serious harm, the organisation will notify the **Keeping Safe Partnership** as soon as possible.

2.5 Responding to Allegations of Abuse Made Against Professionals

Any safeguarding concerns or allegations against professionals must be reported immediately to the **CEO** or **Chair of Governors**, who will follow guidance from **Keeping Children Safe in Education (2025)**. If there is a conflict of interest, staff can report directly to the **Local Authority Designated Officer (LADO)**.

2.6 Reporting Low-Level Concerns

In cases where a concern does not meet the harm threshold but still requires attention due to inappropriate behaviour or conduct, staff should report it as a low-level concern.

Low-level concerns may include unprofessional behaviour, boundary violations, or any conduct that does not align with Educationwise 's professional standards but does not constitute immediate harm.

Reporting Low-Level Concerns:

- Staff should report low-level concerns to the Designated Safeguarding Lead (DSL), Nick Preston (npreston@education-wise.org), or email safeguarding@education-wise.org.
- The DSL will assess the concern and determine appropriate actions to address the issue sensitively and proportionately.
- All concerns will be documented to ensure they are managed effectively and reviewed to identify any patterns that may require further action.

While these concerns do not require immediate escalation to external agencies, they will be treated seriously, and corrective measures (such as training or guidance) will be taken as appropriate.

2.7 Child-on-Child Harm

Educationwise takes a **zero-tolerance** approach to child-on-child harm, including bullying, harassment, or abuse. Incidents are never tolerated or dismissed as “banter” or “part of growing up.” Early identification of vulnerability is addressed through regular review of attendance, behaviour, and safeguarding records. We recognise that individuals affected by harm may not identify with terms such as ‘victim’ or ‘perpetrator’. We adopt language that is sensitive, person-centred and aligns with how the learner describes their experience.

Reports of child-on-child harm will be handled by:

- Ensuring the safety of all involved.
- Listening carefully, using open questions, and not making the victim feel responsible.
- Taking the wishes of the learner into account when determining the best course of action.
- Sharing necessary information while maintaining confidentiality where appropriate.

2.7.1 Actions for Sexual Violence and Harassment

Incidents of sexual violence (rape, assault, or penetration) must be reported immediately to the **DSL** and **police**, with referrals made to **social care**. For incidents involving an online element, the organisation will follow guidance on **searching and screening** and **sharing nudes and semi-nudes**.

2.8 Mental Health and Wellbeing

Educationwise supports learners' mental health through early identification of needs and proportionate interventions. The **DSL** and senior leadership team will liaise with mental health specialists and agencies when necessary. Learners' mental health needs are reviewed termly to ensure any vulnerabilities are addressed.

The organisation adopts a **whole-setting approach** to mental health, ensuring a supportive environment, high-quality teaching on mental health, and access to mental health services.

Staff must be alert to the impact of mental health on learner safety and wellbeing. Poor mental health, including anxiety, self-harm or social withdrawal, may be indicators of abuse, neglect or exploitation. Staff are not expected to diagnose conditions but must report concerns to the DSL without delay.

2.9 Online Safety

Educationwise Academy recognises that online safety is a core part of safeguarding. Learners, staff, and stakeholders must be protected from risks associated with the digital environment, including inappropriate content, harmful contact, unsafe conduct, and online commerce. Online safety is embedded into safeguarding training, staff CPD, learner induction, and the wider curriculum.

Legislative Alignment:

This policy aligns with the *Online Safety Act 2023* and *Keeping Children Safe in Education (KCSIE)*, ensuring that Educationwise takes reasonable steps to protect learners from online harms, including illegal, harmful, or extremist content.

Key Online Safety Risks:

- **Content:** Exposure to harmful or inappropriate material, such as extremist content, pornography, or false/misleading information.
- **Contact:** Grooming, radicalisation, or exploitation through online communication, including social media, messaging apps, or gaming platforms.
- **Conduct:** Risky or harmful online behaviours, such as cyberbullying, sexting, or oversharing of personal information.
- **Commerce:** Financial harm through scams, phishing, identity theft, or unsafe online transactions.

