



SAFEGUARDING AND CHILD PROTECTION POLICY

Statement of Intent

ConnectED Learning is committed to working with children, young people, staff, volunteers, the community and relevant professionals to safeguard, protect and promote the welfare of children and young people and to give them the very best start in life, in line with statutory duties and responsibilities.

Aims

We aim to:

- Create an inclusive environment that encourages young people to develop a positive self-image and where children are safe, supported and protected regardless of race, age, disability, language, religion, culture and sexual orientation or other protected characteristic;
- Establish and maintain a culture where young people feel safe and secure, are encouraged to talk, and are listened to when they have a worry or concern;
- Ensure young people know they can approach their tutor if they are worried;
- Help young people to establish and sustain satisfying relationships with their families, peers, and adults;
- Encourage young people to develop a sense of autonomy and independence;
- Empower young people to have the self-confidence, vocabulary and resilience to resist inappropriate approaches;
- Ensure that young people who have been abused will be supported in line with a child protection plan as appropriate;
- Create a culture where knowledge of safeguarding policy and professional judgement is sound and used appropriately;
- Establish and maintain an environment where safeguarding and promoting the welfare of young people including their mental health is everyone's responsibility and a child-centred approach is adopted whereby the best interests of the young people are paramount and all concerns are dealt with appropriately and in a timely manner;
- Work with young people to build their understanding of and shared commitment to promoting and safeguarding the welfare of all our young people.

Legal Framework

Our safeguarding approach has been developed with reference to the following legislation and guidance:

- Working Together to Safeguard Children - Department for Education (2023)
- Safeguarding and Child Protection Standards for the Voluntary and Community Sector - NSPCC (2019)
- Keeping Children Safe in Education - Department for Education (2025)
- What to do if you're worried a child is being abused - Department for Education (2015)
- Children Act - UK Legislation (1989)
- Children Act - UK Legislation (2004)
- Safeguarding Vulnerable Groups Act - UK Legislation (2006)
- Prevent duty guidance: England and Wales (2023)
- The above guidance, along with further relevant information, can be found via the NSPCC's website.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, 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 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 who are additionally vulnerable safe from abuse.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- making sure that children, young people 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, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately
- ensuring that we have effective complaints and whistleblowing measures in place
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

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

- valuing, listening to and respecting them
- having an identified and named DSL, **Hannah Clark**, who is responsible 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

Dealing with a Safeguarding Concern:

Tutors should be aware of the various types of safeguarding concerns. These may include:

- -Alcohol and substance misuse
- -Bullying or harassment
- Concealed pregnancy
- County Lines
- Criminal exploitation
- Culture within the organisation allowing poor behaviour
- Discrimination on any of the grounds in the Equality Act 2010
- Eating disorders
- Emotional abuse
- Female genital mutilation (FGM)
- Financial or material abuse
- Forced marriage and honour-based violence
- Negligent treatment
- Physical abuse
- Psychological abuse
- Radicalisation and extremism
- Trafficking or modern slavery
- Sexual harassment, abuse and exploitation
- Self-neglect or self-harm
- Suicide ideation or attempted suicide

Recruitment and Training:

To ensure the safety and wellbeing of all young people in our care, particularly given the unique nature of private and Education Otherwise Than At School (EOTAS) provision, ConnectED Learning implements a rigorous safer recruitment process for all staff, tutors, and volunteers. We are committed to conducting comprehensive background checks on every individual, whether in a paid or voluntary role, to verify their absolute suitability to work with children and young people. These mandatory pre-engagement checks include obtaining an Enhanced Disclosure and Barring Service (DBS) certificate (including a Children's Barred List check), verifying professional and academic qualifications, and securing satisfactory references to

confirm conduct and character. All recruitment records and evidence of these checks are stored securely and updated regularly within a restricted-access Google Drive Spreadsheet.

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure all staff and volunteers undergo mandatory annual safeguarding training and to maintain an up-to-date central record of all DBS checks. Prior to commencing any tutoring work, all new personnel must complete a comprehensive safeguarding induction to ensure they thoroughly understand our policies and procedures, with dedicated time provided to address any questions and establish a robust operational understanding. Furthermore, the PREVENT Duty is explicitly covered, and Prevent Awareness Training must be successfully completed before any interaction with students takes place. All training certificates must be shared with the DSL, who maintains them on file alongside a log of completion dates to ensure full regulatory compliance. Annually, the latest *Keeping Children Safe in Education* (KCSIE) statutory guidance is shared and reviewed as a team, with key updates thoroughly explored and discussed. This continuous professional development ensures that all staff remain fully aware of their statutory responsibilities, reinforcing our core principle that safeguarding is everyone's responsibility.

