

Child Protection & Safeguarding Policy

Academic Year 2026–2027

Policy Owner: Ellen Kerr

Role: Managing Director & Designated Safeguarding Lead
(DSL)

Telephone: 01708 918728

Safeguarding Mobile: 07932 684213

Website: www.reconnectlearning.co.uk

Email: safeguarding@reconnectlearning.co.uk

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This policy applies equally across all delivery models and locations operated by Reconnect Learning.

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Section 1: Governance & Oversight

Reconnect Learning is committed to safeguarding and promoting the welfare of children and young people. Safeguarding is embedded throughout all aspects of our provision and underpins every decision we make.

The Designated Safeguarding Lead (DSL), **Ellen Kerr**, holds overall responsibility for safeguarding, child protection, online safety, Prevent, safer recruitment oversight, and liaison with external safeguarding agencies.

Reconnect Learning delivers educational services through:

Alternative Provision

Online Learning

Home Tuition

Community-Based Learning

Outreach Support

School Commissioned Provision

Functional Skills & GCSE Programmes

 Safeguarding arrangements apply equally across all delivery models and locations.

1.1 Lone Working and Home Tuition Safeguarding

Because Reconnect Learning delivers in homes, libraries, community centres and online, a full standalone section covers all lone working safeguarding requirements.

Tutor Check-In Procedures

All tutors must check in before and after sessions to confirm safe arrival and departure.

Dynamic Risk Assessments

Tutors must assess risk dynamically throughout every session and escalate concerns immediately.

Location Recording

Session locations must be recorded and shared with Reconnect Learning prior to delivery.

Emergency Contacts

Emergency contact information must be available to all lone working staff at all times.

Session Logging

All sessions must be logged accurately including attendance, concerns and any incidents.

Visitor Expectations

Clear expectations regarding the presence of third parties during home tuition sessions.

Professional Boundaries

All staff must maintain clear professional boundaries at all times during lone working.

Section 2: Safeguarding Policy Statement

Reconnect Learning is fully committed to safeguarding and promoting the welfare, safety, wellbeing and educational outcomes of every child and young person who accesses our provision.

We believe that every child has the right to learn, develop and achieve in a safe, supportive and protective environment, regardless of age, gender, disability, ethnicity, religion, sexual orientation, gender identity, family circumstances or background.

Safeguarding is Everyone's Responsibility

Every member of staff, volunteer, contractor and associate working on behalf of Reconnect Learning shares an equal responsibility to protect children and young people from harm and to act immediately if concerns arise.

The Welfare Principle

The welfare of the child is paramount, and all decisions made by Reconnect Learning will place the best interests of the child at the centre of our practice.

2.1 Our Safeguarding Culture

Reconnect Learning is committed to creating and maintaining a culture where safeguarding is embedded within every aspect of our provision.

- Children feel safe, valued, respected and listened to.
- Safeguarding is embedded within every aspect of our provision.
- Staff maintain professional curiosity and remain vigilant to signs of abuse, neglect and exploitation.
- Concerns are reported promptly and acted upon appropriately.
- Children are encouraged and empowered to share worries and seek support.
- Positive relationships are built through trust, consistency and respect.
- Safeguarding concerns are addressed through effective multi-agency working.
- All staff understand that safeguarding is an ongoing responsibility and not solely the responsibility of the Designated Safeguarding Lead.

- We recognise that safeguarding extends beyond protecting children from abuse and includes promoting their physical health, mental health, emotional wellbeing, safety, attendance, educational achievement and overall life chances.

2.2 Child-Centred Approach

We recognise that many children accessing alternative provision have experienced significant challenges. Understanding these experiences is central to our safeguarding approach.

Adverse Childhood Experiences (ACEs)

Trauma

Neglect

School Exclusion

Social, Emotional & Mental Health Difficulties

Family Breakdown

Exploitation

Poor Educational Experiences

Attendance Difficulties

We understand that behaviour can often be a form of communication and staff will seek to understand the underlying causes of behaviour whilst maintaining appropriate boundaries and expectations.



Children's wishes, feelings, views and experiences will be actively sought, recorded and considered when making safeguarding decisions.

2.3 Safeguarding Across All Provision

This policy applies to all activities delivered by Reconnect Learning. Safeguarding arrangements remain in place regardless of where learning takes place.

Provision Types Covered

- Alternative Provision
- Online Learning
- Home Tuition
- Community-Based Learning
- Outreach Support
- School Commissioned Programmes
- Functional Skills Provision
- GCSE Programmes
- Educational Interventions
- Mentoring and Personal Development Activities

Delivery Settings Covered

- Face-to-face
- Online
- Within the family home
- In community venues
- In libraries
- In partner settings
- Through hybrid delivery models



The same high standards of safeguarding apply wherever and however learning is delivered.

2.4 Commitment to Early Intervention

Reconnect Learning recognises the importance of identifying concerns at the earliest possible stage.



Identify Early

Identifying children who may benefit from early help before concerns escalate.



Work with Families

Working proactively with families to provide support and prevent escalation.



Agency Engagement

Engaging effectively with schools, local authorities and partner agencies.



Right Support, Right Time

Ensuring children receive the right support at the right time.



Where concerns meet the threshold for statutory intervention, referrals will be made promptly to Children's Social Care, the Police, MASH, Prevent/Channel or other relevant agencies.

2.5 Zero Tolerance Approach

Reconnect Learning operates a zero-tolerance approach. Every concern matters.

Zero Tolerance Towards:

- Abuse
- Neglect
- Bullying
- Child-on-child abuse
- Sexual violence
- Sexual harassment
- Exploitation
- Radicalisation
- Discrimination
- Hate incidents
- Online abuse

No Safeguarding Concern Will Ever Be Dismissed As:

⊗ "Just banter"

⊗ "Part of growing up"

⊗ "Attention seeking"

⊗ "Not serious enough"

All concerns will be taken seriously, recorded appropriately and acted upon in accordance with statutory safeguarding guidance.

2.6 Designated Safeguarding Lead

Ellen Kerr

Managing Director & Designated Safeguarding Lead

Mobile: 07932 684213

Office: 01708 918728

Email: safeguarding@reconnectlearning.co.uk

DSL Responsibilities

The DSL holds overall responsibility for safeguarding, child protection, online safety, Prevent duty responsibilities and liaison with external safeguarding agencies.