Our Approach:

- **Education and Training:** Online safety is covered within staff safeguarding training and learner induction, including guidance on safe use of social media, remote learning platforms, and mobile devices.
- **Monitoring and Filtering:** The DSL works with IT staff and senior leaders to ensure appropriate filtering, monitoring, and reporting systems are in place for organisational devices and platforms. These are regularly reviewed to balance safeguarding with educational and business needs.
- **Safe Use of Devices:** Staff and learners must comply with the Acceptable Use Policy (AUP). Mobile devices must not be used to access or share inappropriate content. Learners are reminded regularly about safe online behaviour.
- **Remote Learning:** Educationwise Academy ensures all remote learning takes place on secure platforms. Tutors and learners are reminded of safeguarding expectations, including professional conduct, secure use of cameras/microphones, and safeguarding checks during online sessions.
- **Reporting Concerns:** Any online safety concerns must be reported immediately to the DSL or Deputy DSL, who will assess and take appropriate action. Serious concerns may be referred to the Police, the Local Authority, or the UK Safer Internet Centre as required.

Responsibilities:

- **DSL:** Ensures staff and learners are aware of online safety risks, monitors trends, and takes action where concerns arise.
- **IT and Systems Staff:** Maintain filtering, monitoring, and security systems, reporting issues to the DSL.
- **All Staff:** Model safe online behaviour and challenge unsafe practices.
- **Learners:** Follow guidance on safe internet use and report any harmful or inappropriate activity to staff.

Review and Monitoring:

- Online safety arrangements, including filtering and monitoring systems, are reviewed regularly and in response to new risks, incidents, or changes in statutory guidance.
- Learner and staff feedback will inform updates to practice.

2.10 Incident Management and Evacuation Procedures

At Educationwise, we are committed to ensuring the safety and security of all learners, staff, and visitors, whether in physical locations or remote environments, in line with our safeguarding and Prevent duties. Our Incident Management and Evacuation Procedures provide clear guidelines for managing emergencies, such as bomb threats, gun crime, or other physical threats, applicable to both in-person and remote learning contexts.

Types of Incidents Covered

- **Evacuation** (for physical locations): Evacuating the building in response to threats like fire, bomb scares, or gun crime, applicable to staff and learners attending in-person sessions or events.
- **Invacuation (Lockdown)** (for physical locations): Securing individuals inside the building to protect them from external threats during in-person activities.
- **Remote Emergency Procedures** (for remote learners): In case of an emergency or threat that affects the remote learning environment (e.g., cybersecurity breach, online threats, or communication disruption).
- **Medical Emergencies** (physical and remote): Managing serious injuries or health-related incidents during in-person sessions or providing virtual support and emergency response advice for remote learners.
- **Bomb Threats or Gun Crime** (for physical locations): Responding to bomb threats or gun crime with **Run, Hide, Tell** protocols and evacuation/safe zone procedures.

Bomb Threat and Gun Crime Procedure:

- Notification will be given to staff and learners of the threat.
- A decision to evacuate the building will be made by the Incident Manager.
- Staff and learners will be directed to safe zones away from the building.
- Emergency services will be contacted for further instruction.
- In cases of gun crime or other physical threats, follow the **Run, Hide, Tell** method:
 - **Run:** If a safe route is available, staff and learners should leave the area and encourage others to do the same.
 - **Hide:** If evacuation is not possible, staff and learners should find a secure place to hide, protected from the threat.
 - **Tell:** Once safe, learners and staff should contact emergency services.

Training and Drills:

- **In-Person Drills:** Regular evacuation and lockdown drills will be conducted at physical locations to ensure preparedness for emergencies.
- **Remote Emergency Training:** Staff will receive cybersecurity awareness training, and learners will be briefed on cybersecurity protocols during induction.
- Both in-person and remote drills are conducted regularly to ensure that staff and learners are aware of the necessary steps to take in emergencies.

Annual Review and Monitoring:

- Procedures are reviewed annually or after any incidents to ensure they remain effective. Feedback from staff, learners, or emergency services will inform future updates.
- Remote safety procedures, such as cybersecurity protocols, will be updated in response to identified vulnerabilities or breaches.

Appendix A – Key Guidance for Safeguarding Issues

National and Local Safeguarding Resources

Educationwise operates on a national scale and is committed to ensuring safeguarding practices are aligned with both national standards and the specific procedures of local safeguarding partnerships across the UK. This section provides key national resources as well as links to local safeguarding partnerships. Staff should always refer to the relevant procedures based on their operating region, ensuring they follow both national guidance and local authority protocols.

