Safeguarding Adults and Child Protection Policy

The Underground Studios CIC fully recognises its responsibilities for safeguarding adults and child protection.

Policy agreed (date):	**24/09/2026**
Policy published (including on website) **(date):**	**24/09/2026**
Next review (date):	**24/09/2027**

Key Safeguarding Personnel

Role	Name	Tel.	email
Proprietor	**The Underground Studios CIC**	**01722 697589**	**hello@theundergroundstudios.co.uk**
Designated Safeguarding Lead (DSL)	**Alex Mobaraki**	**07763141666**	**alex@theundergroundstudios.co.uk**
Deputy DSL(s) (DDSL)	**Naomi Payne**	**07736 274513**	**Naomi@theundergroundstudios.co.uk**
Director responsible for safeguarding	**Alex Mobaraki**	**07763141666**	**alex@theundergroundstudios.co.uk**

Children's Social Care request for a service *(previously referral)*:	
Integrated Front Door – Multi Agency Safeguarding Hub	0300 456 0108
Vulnerable Adults Social Care referrals:	0300 456 0111
Integrated Front Door – Adults Multi agency Safeguarding Hub - MASH:	0300 456 0100
Out of hours:	

If you believe a learner is **at immediate risk** of significant harm or injury,

you **must** call the police on 999.

Introduction

The Underground Studios CIC is committed to safeguarding and promoting the welfare of our learners. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026) (statutory for Alternative Provision Schools)
- The procedures of the Safeguarding Vulnerable People Partnership (SVPP)
- The Prevent Duty Guidance (2023)
- Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Vulnerable People Partnership, Policy and Procedures (2024)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)
- Alternative Provision - Statutory guidance 2013

The aim of this policy is to ensure:

- all our learners are safe and protected from harm.
- safeguarding procedures are in place to help learners to feel safe and learn to stay safe.
- adults in the organisation's community are aware of the expected behaviours and the organisation's legal responsibilities in relation to safeguarding adults and child protection.

We are committed to promoting an inclusive, respectful and anti-discriminatory culture in which all learners feel safe, valued and able to thrive. We recognise that racism, faith-targeted abuse and other forms of discriminatory behaviour can have a significant impact on a learner's welfare, wellbeing and sense of safety. Such behaviour is not tolerated and will be recognised, challenged and addressed as part of our safeguarding responsibilities.

Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental or physical health or development and
- protecting children from maltreatment.

Safeguarding adults means protecting a person's right to live in safety, free from abuse and neglect.

Safeguarding covers a range of measures that includes child protection procedures. It encompasses a preventative approach to keeping children and vulnerable adults safe that incorporates learner health and safety; behaviour management and preventing bullying; supporting learners with medical conditions; personal, health, social economic education; providing first aid and site security.
Consequently, this policy is consistent with all other policies adopted by The Underground Studios CIC and should be read alongside the following policies relevant to the safety and welfare of our learners:

- Behaviour policy
- Staff Behaviour Policy
- Health and Safety
- Equality Statement
- Whistleblowing policy

This policy applies to all staff in our organisation.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the organisation full time or part time, in a paid or regular voluntary capacity.

- **A volunteer** is a person who performs an activity that involves spending time, unpaid with our organisation (except for approved expenses).

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children attending our provision and any child under the age of 18 who encounters our organisation. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a learner at our provision or outside of operating hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a learner.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans, interagency child protection plans and safeguarding adult plans as required.

In addition,

- All staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE).
- all staff working directly with adult learners have read and understood. Section 1 and 2 of Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Vulnerable People Partnership, Policy and Procedures

Governance

As key strategic decision makers and vision setters for the organisation, the Directors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Directors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Staff Behaviour Policy (for safer working practice) **Safeguarding Lead / Deputy Safeguarding Lead** training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Learner voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a learner at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse Child on child abuse Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Named Safeguarding Lead / Deputy Safeguarding Lead Deputy Safeguarding lead / Designated LAC staff member (even if there are no LAC on roll)

Allegations management

Our DSL is responsible for liaising with the Local Authority Designated Officer (LADO) and other partner agencies in the event of an allegation of abuse being made against the Proprietor. See also Managing allegations against adults.

Safer Recruitment

Our directors monitor the organisation's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE.
At The Underground Studios CIC, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including teacher trainees on salaried routes) who work at the organisation.

See also Training.