All safeguarding concerns must be reported immediately to the DSL.



If a child is believed to be at immediate risk of significant harm, staff must contact emergency services and/or Children's Social Care without delay and notify the DSL as soon as practicably possible.

2.7 Policy Review

This policy will be reviewed annually, or sooner where any of the following apply:

Legislation Changes

Any change in primary legislation affecting safeguarding responsibilities.

Statutory Guidance Updated

Updates to KCSIE, Working Together or other statutory safeguarding guidance.

Learning from Safeguarding Reviews

Where learning from safeguarding reviews identifies required changes to practice.

Significant Safeguarding Incidents

Where significant safeguarding incidents occur that require policy amendment.

Organisational Changes

Where organisational changes impact safeguarding arrangements or delivery models.

- ✓ Reconnect Learning is committed to continuous improvement and ensuring safeguarding practice remains compliant, effective and child-focused at all times.

Section 3: Definitions, Key Terminology and Legislative Framework

Definition of Safeguarding

Reconnect Learning adopts the definition of safeguarding outlined in Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children means:

Protecting from Maltreatment

Protecting children from maltreatment in all its forms.

Preventing Impairment

Preventing impairment of children's mental and physical health or development.

Safe and Effective Care

Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

Best Outcomes

Taking action to enable all children to have the best outcomes.

 Safeguarding is broader than child protection and includes prevention, early intervention, wellbeing, online safety, attendance, mental health, exploitation prevention and promoting positive outcomes.

3.1 Definition of Child Protection & Definition of a Child

Child Protection

Child protection forms part of safeguarding and refers to activities undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child protection procedures apply whenever concerns indicate a child may be experiencing:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Exploitation
- Serious violence
- Online abuse
- Radicalisation

Definition of a Child

For the purposes of this policy, a child is defined as any person under the age of 18 years.

This definition applies regardless of:

- Educational status
- Living arrangements
- Disability
- Additional needs
- Care status
- Employment status

3.2 The Welfare Principle & Child-Centred Practice

The Welfare Principle

The welfare of the child is paramount.

All safeguarding decisions will place the needs, safety and wellbeing of the child above organisational, operational or reputational considerations.

When making safeguarding decisions, staff will always ask:

"What is in the best interests of the child?"

Child-Centred Practice

Reconnect Learning is committed to a child-centred approach. This means:

- Listening to children.
- Taking disclosures seriously.
- Recording children's wishes and feelings.
- Explaining safeguarding actions appropriately.
- Ensuring children understand who can help them.
- Involving children wherever it is safe and appropriate to do so.



Children must never feel blamed for abuse, neglect or exploitation.

3.3 Professional Curiosity & Trauma-Informed Practice

Professional Curiosity

All staff are expected to demonstrate professional curiosity. This means:

- Looking beyond the obvious.
- Recognising patterns of concern.
- Asking appropriate questions.
- Challenging assumptions.
- Exploring unexplained changes in behaviour, presentation or attendance.
- Following up concerns rather than accepting explanations at face value.

Staff should maintain an attitude of: **"It could happen here."**

Trauma-Informed Practice

Reconnect Learning recognises that many children accessing alternative provision may have experienced trauma. Staff will:

- Understand the impact of trauma on learning and behaviour.
- Build trusting relationships.
- Maintain high expectations alongside high levels of support.
- Use restorative approaches where appropriate.
- Avoid re-traumatising children through practice.
- Promote emotional safety alongside physical safety.

 Behaviour will be understood as communication while maintaining clear professional boundaries.

3.4 Categories of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, burning, poisoning, suffocating, or fabricated or induced illness. Physical abuse can occur both inside and outside the family environment.

Emotional Abuse

The persistent emotional maltreatment of a child causing severe and adverse effects upon emotional development. Examples include humiliation, rejection, isolation, intimidation, bullying, exposure to domestic abuse and unrealistic expectations.

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities. Can include contact abuse, non-contact abuse, online abuse, grooming, sexual exploitation, sextortion and child sexual abuse material. May be committed by adults or other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs. Examples include inadequate food, inadequate supervision, unsafe living conditions, failure to access medical care, educational neglect and emotional neglect. May occur during pregnancy due to maternal substance misuse.

3.5 Vulnerable Children

Reconnect Learning recognises that some children may be at increased risk of harm. Staff must remain alert to additional barriers these children may face when seeking support.

Children with SEND

Children with EHCPs

**Looked After Children
(LAC)**

**Previously Looked After
Children (PLAC)**

Young Carers

Children Missing Education

**Children with Mental
Health Difficulties**

**Children Affected by
Domestic Abuse**

**Children Experiencing
Homelessness**

**Children at Risk of
Exploitation**

**Children in the Youth
Justice System**

**Children Who Have a Social
Worker**

Unaccompanied Asylum-Seeking Children

3.6 Legislative Framework – Primary Legislation

This policy has been developed in accordance with the following primary legislation:

Legislation	Relevance
Children Act 1989	Foundation of child protection law in England
Children Act 2004	Strengthened multi-agency safeguarding duties
Education Act 2002	Safeguarding duties for educational providers
Safeguarding Vulnerable Groups Act 2006	Barring and vetting framework
Equality Act 2010	Anti-discrimination and equality duties
Counter-Terrorism and Security Act 2015	Prevent duty obligations
Children and Social Work Act 2017	Updated safeguarding arrangements
Data Protection Act 2018	Data handling and information sharing
Human Rights Act 1998	Fundamental rights and freedoms
Domestic Abuse Act 2021	Domestic abuse recognition and response
Online Safety Act 2023	Online safety and digital safeguarding

3.7 Statutory Guidance

Keeping Children Safe in Education (KCSIE) 2025

This policy reflects all safeguarding responsibilities outlined within KCSIE 2025. All staff working directly with children must read and understand Part One or Annex A as determined by their role.

Working Together to Safeguard Children (2023)

Reconnect Learning recognises safeguarding as a multi-agency responsibility and will work effectively with Local Authorities, Children's Social Care, Police, Health Services, Schools, Alternative Providers, Youth Justice Services and Voluntary Sector Organisations.