National Guidance and Resources

All key education sector policies relevant for education settings nationwide can be accessed through the following resources:

- **Keeping Children Safe in Education (KCSIE) 2025** – The foundational statutory guidance for schools and colleges.
- **CSA Centre of Expertise on Child Sexual Abuse** – Free evidence-based practice resources to help professionals identify and respond appropriately to child sexual abuse concerns.
- **What to do if you're worried a child is being abused** – DfE advice for all settings.
- **Faith-based abuse: National Action Plan** – DfE advice on tackling abuse linked to faith or belief.
- **Prevent Duty Guidance** – Home Office guidance on preventing radicalisation in schools and colleges.
- **FGM multi-agency statutory guidance** – Guidance on addressing female genital mutilation.
- **Online Safety Guidance** – A variety of resources to support schools in safeguarding learners online.
- **Modern Slavery: How to identify and support victims** – Home Office statutory guidance on modern slavery.
- **County Lines Toolkit For Professionals** – A toolkit to help professionals identify and disrupt county lines exploitation.
- **Educate Against Hate - Prevent Radicalisation & Extremism** - DfE and Home Office resource providing practical advice, classroom resources, and training materials to help identify, challenge, and protect learners from extremism and radicalisation.
- **Working Together to Safeguard Children (2023)** – Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- **UK Council for Internet Safety (UKCIS) Guidance** – Guidance on harmful online challenges, online safety in relationships, and sharing of nudes/semi-nudes.
- **NSPCC Safeguarding Resources** – Practical tools, templates, and helplines to support safeguarding in education and youth work.
- **Ofsted Safeguarding Policy** – Guidance on how safeguarding is inspected in education and training settings.
- **DfE Guidance: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges** – Advice to support schools and providers in preventing and responding to sexual harassment and abuse.
- **Child Exploitation Disruption Toolkit** – Home Office guidance for frontline practitioners on disrupting exploitation (CSE, CCE, trafficking).
- **Care Act 2014: Statutory Guidance on Safeguarding Adults** – Statutory guidance for safeguarding adults at risk of abuse or neglect.
- **Working Together to Safeguard Adults (ADASS/LGA)** – Guidance for inter-agency safeguarding arrangements for adults.
- **Safeguarding Adults: Roles and Responsibilities in Health and Care Services** – SCIE resource on the roles of professionals in adult safeguarding.
- **Making Safeguarding Personal (MSP) Framework** – Promotes a person-centred approach for safeguarding vulnerable adults.
- **Ann Craft Trust** – National charity providing safeguarding adults resources, training, and advice, particularly relevant for sport, activity, and education contexts.

Regional and Local Guidance

In addition to national guidance, staff must adhere to the specific safeguarding policies of the local authorities in which they operate. Staff should be aware of and comply with the local safeguarding partnerships' procedures for their respective regions.

For information on local safeguarding policies, staff should refer to the appropriate safeguarding board's website for their area or consult with the Designated Safeguarding Lead (DSL) for further guidance on region-specific safeguarding procedures.

Additional Key Safeguarding Topics and Resources The following list provides additional national resources covering a wide range of safeguarding issues. These can be valuable for addressing specific safeguarding concerns and ensuring best practices are in place:

- **Abuse and Domestic Abuse:**
 - [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper.
 - [Supporting practice in tackling child sexual abuse](#) – CSA Centre of Expertise resources.
 - [Faith based abuse: National Action Plan.](#)
 - [Forced Marriage Resource Pack.](#)
- **Bullying:**
 - [Preventing bullying including cyberbullying](#) – DfE advice.
- **Children Missing from Education:**
 - [Children missing education](#) – DfE statutory guidance.
 - [Children who run away or go missing from home or care](#) – DfE statutory guidance.
- **Child Exploitation:**
 - [Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance.
 - [County Lines Toolkit For Professionals.](#)
- **Online Safety:**
 - [UK Safer Internet Centre](#) – Tips, advice, guides and resources for online safety.
 - [CEOP](#) – Advice on reporting online abuse.

For further support and specific online safeguarding concerns, consult the **National Crime Agency's [CEOP Education Programme](#)** for guidance on protecting children from online abuse.

Appendix B – Reporting Concerns Procedures and Flowcharts.

Educationwise ensures that all safeguarding concerns are reported in line with both national guidelines and local authority protocols. Below are key steps for reporting concerns.

Reporting Concerns Procedures

- **Reporting Concerns Flow Chart:** See flowchart below on detailed steps on how to report safeguarding concerns for children and vulnerable adults.
- **Safeguarding Response to Mental Health and Child on Child harm Process Flow Chart:** See flowchart below which outlines how to respond to incidents involving child-on-child harm and mental health problems.