Staff Behaviour Policy (for safer working practice)

The Underground Studios CIC is committed to positive academic, social and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form and are provided with key safeguarding information including the contact details of safeguarding personnel in the organisation.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the setting.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Our Service specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At The Underground Studios CIC, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the Named Safeguarding Lead / Deputy Safeguarding Lead The Safeguarding Lead uses:

- The Early Support Assessment (ESA) as appropriate as part of a holistic assessment of a child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.
- The criteria for consideration of action under Section 42 (1) and (2) of the Care Act (2014) (adult learners)

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in ' What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2026) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues.
Staff working with adult learners are required to read Section 1 and 2 of Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Vulnerable People Partnership, Policy and Procedures (2024)

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference. The flowchart setting out the procedure in respect of adult learners 'Abuse / Neglect of Adult at Risk is Suspected, Disclosed or Discovered', is taken from 'Safeguarding Adults at Risk in Wiltshire - Policy and Procedures (2024)'.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the Safeguarding Lead / Deputy Safeguarding Lead using the standard form. It is the responsibility of each adult in the setting/s to ensure that the Safeguarding Lead / Deputy Safeguarding Lead receives the record of concern without delay. In the absence of the Safeguarding Lead / Deputy Safeguarding Lead, staff members know to speak directly to the Integrated Front Door. In some circumstances, the Safeguarding Lead / Deputy Safeguarding Lead or member of staff seeks advice by ringing the Integrated Front Door for advice.

The Safeguarding Lead and/or a Deputy Safeguarding Lead is always available during setting hours for staff to discuss any safeguarding concerns.
The voice of the learner is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

Children who are absent and / or missing from education

Staff recognise that being absent from education, as well as missing education, can be an indicator of safeguarding concerns including neglect, sexual abuse, child sexual exploitation, child criminal exploitation, mental health concerns and other forms of harm. Patterns of absence will be reviewed promptly and safeguarding action taken where appropriate.
Attendance is considered within the wider context of safeguarding and welfare. Clear arrangements will be established regarding attendance monitoring, safeguarding responsibilities, information sharing and communication between the commissioning school and the alternative provision.

Staff report immediately to the Safeguarding Lead / Deputy Safeguarding Lead, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and / or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no registered education place and not electively home educated)

The designated staff member for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.
The Safeguarding Lead shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.
Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- after reasonable attempts have been made to contact the family without success, the Safeguarding Lead follows the SVPP procedure and consults/refers to the Integrated Front Door team as appropriate.
- there are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to the child's main registered school base/Education Welfare Service.

Learners with Special Education Needs and Disabilities (SEND)

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.
To address those additional challenges, pastoral support is provided as appropriate for learners with SEND and they are also encouraged to discuss their concerns. The Safeguarding Lead / Deputy Safeguarding Lead works with the Special Educational Needs Co-ordinator (SENCo)/commissioner to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the Safeguarding Lead / Deputy Safeguarding Lead immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well

as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

Faith targeted abuse

All staff should recognise that racism, faith-targeted abuse and other forms of discriminatory behaviour may have a significant impact on a learner's welfare, wellbeing, mental health and sense of safety. Such experiences should be considered within safeguarding practice where appropriate. Staff should remain alert to signs of prejudice-based harm and ensure concerns are recorded, reported and responded to in accordance with this policy.

Child on child abuse

All learners have a right to attend education provision and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse KCSiE 2026 Child on child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. It is likely to include, but not limited to:

- bullying (including cyber bullying)
- use of inappropriate or offensive language / messaging
- gender based violence/sexual assaults
- sexting
- ‘upskirting’ or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents.

Consequently, child on child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the organisation’s behaviour policy.
Child-on-child abuse may also include behaviour facilitated through technology and digital platforms. This can involve technology-assisted harmful sexual behaviour, online coercion, image-based abuse (including the creation, sharing or threat to share intimate images without consent), cyberbullying, and the misuse of artificial intelligence (AI) to create, manipulate or distribute harmful, abusive or sexually explicit content.

Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other learner affected by child-on-child abuse, will be supported through the organisation’s pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- a relevant curriculum, that helps learners to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation.
- established/publicised systems for learners to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The Safeguarding Lead liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

Domestic abuse

Staff understand that domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The Safeguarding Lead liaises with partner schools/agencies as part of Operation Encompass in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Safeguarding Lead ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Sexual abuse

Staff should be aware that the definition of sexual abuse includes situations where a child is forced, caused or incited to take part in sexual activities, whether or not the child is aware of what is happening. Staff should also recognise that children are more likely to know their abuser than not, and that children under the age of 13 cannot legally consent to any form of sexual activity. Concerns relating to sexual abuse will always be treated as safeguarding concerns and responded to in accordance with this policy.

Mental health

All staff are aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact on learners' mental health, behaviour and education throughout childhood, adolescence and into adulthood.
- they have a duty to observe learners 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.