Prevent Duty Guidance

Reconnect Learning fulfils its duties under the Prevent Duty and will take appropriate action where concerns regarding radicalisation or extremism arise.

Equality and Human Rights

Reconnect Learning is committed to equality of opportunity, inclusion, diversity and anti-discriminatory practice. Safeguarding arrangements will be implemented fairly and consistently. No child will receive less protection due to race, ethnicity, religion, disability, gender, sexual orientation, gender identity or socio-economic background. Every child has an equal right to safety, protection and support.

Section 4: Responsibilities of the DSL – Safeguarding Leadership



Safeguarding Leadership

- Lead safeguarding practice throughout Reconnect Learning.
- Promote a culture of safeguarding and vigilance.
- Ensure safeguarding remains central to organisational decision-making.
- Act as the primary safeguarding contact for all staff.
- Ensure safeguarding arrangements remain compliant with statutory guidance.



Child Protection

- Manage all safeguarding and child protection concerns.
- Make referrals to Children's Social Care where appropriate.
- Refer cases to MASH.
- Refer concerns to the Police where criminal offences may have occurred.
- Refer Prevent concerns to Channel.
- Liaise with Local Authority Designated Officers (LADO).
- Attend child protection conferences, strategy meetings and review meetings.



Early Help

- Identify children who may benefit from Early Help.
- Coordinate support plans.
- Work alongside schools, local authorities and partner agencies.
- Monitor outcomes and review interventions.

4.2 Responsibilities of the DSL – Record Keeping, Staff Support & Quality Assurance

Record Keeping

- Ensure safeguarding records are accurate and secure.
- Maintain safeguarding chronologies.
- Record actions, decisions and outcomes.
- Ensure records are transferred appropriately when children move provision.

Staff Support

- Provide safeguarding advice and guidance.
- Support staff following disclosures.
- Ensure staff receive safeguarding updates.
- Maintain safeguarding training records.

Quality Assurance

- Audit safeguarding systems regularly.
- Review incidents and outcomes.
- Identify themes and emerging risks.
- Report safeguarding trends to leadership.

Deputy DSL Arrangements

Reconnect Learning currently operates under a sole DSL model. In the absence of the DSL:

- Staff must continue to act immediately upon safeguarding concerns.
- Immediate risks must be referred directly to Police and Children's Social Care.
- Staff must not delay action while attempting to contact the DSL.
- Concerns must be escalated to relevant safeguarding agencies without delay.

 As Reconnect Learning grows, a trained Deputy Designated Safeguarding Lead will be appointed.

4.3 Responsibilities of Tutors and Staff

Safeguarding Duties

- Safeguard children and young people.
- Report concerns immediately.
- Follow safeguarding procedures.
- Maintain professional boundaries.
- Promote children's wellbeing.
- Support positive educational outcomes.

Vigilance – Staff Must Be Alert To:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child criminal exploitation
- Child sexual exploitation
- Radicalisation
- Online abuse
- Domestic abuse
- Self-harm
- Suicidal ideation
- Mental health concerns
- Child-on-child abuse

Reporting

- Report concerns immediately to the DSL.
- Record concerns factually.
- Never investigate concerns independently.
- Never promise confidentiality to a child.
- Follow safeguarding procedures at all times.



No member of staff should ever assume that another person has already reported a concern.

4.4 Online Tutors & Home Tutors

Online Tutors

Reconnect Learning recognises that safeguarding responsibilities remain the same in online environments.

Online tutors must:

- Deliver sessions through approved platforms.
- Maintain professional conduct at all times.
- Ensure sessions are appropriately monitored and recorded where required.
- Report safeguarding concerns immediately.
- Be alert to signs of online abuse.
- Monitor attendance and engagement.
- Escalate welfare concerns promptly.

Online tutors must understand:

- Online grooming risks
- Sextortion
- Cyberbullying
- Radicalisation
- Harmful online content
- AI-enabled abuse
- Digital exploitation

Home Tutors

Staff delivering tuition in family homes must:

- Follow lone working procedures.
- Complete risk assessments where required.
- Report concerns immediately.
- Maintain professional boundaries.
- Remain vigilant to safeguarding indicators within the home environment.
- Follow safeguarding escalation procedures.

Tutors Must Never:

❌ Provide personal transport to learners.

❌ Engage with learners through personal social media.

❌ Share personal contact details.

❌ Arrange meetings outside authorised provision.

4.5 Volunteers, Contractors & Safer Recruitment

Volunteers

Volunteers working on behalf of Reconnect Learning must:

- Receive safeguarding induction.
- Understand safeguarding procedures.
- Work within their designated role.
- Report concerns immediately.
- Follow staff conduct expectations.

 Volunteers will never be given safeguarding responsibility beyond their role or training.

Contractors and Visiting Professionals

All contractors and external professionals working with children must:

- Meet safeguarding requirements.
- Hold appropriate safeguarding training.
- Have completed appropriate DBS checks where required.
- Follow Reconnect Learning safeguarding procedures.

Safer Recruitment

Reconnect Learning is committed to safer recruitment.

The organisation will:

- Verify identity.
- Verify qualifications.
- Obtain references.
- Complete Enhanced DBS checks.
- Conduct barred list checks where required.
- Verify right-to-work status.
- Undertake online searches on shortlisted candidates where appropriate.

 No individual will commence regulated activity until all required safeguarding checks have been completed.

4.6 Multi-Agency Working, Professional Challenge & Child Voice



Multi-Agency Working

Reconnect Learning will work collaboratively with Children's Social Care, Local Authorities, Schools, Police, Health Services, CAMHS, Youth Offending Services, Alternative Providers, Early Help Services and Voluntary Sector Organisations. Staff will actively participate in safeguarding meetings and information-sharing processes.



Professional Challenge

Reconnect Learning promotes a culture where staff feel confident to raise safeguarding concerns, challenge decisions respectfully, escalate concerns where necessary, report unsafe practice and whistle blow where appropriate. Safeguarding concerns will never be ignored or dismissed.



Child Voice

All staff must actively listen to children. Children must know who they can talk to, feel safe reporting concerns, be taken seriously, be treated with dignity and respect, and have their views recorded and considered. The voice of the child must remain central to all safeguarding decision-making.