Prevent and Channel Referral Process

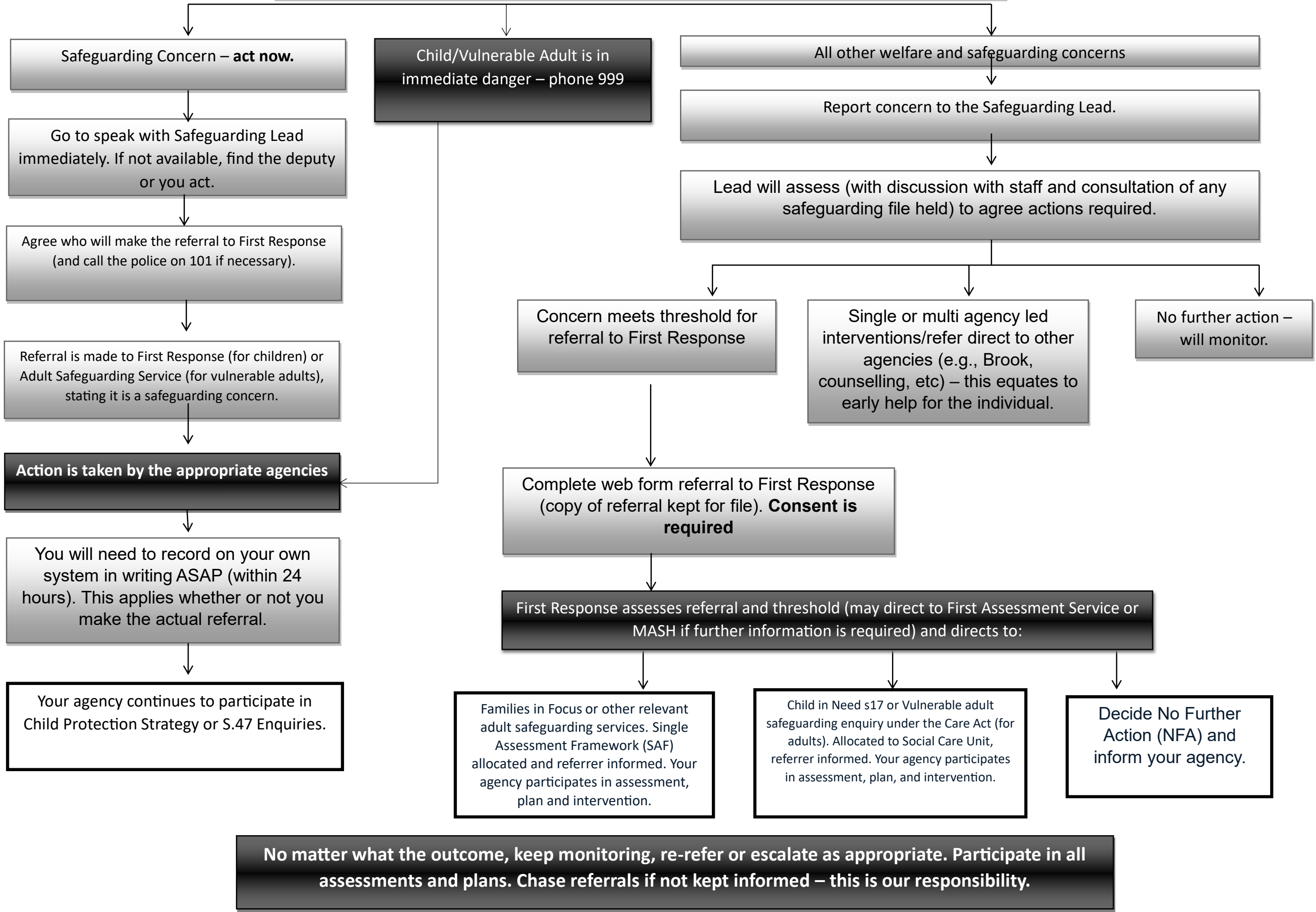
Educationwise has a clear internal process for handling Prevent concerns. All staff must follow these steps:

- **Identification:** If you suspect that a learner or colleague may be at risk of radicalisation or exposure to extremist views, treat this as a safeguarding concern.
- **Immediate Reporting:** Report your concern straight away to the Designated Safeguarding Lead (DSL) or Deputy DSL. Staff must not make direct referrals to Channel.