Staff should be alert to indicators that a child may require mental health support, including significant changes in behaviour, persistent withdrawal, ongoing sleep difficulties, deterioration in self-care, expressions of self-harm, or other signs of emotional distress. Where a child appears to be at immediate risk of harm to themselves or others, emergency services will be contacted without delay. If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting learners from the risk of radicalisation is part of organisation's wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the Safeguarding Lead / Deputy Safeguarding Lead if they are concerned about a learner. The Safeguarding Lead / Deputy Safeguarding Lead will always act proportionately, and this may include making a referral to the Channel programme or to the Integrated Front Door.

Prevent duty training - GOV.UK

Serious violence

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our learners develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that learners may be at risk of getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

Exceptional operating circumstances

If the organisation is required to change the way we offer our provision to children and vulnerable adults due to unforeseen circumstances e.g. during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children and vulnerable adults will continue to apply. In such circumstances:
The Safeguarding Lead will:

- work closely with social care and partner agencies to support learners in these circumstances and to identify children and vulnerable adults who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, learners, and families are provided with written:
  - amended Safeguarding Lead arrangements as required (names, location and contact details)
  - temporary changes to procedures for working with learners e.g. online or face-to face offsite.
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all learners, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life, as they may have changed as a result of the national/international events as they evolve.

Record keeping and information sharing

The organisation:

- liaises with partner organisations (schools, Wiltshire Council, or other commissioning bodies to ensure any safeguarding records for learners are shared on transition:
  - by the setting/organisation previously attended by the learner.
  - by the Safeguarding Lead when the learner leaves our organisation.

  For any learner dual-registered with another school/setting/organisation, the Safeguarding Lead liaises regularly with the Safeguarding Lead at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all learner safeguarding and any child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all learner safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the learner.

The Safeguarding Lead / Deputy Safeguarding Lead acts in accordance with Information Sharing – Department for Education (DfE) (2024) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers of children and of vulnerable adults (as appropriate). In most situations, we will discuss initial concerns with them. However, the Safeguarding Lead / Deputy Safeguarding Lead will not share information where there are concerns that if so doing would:

- place a learner at increased risk of significant harm
- place any adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with Alex Mobaraki and/or Naomi Payne.

If a staff member feels unable to raise an issue with Alex Mobaraki and/or Naomi Payne or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

Managing allegations against adults

The Underground Studios CIC follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the setting, including supply staff, they must immediately consult the DSL who will refer to the Local Authority Designated Officer (LADO).

Any concern or allegation against the DSL will be reported to direct to LADO without informing the DSL. Concerns will be recorded in all instances, including where the threshold of harm has not been met.

All staff must remember that the welfare of a learner is paramount and must not delay raising concerns by fear that any such reporting could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the organisation's Staff Behaviour Policy (for safer working practice).

Training

Induction

The welfare of all our learners is of paramount importance. All staff including Directors and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Role and identities of the safeguarding lead and any deputy safeguarding lead
- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the organisation – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole team session will undertake this training requirement on their return.
In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety, and this is updated as necessary.

Advanced training

The Safeguarding Lead / Deputy Safeguarding Lead has additional multi agency training which is updated every two years as a minimum. The Safeguarding Lead / Deputy Safeguarding Lead also attend multi-agency courses relevant to the organisation's needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other Safeguarding Lead / Deputy Safeguarding Leads.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum. Online searches may be carried out on shortlisted candidates as part of due diligence checks to help identify any incidents or issues that have happened, and are publicly available online, which may be relevant to a candidate's suitability to work with children. Any concerns identified will be explored with the candidate during the recruitment process.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governance

The company Directors hold legal and strategic responsibility for safeguarding compliance and governance. Both Directors fulfil operational safeguarding duties as the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL).

To ensure robust statutory oversight and continuous professional development, Directors complete specialist DSL child protection training every two years, refreshed annually. Directors actively engage with external strategic safeguarding training, briefings, and updates provided by Wiltshire Council and local safeguarding partners.

Monitoring and review

Safeguarding is a standing agenda item at all team operational and strategic management meetings. The Directors review the effectiveness of safeguarding practice, procedures, and policy implementation on an ongoing basis. This policy is formally reviewed at least annually, or sooner in response to changes in legislation, statutory guidance, or local safeguarding arrangements.
To ensure robust oversight, Directors periodically undertake safeguarding compliance reviews and engage with external quality assurance audits provided by commissioning schools, local authority partners, or independent advisers.

Appendix 1

Related legislation and key documents

Care Act 2014 The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect**.**

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including s, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all organisations, 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.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2026) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in schools and colleges (2021)
Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Working Together to Safeguard Children (2026)
A guide to multi-agency working to help, protect and promote the welfare of children

Keeping Children Safe in Education (2026)
Statutory guidance for schools and colleges on safeguarding children and safer recruitment

Working Together to Improve School Attendance (2026)
Statutory guidance for schools and colleges on improving school attendance.