Every member of staff, volunteer, contractor and associate working on behalf of Reconnect Learning is personally responsible for safeguarding practice. Failure to follow safeguarding procedures may result in disciplinary action, removal from duties, referral to external agencies or referral to the Disclosure and Barring Service (DBS).

4.7 Safeguarding Procedures and Reporting Concerns

Reconnect Learning recognises that safeguarding concerns can arise at any time and in any setting. All staff must understand that safeguarding concerns may present through:

Direct Disclosure

A direct disclosure from a child.

Concern Raised

A concern raised by a parent or professional.

Observed Injuries

Visible injuries or marks observed during sessions.

Behaviour Changes

Changes in behaviour or presentation.

Attendance Concerns

Patterns of absence or disengagement.

Online Activity

Concerning online behaviour or content.

Agency Information

Information shared by another agency.

Professional Curiosity

Staff instinct and professional observation.

⊗ Every safeguarding concern must be treated seriously and acted upon immediately. No member of staff should ever assume that another person has already reported a concern.

4.8 If a Child Makes a Disclosure

✓ DO

- Remain calm.
- Listen carefully.
- Allow the child to speak freely.
- Take the child seriously.
- Reassure the child that they have done the right thing.
- Explain what will happen next.
- Record the disclosure accurately.
- Report the concern immediately.

❑ DO NOT

- Promise confidentiality.
- Ask leading questions.
- Investigate the concern.
- Interrupt the child unnecessarily.
- Express shock or disbelief.
- Make assumptions.
- Delay reporting.



The child should never feel blamed or responsible for the abuse they have experienced.

4.9 Immediate Danger & Reporting Safeguarding Concerns

Immediate Danger

If a child is believed to be at immediate risk of harm, staff must:

01

Contact Emergency Services (999) immediately.

02

Contact Children's Social Care or MASH immediately.

03

Notify the DSL as soon as practicably possible.

04

Record all actions taken.

⊗ Staff must never delay emergency action whilst attempting to contact the DSL. The safety of the child must always come first.

Reporting Safeguarding Concerns

All safeguarding concerns must be reported immediately to:

Ellen Kerr

Designated Safeguarding Lead (DSL)

Mobile: 07932 684213

Office: 01708 918728

Email: safeguarding@reconnectlearning.co.uk

Reports should be made verbally as soon as possible and followed by a written safeguarding record.

4.10 Recording Concerns

All safeguarding records must be: **Accurate, Objective, Factual, Timely, Professional and Secure.**

Child Details	Concern Details	Actions Taken
Name	What was seen	Who was informed
Date of birth	What was heard	When concerns were reported
School	What was disclosed	Referrals made
Date and time	Who was present	Advice received
	Any visible injuries	Outcomes
	Context of the concern	

 Staff must record facts, not opinions. Where professional opinions are included, they must be clearly identified as such.

Reconnect Learning is committed to ensuring that children's wishes and feelings are heard and considered. Safeguarding records must include what the child said, how the child feels, the child's wishes where appropriate, and any concerns expressed by the child. Where decisions are made that differ from the child's wishes, the rationale must be clearly recorded.

4.11 DSL Response – Assessing Risk & Determining Action

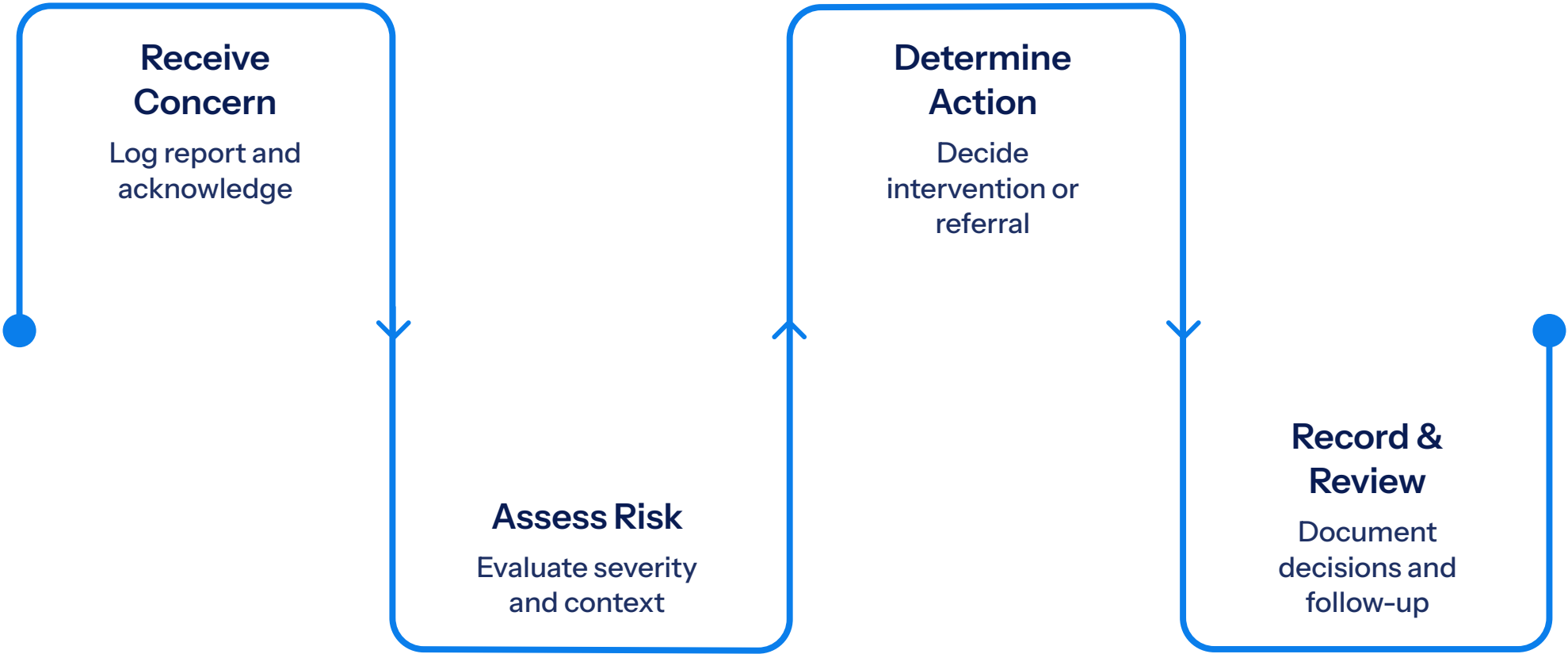
Assess Risk – Consider:

- Nature of concern
- Severity of risk
- Immediate safety concerns
- Previous safeguarding history
- Contextual safeguarding factors
- Child's wishes and feelings

Determine Appropriate Action – This May Include:

- Monitoring
- Early Help
- Parent engagement
- School liaison
- MASH referral
- Police referral
- Prevent referral
- Medical intervention

 All decisions and rationales will be recorded.