- **DSL Review:** The DSL will gather information, assess the concern, and where necessary consult with the local Prevent Coordinator or Police Prevent Team.
- **Decision:**
 - If the concern meets the threshold, the DSL will complete and submit a referral to the local authority Prevent/Channel process.
 - If the concern does not meet the threshold, the DSL will record the concern securely, provide appropriate internal support, and continue monitoring.
- **External Process:** Where a referral is made, the case will be considered by the multi-agency Channel Panel. The DSL will remain the point of contact and update Educationwise records accordingly.
- **Monitoring:** The DSL will monitor progress and outcomes, ensuring learners are supported and that actions are logged for audit and compliance purposes.

Reporting Concerns Flow Chart -

You have concerns about a child/vulnerable adult



No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

Safeguarding Response to Mental Health and Child on Child harm

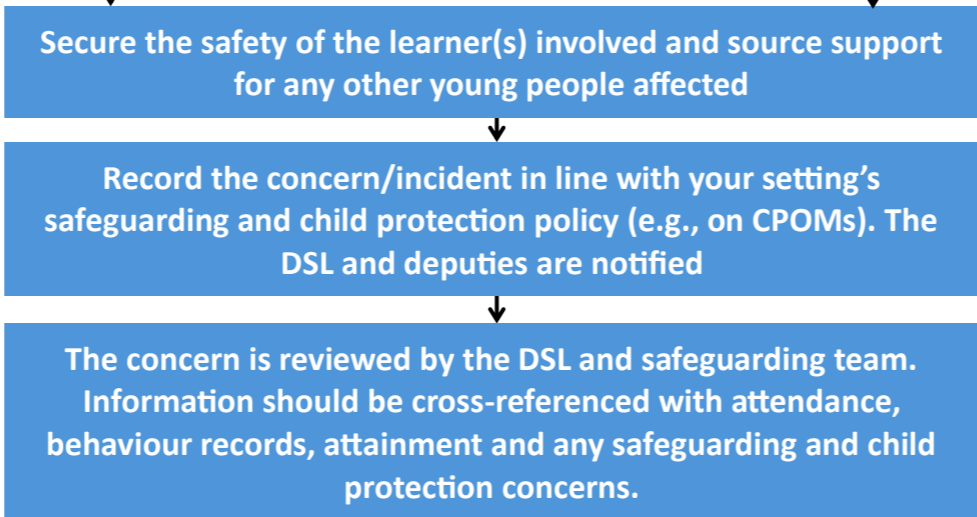
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE, 2025)

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their setting's policy and procedures with regard to child-on-child abuse (KCSIE, 2025)

There is a concern about a learner's mental health

You are made aware of an incident or pattern of child-on-child abuse

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, 2025)



- Possible examples of child-on-child harm
- Bullying (and cyberbullying)
 - Physical abuse
 - Sexual violence and sexual harassment
 - Upskirting
 - Nudes (sexting, youth produced sexual imagery)
 - Initiation/hazing type violence and rituals

- Additional guidance used to respond to the concern:
- *Mental health and behaviour in schools* ([link](#))
 - *Promoting children and young people's mental health and wellbeing* ([link](#))

- Additional guidance used to respond to the concern
- *Advice for Schools and Colleges on Responding to Sexting Incidents* ([link](#))
 - *Sexual Behaviours Traffic Light Tool* ([link](#))
 - *Preventing and Tackling Bullying* ([link](#))
 - *NPCC: When to call the police* ([link](#))

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. Settings may also refer directly to CAMHs.

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Outcomes

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 3 months or on any occasion another concern is raised.

Appendix C – Regional Safeguarding Contacts (England)

Key National Guidance and Support

Staff at Educationwise must follow national procedures and use available resources when addressing safeguarding issues. Below are important steps to consider in safeguarding situations:

- **If a child or vulnerable adult is in immediate danger:** Dial 999 and contact the police without delay.
- **For urgent referrals:** Contact the Children’s Social Care service for the local authority where the child or vulnerable adult resides.
- **Out-of-hours referrals:** Reach out to the Emergency Duty Team for the respective local authority.
- **For non-urgent referrals:** Use the appropriate online referral forms provided by local authorities or safeguarding boards.

Regional and Local Safeguarding Contacts

Educationwise staff should refer to their local safeguarding partnerships for region-specific procedures and contacts. The table below provides contact information for safeguarding services across various local authorities in England, including emergency and Prevent duty contacts. This ensures that staff can act quickly and efficiently in the event of safeguarding concerns.