Sharing and Recording Concerns:

Employees or Volunteers may have concerns that a person is either at risk of harm or suffering abuse or neglect because of behavioural, emotional and/or physical factors. A student may also disclose information that causes a concern for their or someone else's safety and welfare.

A disclosure may come in the form of the student telling a tutor:

- They have been or are being abused
- They have concerns about someone else
- They are themselves abusing or likely to abuse someone else

This disclosure may be direct e.g. making specific verbal statements about what has happened to them, or indirect e.g. making ambiguous verbal statements which suggest something is wrong. They may also disclose information non-verbally, e.g. by writing letters, drawing pictures or trying to communicate in other ways.

The DSL holds the responsibilities to respond and act upon any concerns recorded logging actions taken appropriately. If required a referral is made. This could include; to children's social care, the Local Authority Designated Officer (LADO), Prevent, the Disclosure and Barring Service (DBS) or the police, depending on the type of concern.

Record keeping:

When a concern arises, staff must immediately complete a formal **Safeguarding & Child Protection Record Form**. To maintain data security and confidentiality, the following processing workflow must be strictly followed:

1. The ConnectED Learning Safeguarding and Concerns form is completed and signed and then shared with the DSL
2. If paper-based, the DSL must scan this directly into the secure Connect-ED Learning system within **24 hours** if a paper copy is completed. Following verification that the digital scan is clear and complete, the original hard copy must be immediately and securely destroyed.

Data Standards for Safeguarding Logs

All entries—whether initial reports, session logs, or ongoing monitoring notes—must meet strict professional standards. We ensure that records:

- **Remain Factual and Concise:** Stick strictly to observable facts, observations, and verbatim disclosures. Written logs must not contain personal judgements, speculation, unnecessary detail, or jargon.
- **Are Clear and Explicit:** Use simple, clear language that can be easily understood by external professionals if required. Avoid obscure acronyms or abbreviations.
- **Are Fully Traceable:** Permanently feature the exact date, time, and full legal name of the child, alongside the full name and signature of the reporting staff member.
- **Utilise Body Maps:** Contain an official, completed body map to meticulously record the size, colour, and positioning of any physical markings or injuries observed, if applicable.
- **Document Outcomes:** Maintain an exhaustive, chronological record of all subsequent actions taken, external communications made, and internal decisions finalized by the DSL.

Confidentiality and Information Sharing:

All records comply strictly with UK data protection laws, including the UK GDPR and the Data Protection Act 2018. Information is handled with absolute confidentiality and is only shared internally with authorized individuals who require access to fulfil their specific safeguarding roles (see our *Data Protection Policy*).

Multi-Agency and EOTAS Sharing:

Where appropriate, regarding students accessing **Education Other Than At School (EOTAS)** provisions, relevant safeguarding information and logged concerns will be shared promptly and securely with external professionals. This includes Local Authority caseworkers, social workers, the MASH team, or medical professionals, ensuring a unified and proactive approach to the child's safety and well-being.

Written November 2025
Reviewed Annually
Next Review Date: November 2026

Appendix 1: ConnectED Learning Safeguarding & Child Protection Record Form

Reporter & Logging Details

Name of Staff/Tutor/Volunteer: _____

Role/Job Title: _____

Date of Report: _____ Time of Report: _____ (24hr)

Date/Time Incident/Disclosure Occurred: _____

Student Details

Student Full Name: _____

Date of Birth: _____

Provision Type: ☐ 1:1 In-Person / ☐ Online / ☐ EOTAS / ☐ School-Based

Parent/Carer Name(s): _____

Nature of Concern

Please check all categories that apply to this log:

- ☐ Physical Abuse (e.g., unexplained bruises, marks, or physical hurt)
- ☐ Emotional Abuse (e.g., severe bullying, degradation, verbal distress)
- ☐ Sexual Abuse / Exploitation (e.g., inappropriate language, boundary breaches)
- ☐ Neglect (e.g., unhygienic conditions, inadequate food/clothing, lack of supervision)
- ☐ Child-on-Child Abuse (e.g., peer pressure, harassment, physical fights)
- ☐ Mental Health / Self-Harm (e.g., suicidal ideation, cutting, severe withdrawal)
- ☐ Online Safety / Digital Risk (e.g., cyberbullying, grooming flags, exposure to adult content)
- ☐ Prevent / Radicalisation (e.g., extremist views, vulnerability to grooming/gangs)
- ☐ Other Contextual Safeguarding (e.g., domestic abuse at home, substance misuse)

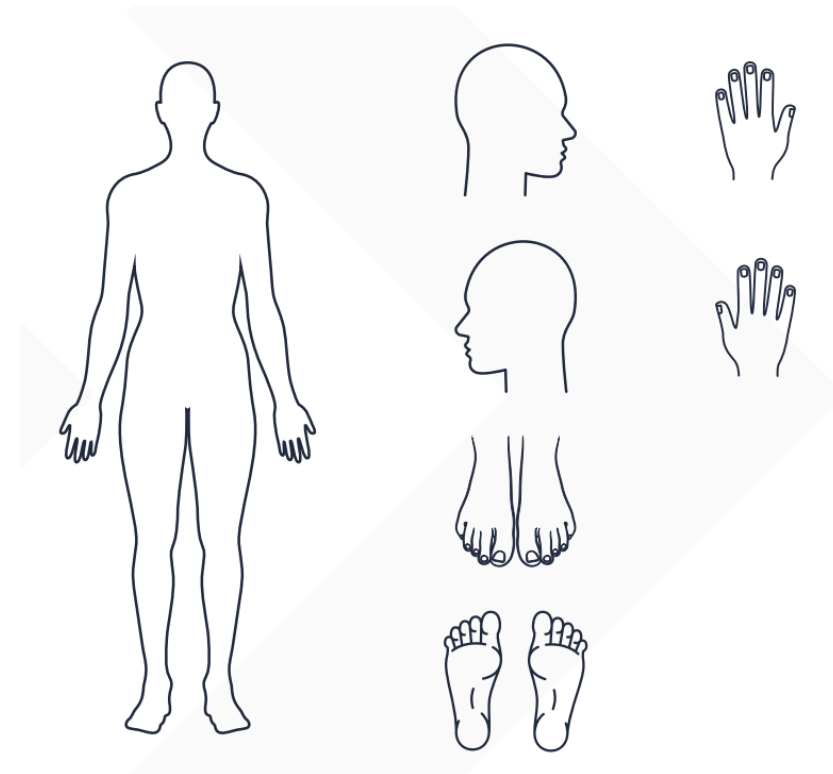
Details of the Concern, Observation, or Disclosure

Provide a clear, factual account. State what you saw, what you heard, or what was disclosed. Clearly distinguish between direct evidence, reported information, and professional opinion. If the child spoke, use quotation marks ("...") to record their exact words verbatim.

[illegible]

(Attach a separate sheet if more space is required)

Body Map



Immediate Action Taken

Was the child in immediate danger? Did you have to take any emergency steps?

If yes, provide details: _____

Reporter Declaration

By signing below, I certify that the information I have recorded on this form is a true, accurate, and objective account of the safeguarding concern or disclosure observed.

Reporter Signature: _____ Date: _____

DSL Actions & Outcome (Office Use Only)

To be completed strictly by the Designated Safeguarding Lead

Date/Time Form Received by DSL: _____ Time: _____

Is this student currently on a plan? ☐ No / ☐ Early Help / ☐ CIN / ☐ CP (Child Protection)

Action Taken by DSL:

- ☐ No further external action required (Monitor internally / update Risk Assessment)
- ☐ Advice sought from Children's Social Care / MASH (Multi-Agency Safeguarding Hub)
- ☐ Formal referral submitted to MASH / Children's Social Care
- ☐ Referral / consultation with LADO (if allegation against staff)
- ☐ Consultation with Police / Emergency Services
- ☐ Feedback provided back to the initial reporter

Summary of Action Taken & External Reference Numbers (if applicable):

[illegible]

DSL Name: _____ DSL Signature: _____

Date Log Closed/Filed: _____