The DSL will assess every concern proportionately, considering all available information before determining the most appropriate course of action to safeguard the child.

4.12 Early Help, Referrals & Police Referrals

Early Help

Early Help may be appropriate where concerns are emerging, additional support is required, needs have not yet reached statutory thresholds, or family support may prevent escalation. Early Help may involve schools, health professionals, family support services, youth services, mental health support and social care partners. Reconnect Learning will work collaboratively to ensure support is provided at the earliest opportunity.

Referrals to Children's Social Care

The DSL will make referrals where there is reasonable cause to suspect that a child is suffering significant harm, is likely to suffer significant harm, is experiencing neglect, is being exploited, or requires statutory intervention. Referrals will be made without delay. Reconnect Learning will fully cooperate with any subsequent investigation.

Police Referrals

The Police will be contacted immediately where concerns involve sexual abuse, serious assault, criminal exploitation, child sexual exploitation, county lines activity, missing children, radicalisation concerns or immediate safeguarding risks. Staff must understand that safeguarding and criminal investigations may run alongside each other.

4.13 Professional Curiosity, Information Sharing & Confidentiality

Professional Curiosity and Escalation

Staff should not disregard concerns because evidence is limited, the child has not made a disclosure, a parent has provided an explanation, or the concern appears isolated. Staff must maintain professional curiosity and consider patterns of concern. If concerns remain unresolved, staff have a responsibility to escalate concerns further.

Information Sharing

Reconnect Learning recognises that effective safeguarding relies upon appropriate information sharing. Information will be shared lawfully, proportionately, securely and in the child's best interests.

-  Data protection legislation does not prevent the sharing of safeguarding information where a child may be at risk of harm. Where in doubt, staff should seek guidance from the DSL.

Confidentiality

Safeguarding information is confidential and will only be shared on a need-to-know basis. However, confidentiality cannot be guaranteed where:

- A child is at risk of harm.
- A criminal offence may have occurred.
- Statutory agencies require information.

-  Staff must never agree to keep safeguarding information secret.

Whistleblowing

All staff have a duty to report concerns regarding safeguarding practice. Staff who feel unable to raise concerns internally may contact:

NSPCC Whistleblowing Helpline: 0800 028 0285

The welfare of children must always take priority over loyalty to colleagues or organisations.

4.14 Allegations Against Staff & Low-Level Concerns

Allegations Against Staff

Any concern regarding a member of staff, volunteer, contractor, the DSL or a senior leader must be reported immediately. Allegations that meet the harm threshold will be referred to the Local Authority Designated Officer (LADO) without delay.

Reconnect Learning will follow statutory guidance and ensure allegations are managed fairly, transparently and promptly.

Low-Level Concerns

Reconnect Learning promotes a culture of openness and transparency. Low-level concerns include behaviour that falls short of the harm threshold, is inconsistent with the Staff Code of Conduct, or creates discomfort or concern.

Examples may include:

- Boundary issues.
- Inappropriate comments.
- Unprofessional conduct.
- Excessive familiarity.



All low-level concerns must be reported and recorded. Patterns of low-level concerns may indicate wider safeguarding risks.

4.15 Safeguarding Outside Normal Working Hours

Safeguarding concerns can arise at any time. Safeguarding action must never be delayed because concerns occur outside normal business hours.

Where concerns arise outside normal operating hours:

Immediate Risks

Immediate risks must be reported to Police and Children's Social Care without delay.

Emergency Services

Emergency services must be contacted where required. Do not wait.

Notify the DSL

The DSL should be informed as soon as possible following emergency action.



Key Safeguarding Principle: Every safeguarding concern matters. When in doubt — **Speak Up. Record It. Report It. Safeguard.**

Section 5: Alternative Provision, Home Tuition, Community Venue and Lone Working Safeguarding

5.1 Introduction

Reconnect Learning delivers education through a range of flexible learning environments including Alternative Provision, Home Tuition, Online Learning, Community-Based Learning, Library-Based Learning, Outreach Programmes and School Commissioned Provision.



Reconnect Learning recognises that safeguarding responsibilities remain the same regardless of where learning takes place. All staff are expected to maintain the highest standards of safeguarding practice in every environment. The welfare of the child remains paramount at all times.

5.2 Safeguarding in Alternative Provision & 5.3 Risk Assessments

5.2 Safeguarding in Alternative Provision

Children accessing Alternative Provision may face increased safeguarding vulnerabilities. These may include:

- School exclusion
- Persistent absence
- Poor engagement with education
- Social, emotional and mental health needs
- Trauma
- Child criminal exploitation
- Child sexual exploitation
- Substance misuse
- Youth violence
- Gang affiliation
- Family instability
- Mental health difficulties

 Staff must remain alert to safeguarding indicators and ensure concerns are reported promptly. Additional safeguarding support may be required for children presenting with multiple vulnerabilities.

5.3 Risk Assessments

Reconnect Learning will ensure that appropriate risk assessments are completed where required. Risk assessments may include:

- Learner risk assessments
- Venue risk assessments
- Lone working risk assessments
- Home tuition risk assessments
- Community venue risk assessments
- Behaviour risk assessments
- Travel risk assessments

 Risk assessments will be reviewed regularly and updated when circumstances change.

5.4 Home Tuition Safeguarding & 5.5 Home Environment Concerns

5.4 Home Tuition Safeguarding

Home tuition presents unique safeguarding responsibilities. Reconnect Learning will ensure:

- Appropriate referral information is obtained prior to tuition commencing.
- Safeguarding information is reviewed before sessions begin.
- Tutors understand any known risks.
- Emergency contact information is available.
- Staff know how to escalate safeguarding concerns.