Whistleblowing Concerns

If staff are uncomfortable raising safeguarding concerns internally or believe appropriate action has not been taken, they can report concerns through external channels:

- **NSPCC Whistleblowing Hotline:** 0800 028 0285 | Email: help@nspcc.org.uk

Region	Safeguarding Service Contact	Out-of-Hours Emergency Contact	Prevent Duty Contact
Bath & NE Somerset	Children’s Social Work: 01225 396 312 / 396 313	Emergency Duty Team: 01454 615 165	Prevent Duty: preventBANES@bathnes.gov.uk
Bedfordshire	Children’s Services: 0300 300 8585	Emergency Duty Team: 0300 300 8123	Prevent Duty: prevent@bedfordshire.pnn.police.uk
Birmingham	MASH: 0121 303 1888	Emergency Duty Team: 0121 675 4806	Prevent Duty: preventBham@west-midlands.police.uk
Bristol	First Response: 0117 903 6444	Emergency Duty Team: 01454 615 165	Prevent SW: 01278 647 466 / PreventSW@avonandsomerset.police.uk
Buckinghamshire	First Response: 01296 383 962	Emergency Duty Team: 0800 999 7677	Prevent Duty: preventBucks@thamesvalley.police.uk
Cambridgeshire	Children’s Services: 0345 045 5203	Emergency Duty Team: 01733 234 724	Prevent Duty: preventCambridge@cambs.police.uk

Cheshire	Children's Services: 0300 123 5012	Emergency Duty Team: 0300 123 5022	Prevent Duty: preventCheshire@cheshire.police.uk
Cornwall	Multi-Agency Referral Unit: 0300 123 1116	Emergency Duty Team: 01208 251 300	Prevent Duty: preventCornwall@devonandcornwall.pnn.police.uk
Cumbria	Children's Services: 0333 240 1727	Emergency Duty Team: 0333 240 1727	Prevent Duty: preventCumbria@cumbria.police.uk
Derbyshire	Starting Point: 01629 533 190	Emergency Duty Team: 01629 532 600	Prevent Duty: preventDerbyshire@derbyshire.police.uk
Devon	MASH: 0345 155 1071	Emergency Duty Team: 0845 600 0388	Prevent Duty: preventDevon@devonandcornwall.pnn.police.uk
Dorset	Children's Advice and Duty Service (ChAD): 01305 228 866	Emergency Duty Team: 01305 858 250	Prevent Duty: preventDorset@dorset.pnn.police.uk
Durham	First Contact Service: 03000 267 979	Emergency Duty Team: 03000 267 979	Prevent Duty: preventDurham@durham.pnn.police.uk
East Sussex	Single Point of Advice (SPOA): 01323 464 222	Emergency Duty Team: 01273 335 905	Prevent Duty: preventEastSussex@sussex.pnn.police.uk
Essex	Children's Social Care: 0345 603 7627	Emergency Duty Team: 0345 606 1212	Prevent Duty: preventEssex@essex.pnn.police.uk
Gloucestershire	Children's Services: 01452 426 565	Emergency Duty Team: 01452 614 194	Prevent Duty: preventGloucestershire@gloucestershire.police.uk
Greater Manchester	Contact Manchester: 0161 234 5001	Emergency Duty Team: 0161 234 5001	Prevent Duty: preventManchester@greatermanchester.police.uk
Hampshire	Children's Services: 0300 555 1384	Emergency Duty Team: 0300 555 1373	Prevent Duty: preventHampshire@hampshire.pnn.police.uk
Herefordshire	MASH: 01432 260 800	Emergency Duty Team: 01905 768 020	Prevent Duty: preventHerefordshire@westmercia.pnn.police.uk
Hertfordshire	Children's Services: 0300 123 4043	Emergency Duty Team: 0300 123 4043	Prevent Duty: preventHertfordshire@herts.pnn.police.uk
Kent	Integrated Front Door: 03000 411 111	Emergency Duty Team: 03000 419 191	Prevent Duty: preventKent@kent.pnn.police.uk
Lancashire	Children's Social Care:	Emergency Duty Team: 0300 123 6722	Prevent Duty: preventLancashire@lancashire.police.uk

	0300 123 6720		
Leeds	Children's Social Care: 0113 222 4403	Out of Hours: 0113 376 0469	Prevent Duty: preventLeeds@westyorkshire.police.uk
Leicester	Children's Services: 0116 454 1004	Emergency Duty Team: 0116 454 1004	Prevent Duty: preventLeicester@leicestershire.pnn.police.uk
Lincolnshire	Children's Services: 01522 782 111	Emergency Duty Team: 01522 782 333	Prevent Duty: preventLincolnshire@lincs.pnn.police.uk
Liverpool	Careline Children's Services: 0151 233 3700	Emergency Duty Team: 0151 233 3700	Prevent Duty: preventLiverpool@merseyside.police.uk
London	MASH Contact (Borough Specific)	Emergency Duty Team: 020 7926 5555	Prevent Duty: preventLondon@met.police.uk
Manchester	Contact Manchester: 0161 234 5001	Emergency Duty Team: 0161 234 5001	Prevent Duty: preventManchester@greatermanchester.police.uk
Newcastle	Initial Response Service: 0191 277 2500	Emergency Duty Team: 0191 278 7878	Prevent Duty: preventNewcastle@northumbria.police.uk
Norfolk	Children's Advice & Duty Service: 0344 800 8020	Emergency Duty Team: 0344 800 8020	Prevent Duty: preventNorfolk@norfolk.pnn.police.uk
North Somerset	Single Point of Access: 01275 888 808	Emergency Duty Team: 01454 615 165	Prevent Duty: preventNS@n-somerset.gov.uk
Northumberland	OneCall Service: 01670 536 400	Emergency Duty Team: 01670 536 400	Prevent Duty: preventNorthumberland@northumbria.pnn.police.uk
Nottingham	Children & Families Direct: 0115 876 4800	Out of Hours: 0115 876 1000	Prevent Duty: preventNottingham@notts.pnn.police.uk
Oxfordshire	MASH: 0345 050 7666	Emergency Duty Team: 0800 833 408	Prevent Duty: preventOxfordshire@thamesvalley.pnn.police.uk
Sheffield	Safeguarding Hub: 0114 273 4855	Emergency Duty Team: 0114 273 4855	Prevent Duty: preventSheffield@southyorks.police.uk
Somerset	Children's Services: 0300 123 2224	Emergency Duty Team: 0300 123 2327	Prevent Duty: preventSomerset@avonandsomerset.pnn.police.uk
South Gloucestershire	Access & Response Team: 01454 866 000	Emergency Duty Team: 01454 615 165	Prevent Duty: preventSG@safeguarding.gov.uk

Suffolk	Customer First Service: 0808 800 4005	Emergency Duty Team: 0808 800 4005	Prevent Duty: preventSuffolk@suffolk.pnn.police.uk
Surrey	Children's Services: 0300 470 9100	Emergency Duty Team: 01483 517 898	Prevent Duty: preventSurrey@surrey.pnn.police.uk
Warwickshire	MASH: 01926 414 144	Emergency Duty Team: 01926 886 922	Prevent Duty: preventWarwickshire@warwickshire.pnn.police.uk
West Midlands	Children's Services: 0121 303 1888	Emergency Duty Team: 0121 675 4806	Prevent Duty: preventWM@west-midlands.pnn.police.uk
West Sussex	MASH: 01403 229 900	Emergency Duty Team: 0330 222 6664	Prevent Duty: preventWS@sussex.pnn.police.uk
Wiltshire	Children's Services: 0300 456 0108	Emergency Duty Team: 0300 456 0100	Prevent Duty: preventWiltshire@wiltshire.pnn.police.uk
Worcestershire	Children's Services: 01905 822 666	Emergency Duty Team: 01905 768 020	Prevent Duty: preventWorcestershire@westmercia.pnn.police.uk
Yorkshire	Children's Services: 0345 200 0097	Emergency Duty Team: 0345 200 0097	Prevent Duty: preventYorkshire@westyorkshire.police.uk

Appendix D – Dealing with a Disclosure of Abuse

When a child or vulnerable adult discloses abuse, staff must follow these steps:

Immediate Response:

- **Stay calm:** Maintain a neutral body language and voice to avoid distressing the individual further.
- **Do not express shock or anger:** Keep your emotions in check, as this may make the child or vulnerable adult feel uncomfortable or unwilling to continue.
- **Reassure the individual:** Acknowledge their bravery for speaking up and thank them for sharing this information.
- **Do not promise confidentiality:** Explain that you cannot keep the information confidential and that it may need to be shared with others, such as the Designated Safeguarding Lead (DSL), to ensure their safety.
- **Use TED questioning:** Ask open-ended questions like “Tell me”, “Explain to me”, and “Describe to me” to avoid leading or influencing their account.
- **Listen attentively and allow them to speak:** Avoid interruptions and let them share their story in their own words.
- **Check for understanding:** Clarify by paraphrasing or summarising their account to ensure accuracy.
- **Praise them for coming forward:** Reinforce that they have the right to be safe and protected.
- **Do not comment on the alleged perpetrator:** Avoid making any statements about the person involved in the alleged abuse.
- **Be aware of retraction:** Even if the child or vulnerable adult retracts their statement, document the conversation accurately.
- **Explain the next steps:** Reassure them by explaining who you will tell and why, ensuring they understand that this is for their protection.