 Safeguarding procedures remain fully operational during home-based delivery.

5.5 Home Environment Concerns

Tutors working within family homes may observe safeguarding concerns that would not otherwise be visible. These may include:

- Neglect
- Domestic abuse
- Substance misuse
- Unsafe living conditions
- Mental health concerns
- Child exploitation indicators
- Inappropriate supervision

Where concerns are identified:

- Tutors must not investigate.
- Tutors must not confront family members.
- Tutors must report concerns immediately to the DSL.

 Professional curiosity should be exercised at all times.

5.6 Professional Boundaries During Home Tuition & 5.7 Community Venue Safeguarding

5.6 Professional Boundaries During Home Tuition

Staff must maintain clear professional boundaries. Staff must never:

- Provide childcare.
- Undertake parenting responsibilities.
- Give personal gifts.
- Share personal contact details.
- Accept significant gifts.
- Transport learners in personal vehicles.
- Arrange meetings outside authorised sessions.
- Develop relationships outside professional practice.

⊗ All interactions must remain professional and focused upon the educational needs of the learner.

5.7 Community Venue Safeguarding

Reconnect Learning may deliver learning in libraries, community centres, youth venues, partner premises and public learning spaces. Prior to delivery, staff must ensure:

- The venue is appropriate.
- The environment is safe.
- Emergency procedures are known.
- Safeguarding risks have been considered.
- Suitable facilities are available.

ⓘ The suitability of venues will be reviewed regularly.

5.8–5.12 Visibility, Lone Working, Staff Safety & Emergency Situations

5.8 Visibility and Accountability

Where face-to-face tuition takes place, sessions should be conducted in visible and appropriate locations. Staff should avoid isolated environments wherever possible. Appropriate visibility should be maintained. Professional conduct must be evident at all times. Staff must avoid situations that could place themselves or learners at risk.

5.9 & 5.10 Lone Working Procedures

Before Sessions: Know the location, have access to learner information, review known risks, ensure emergency contacts are available, inform Reconnect Learning of session details.

During Sessions: Remain alert to safeguarding concerns, follow professional boundaries, maintain appropriate conduct, report any concerns immediately.

After Sessions: Record safeguarding concerns promptly, report incidents without delay, escalate welfare concerns immediately.

5.11 Staff Safety

Staff should never enter situations where they feel unsafe, continue sessions where risks have significantly increased, or place themselves at unnecessary risk. Staff should leave immediately and contact the DSL if violence is threatened, aggression occurs, illegal activity is observed, safeguarding concerns escalate, or the environment becomes unsafe. Staff safety and learner safety must be considered equally.

5.12 Emergency Situations

Where immediate danger is identified, staff must: (1) Ensure their own safety. (2) Contact emergency services where required. (3) Contact Children's Social Care where appropriate. (4) Inform the DSL as soon as possible. (5) Record all actions taken. Emergency safeguarding action must never be delayed.

5.13–5.17 Attendance, Visitors, Off-Site Activities & Online Delivery

5.13 Attendance and Welfare Monitoring

Poor attendance can be a safeguarding indicator. Staff must remain alert to repeated cancellations, persistent absence, reduced engagement, sudden withdrawal from education and unexplained non-attendance. Patterns of attendance concerns must be reported to the DSL.

Attendance concerns may indicate neglect, exploitation, mental health difficulties, family difficulties or increased safeguarding risk.

5.14 Visitors and Family Members

Parents and carers should be aware of the purpose of the session. Professional boundaries must be maintained.

Family members should not interfere with educational delivery. Any inappropriate behaviour must be reported.

Staff must immediately report concerns regarding inappropriate adult behaviour, aggression, intimidation, safeguarding disclosures or potential criminal activity.

5.15 Educational Visits and Off-Site Activities

Reconnect Learning will ensure appropriate risk assessments are completed, emergency procedures are in place, staffing arrangements are suitable, safeguarding measures are clearly communicated and contact information is available. Safeguarding remains the responsibility of all staff throughout off-site activities.

5.16 Online and Hybrid Delivery

Where learning is delivered through online platforms, safeguarding expectations remain unchanged.

Professional standards must be maintained. Online safety procedures must be followed. Welfare concerns must be reported immediately. Online delivery must never reduce safeguarding vigilance.



5.17 Key Principle: Children have the right to feel safe wherever they learn. Reconnect Learning will maintain consistent, effective and child-centred safeguarding arrangements to protect every learner and support positive outcomes.

Section 6: Online Safety, Digital Safeguarding and Artificial Intelligence (AI) Risks

6.1 Statement of Commitment

Reconnect Learning recognises that technology plays a significant role in the lives of children and young people. While technology offers many educational benefits, it also presents safeguarding risks that require proactive management.

Online safety is viewed as a safeguarding issue and is embedded throughout all aspects of the organisation's safeguarding practice.

6.2 Scope

This section applies to online learning sessions, virtual classrooms, educational software, email communication, mobile devices, social media, artificial intelligence tools, messaging platforms, educational websites and digital learning resources. The same safeguarding expectations apply online as they do in face-to-face environments.

6.3 Online Safety Principles & 6.4 Online Risks

6.3 Online Safety Principles

Reconnect Learning aims to ensure that all learners:

- Use technology safely.
- Understand online risks.
- Know how to seek help.
- Can identify harmful content.
- Develop digital resilience.
- Understand privacy and consent.
- Recognise online exploitation.
- Report concerns confidently.

 Online safety education forms part of learners' wider safeguarding education.

6.4 Online Risks – Four Categories

Content

Violent content, pornographic material, extremist content, self-harm content, suicide-related content, misinformation, hate material, harmful online challenges.

Contact

Predators, groomers, criminal groups, extremists, online offenders, individuals seeking to exploit children.

Conduct

Cyberbullying, harassment, sharing harmful content, online abuse, sexting, inappropriate online behaviour.

Commerce

Financial scams, fraud, gambling, exploitative online marketing, cryptocurrency scams, online financial exploitation.

6.5–6.8 Online Learning Expectations, Professional Boundaries, Cyberbullying & Grooming

6.5 Online Learning Expectations

All online sessions must use approved platforms, be professional at all times, be delivered through authorised accounts and maintain appropriate safeguarding standards. Staff must ensure suitable backgrounds are used, professional language is maintained, appropriate dress standards are observed and sessions remain educational and purposeful.

6.6 Professional Boundaries Online

Staff must never use personal social media to communicate with learners, add learners as friends or followers, exchange personal messages, use personal email addresses, share personal telephone numbers or engage in private online relationships. All communication must occur through approved organisational channels.

6.7 Cyberbullying

Cyberbullying may include threatening messages, online harassment, exclusion from groups, fake accounts, sharing images without consent, online humiliation and hate-based abuse. All reports of cyberbullying will be taken seriously and investigated appropriately. Safeguarding referrals will be made where necessary.

6.8 Online Grooming

Online grooming occurs when an individual builds a relationship with a child in order to manipulate, exploit or abuse them. Warning signs may include secretive online behaviour, receiving gifts, excessive communication with unknown individuals, requests for images, emotional dependency and isolation from trusted adults. Staff must report any concerns immediately.

6.9–6.12 Sexting, Sextortion, Social Media Risks & AI Risks

6.9 Sexting and Youth Produced Sexual Imagery

Reconnect Learning recognises that children may share nude or semi-nude images, videos, live streams or digital content. Staff must report concerns immediately, not view or forward images unnecessarily, follow safeguarding procedures and seek DSL guidance immediately. Incidents will be managed in accordance with current UK safeguarding guidance.

6.10 Sextortion

Sextortion involves a child being coerced into sharing sexual images, threats to distribute images, financial demands and emotional blackmail. Warning signs may include anxiety, withdrawal, requests for money, fear relating to online activity and sudden changes in behaviour. All concerns regarding sextortion must be treated as safeguarding concerns.

6.11 Social Media Risks

Staff should be aware of risks associated with Snapchat, Instagram, TikTok, Discord, Telegram, WhatsApp, gaming platforms and live streaming platforms. These risks may include grooming, exploitation, radicalisation, cyberbullying, inappropriate content and criminal exploitation. Staff should maintain awareness of emerging technologies and platforms.

6.12 Artificial Intelligence (AI) Risks

Potential safeguarding risks include deepfake images and videos, AI-generated abuse material, AI-generated grooming messages, impersonation, misinformation, manipulated content, fraud and scams. Children should be supported to understand that not everything online is real, images and videos can be manipulated, AI-generated content may be misleading and online information should be critically evaluated.

6.13–6.19 Filtering, Radicalisation, Online Abuse, Parents & Reporting

6.13 Filtering and Monitoring

Reconnect Learning will implement appropriate filtering and monitoring measures where technology is provided or controlled by the organisation to prevent access to harmful content, identify safeguarding concerns and protect learners from online harm.

6.14 Online Radicalisation

Staff must remain alert to exposure to extremist content, sudden changes in beliefs, online hate activity, engagement with extremist groups and promotion of violence. Concerns will be managed in accordance with the Prevent Duty.

6.15 Online Sexual Abuse

Online sexual abuse may include grooming, coercion, image sharing, sexual exploitation, live-stream abuse and online harassment. Online abuse can be as harmful as abuse occurring offline. All concerns must be treated seriously.

6.16 Parents and Carers

Reconnect Learning encourages partnership working with parents and carers to promote online safety, monitor online activity appropriately, promote safe technology use and report concerns.

6.17 Staff Training

All staff will receive training covering online safety, cyberbullying, online exploitation, sextortion, radicalisation, AI-related safeguarding risks, emerging technologies and professional online conduct. Training will be reviewed regularly.

6.18 Reporting Online Safety Concerns

Any online safety concern must be: (1) Reported immediately. (2) Recorded appropriately. (3) Escalated to the DSL. (4) Referred to external agencies where necessary. Where a child is at immediate risk, emergency safeguarding procedures must be followed.

- ✔ **6.19 Key Principle:** The digital world forms part of children's daily lives. All staff have a responsibility to protect children from online harm, promote safe digital behaviour and respond appropriately to emerging online safeguarding risks.

Section 7: Safer Recruitment, Staff Suitability and Single Central Record (SCR)

7.1 Statement of Commitment

Reconnect Learning is committed to safeguarding and promoting the welfare of children and young people by implementing robust safer recruitment practices. We recognise that safeguarding begins before an individual starts working with children. The organisation is committed to preventing unsuitable individuals from gaining access to children through effective recruitment, vetting, induction and ongoing suitability procedures.

All recruitment decisions will prioritise the safety and welfare of children.

7.2 Safer Recruitment Principles

- Safeguarding is embedded throughout recruitment processes.
- Recruitment practices comply with statutory guidance.
- Appropriate pre-employment checks are completed.
- Suitability is assessed throughout employment.
- Concerns are identified and acted upon promptly.
- A culture of vigilance is maintained.

⊗ Recruitment decisions will always place child safety above operational convenience.

7.3–7.5 Legislative Framework, Recruitment Process & Interview

7.3 Legislative and Statutory Framework

Recruitment procedures are informed by:

- Keeping Children Safe in Education (KCSIE) 2025
- Safeguarding Vulnerable Groups Act 2006
- Children Act 1989
- Children Act 2004
- Rehabilitation of Offenders Act 1974
- Equality Act 2010
- Data Protection Act 2018

7.4 Recruitment Process

Planning: Clear role descriptions, safeguarding responsibilities, person specifications, identification of required qualifications.

Advertising: All advertisements will include a commitment to safeguarding and note that all appointments are subject to satisfactory safeguarding checks, including an Enhanced DBS check.

Application Process: Applicants must complete a formal application, provide full employment history, explain gaps in employment, provide references and declare relevant convictions where required. CVs alone will not be accepted.

7.5 Interview Process

Interviews will include safeguarding-focused questions.

Recruitment processes will assess:

- Suitability to work with children.
- Professional values.
- Safeguarding understanding.
- Behaviour and conduct.
- Motivation for working with children.

Interview panels will explore:

- Employment history.
- Safeguarding knowledge.
- Professional boundaries.
- Previous safeguarding responsibilities.



Any concerns identified during recruitment will be investigated appropriately.