- **Record the disclosure promptly and accurately:** Document the disclosure as soon as possible, using their exact words where possible. Include any questions you asked and your observations. Avoid adding personal opinions or interpretations.

The 5 R's of Safeguarding:

1. **Recognise** – Be alert to signs of abuse or neglect.
2. **Respond** – Take immediate action and follow the correct steps.
3. **Reassure** – Provide reassurance to the child or vulnerable adult that it is right to speak up.
4. **Refer** – Report the matter to the DSL following the organisation's safeguarding procedures.
5. **Record** – Keep an accurate, detailed record of what was disclosed, including the date, time, and exact language used.

Appendix E – Types of Abuse and Neglect

Abuse and neglect occur when an individual inflicts harm on a child or vulnerable adult or fails to prevent harm. The key types of abuse include:

Physical Abuse:

- **Definition:** Inflicting physical harm such as hitting, shaking, throwing, poisoning, burning, drowning, or causing other injuries. This can also include inducing illness or fabricating symptoms of illness.

Neglect:

- **Definition:** Persistent failure to meet a child's or vulnerable adult's basic physical or emotional needs, such as providing inadequate food, clothing, shelter, or supervision, resulting in harm or impairment.

Emotional Abuse:

- **Definition:** Emotional abuse involves persistent maltreatment affecting emotional development, such as making someone feel unloved, worthless, or inadequate. This can also include serious bullying, age-inappropriate expectations, or witnessing the abuse of others.

Sexual Abuse:

- **Definition:** Involves forcing or enticing a child or vulnerable adult to take part in sexual activities, including both physical contact (e.g., rape, oral sex) and non-contact acts (e.g., exposing them to pornography, grooming).

Additional Barriers for SEND Learners:

Children and vulnerable adults with Special Educational Needs and Disabilities (SEND) may face extra challenges in identifying and disclosing abuse. These challenges include:

- **Assumptions:** Their behaviour or mood may be attributed to their disability without further investigation.
- **Peer Isolation:** They may be more vulnerable to isolation and bullying.
- **Communication Barriers:** They may struggle to express themselves or be misunderstood when they attempt to report concerns.

Appendix F – Specific Actions on Topical Safeguarding Issues

The following are key safeguarding issues highlighted in KCSIE 2025 and relevant local guidance:

Child Exploitation (CSE & CCE):

- **Child Exploitation:** Any risk or intelligence related to child sexual or criminal exploitation must be shared with the appropriate safeguarding authorities, following local authority guidance.

Domestic Abuse:

- **Police Notifications:** Notifications related to domestic abuse incidents must be acted upon appropriately by trained staff. Information can only be shared with other agencies following the approval of the police to avoid further risk to the victim or family.

Female Genital Mutilation (FGM):

- **Mandatory Reporting:** If a staff member is informed of or observes signs of FGM, they are legally required to report it to the police (via 101) and notify the DSL immediately.

Online Safety:

- **Reporting Online Abuse:** Incidents of online abuse or grooming must be reported following the appropriate local authority guidance and national procedures. Reports may also be made through the Child Exploitation and Online Protection command (CEOP).

Mental Health:

- **Safeguarding Concerns:** Schools and educational settings must follow the procedures outlined in KCSIE 2025 when identifying and supporting learners with mental health concerns and safeguarding issues.

Serious Youth Violence and Weapons:

- **Response:** In any case involving weapons or threats of violence, police must be contacted immediately, and multi-agency risk assessments should guide decision-making regarding the learner.

Preventing Radicalisation (Prevent Duty):

- **Prevent Duty:** Educationwise must be vigilant in recognising and responding to risks of radicalisation. Prevent duty applies to all educational settings under the Counter-Terrorism and Security Act 2015.

Private Fostering:

- **Notification to Children's Social Care:** Staff must notify children's social care if they are made aware of a private fostering arrangement involving a child under 16 (or under 18 if disabled).

Young Carers:

- **Support for Young Carers:** Staff must ensure that learners who are young carers are provided with appropriate support, following local authority guidance available on their respective websites.