7.6–7.8 Pre-Employment Checks, Online Searches & Contractors

Check Type	Details
Identity Verification	Verification of name, date of birth, address and identity documentation.
Enhanced DBS Check	All staff engaged in regulated activity require an Enhanced DBS Check and Children's Barred List Check where applicable. No member of staff may commence regulated activity until satisfactory clearance has been obtained.
Right to Work	Verification of right to work in the United Kingdom and relevant immigration status where required.
Qualification Checks	Original certificates will be verified. Professional registrations checked where applicable.
Employment History	Gaps in employment, inconsistencies and unexplained periods of absence will be identified and explored.
References	A minimum of two professional references will normally be obtained, commenting on suitability to work with children and confirming employment history where possible.
Online Searches	Reconnect Learning may undertake online searches of shortlisted candidates to identify safeguarding concerns, professional conduct concerns and publicly available information relevant to suitability.
Contractors & External Professionals	Reconnect Learning will seek assurance that appropriate safeguarding checks have been completed including Enhanced DBS clearance, identity verification, professional registration checks and written confirmation from employers.

7.9–7.12 Volunteers, Agency Staff & Single Central Record (SCR)

7.9 Volunteers

Volunteers working with children will be subject to safeguarding checks appropriate to their role. The level of checking will depend upon the nature of duties, frequency of contact, level of supervision and regulated activity requirements. Volunteers must receive safeguarding induction, follow safeguarding procedures and work within agreed boundaries.

7.10 Agency and Supply Staff

Reconnect Learning will obtain written confirmation that required safeguarding checks have been completed, identity has been verified and DBS requirements have been met. Agency staff must receive safeguarding information before working with learners.

7.11 & 7.12 Single Central Record (SCR)

Reconnect Learning will maintain a Single Central Record (SCR) recording safeguarding checks completed on employees, tutors, volunteers, contractors and agency staff where required.

The SCR will include:

- Full name
- Role
- Identity check
- Enhanced DBS check
- Barred List check
- Right to Work check
- Qualification checks
- Reference checks
- Prohibition checks where applicable
- Date checks completed

The SCR will be maintained accurately and reviewed regularly.

7.13–7.20 Induction, Ongoing Suitability, Training, Allegations & DBS Referrals

7.13 Staff Induction

All new staff will receive safeguarding induction before commencing work with learners, covering Child Protection & Safeguarding Policy, Staff Code of Conduct, Online Safety Procedures, Prevent Duty, Reporting Procedures, Professional Boundaries, Whistleblowing Procedures and Lone Working Procedures. Staff must confirm they have read and understood safeguarding expectations.

7.14 & 7.15 Ongoing Suitability & Training

Staff are required to maintain professional conduct, report relevant changes in circumstances, inform the DSL of any safeguarding concerns and comply with organisational policies. Training may include Safeguarding Level 2 or 3, Prevent Duty, Online Safety, Child Exploitation Awareness, Low-Level Concerns, Mental Health Awareness and KCSIE Updates.

7.16 & 7.17 Managing Allegations & Low-Level Concerns

Any allegation that a member of staff may have harmed a child, committed a criminal offence against a child, or behaved in a way that indicates they may pose a risk to children will be managed in accordance with statutory guidance and referred to the LADO where appropriate. Low-level concerns will be reported, recorded, reviewed and managed appropriately.

7.18–7.20 Whistleblowing, DBS Referrals & Key Principle

Staff must feel confident to raise concerns regarding safeguarding practice, professional conduct, recruitment concerns and organisational culture. No individual will suffer detriment for raising genuine safeguarding concerns. Reconnect Learning has a legal duty to refer individuals to the DBS where they have been removed from regulated activity, resigned before disciplinary action could be completed, or have harmed or posed a risk of harm to a child.

7.21 Safer Recruitment Training Requirement

At least one member of every interview panel must have completed accredited Safer Recruitment Training prior to conducting interviews. This requirement applies to all recruitment activity involving roles that have contact with children and young people. The DSL is responsible for ensuring panel members hold current safer recruitment training. Records of safer recruitment training completion will be maintained on the Single Central Record.

✔ **7.20 Key Principle:** Safer recruitment is a fundamental safeguarding responsibility. Every adult working with children must be appropriately vetted, trained, supervised and supported to create a safe environment in which children can learn, develop and thrive.

Section 8: Child-on-Child Abuse, Sexual Violence and Sexual Harassment

8.1 Statement of Commitment

Reconnect Learning recognises that children can abuse other children. Child-on-child abuse will never be tolerated, ignored, dismissed or minimised. All allegations and concerns involving child-on-child abuse will be taken seriously, investigated appropriately and managed in accordance with safeguarding procedures.

- ⊗ Reconnect Learning operates a zero-tolerance approach to all forms of abuse. Staff must never dismiss behaviours as "Banter", "Part of growing up", "Just a joke", "Boys being boys" or "Relationship drama". All children have the right to feel safe and respected.

8.2 Definition of Child-on-Child Abuse

Child-on-child abuse refers to abuse that occurs between children and young people. It can occur face-to-face, online, during education sessions, outside educational settings, through social media or through messaging platforms. Child-on-child abuse can occur between children of the same age, different age groups, any gender and any background.

8.3 Forms of Child-on-Child Abuse

Physical Abuse

- Assault
- Violence
- Hitting
- Kicking
- Fighting
- Physical intimidation

Bullying

- Verbal bullying
- Physical bullying
- Emotional bullying
- Cyberbullying
- Racist bullying
- Homophobic bullying
- Disability-related bullying

Sexual Harassment

- Sexual comments
- Sexual jokes
- Sexual name-calling
- Unwanted sexual attention
- Sexual rumours
- Sexualised behaviour

Sexual Violence

- Sexual assault
- Rape
- Assault by penetration
- Coercive sexual behaviour

Sexual violence is never acceptable and will always be treated as a safeguarding concern.

Online Abuse

- Cyberbullying
- Sharing harmful content
- Harassment
- Threats
- Online humiliation
- Sharing images without consent

Abuse Within Relationships

- Controlling behaviour
- Coercive behaviour
- Emotional abuse
- Physical abuse
- Sexual abuse

Initiation and Hazing Behaviour

- Humiliation
- Forced participation
- Intimidation
- Violence
- Social exclusion

Such behaviours will not be tolerated.

8.4–8.8 Sexual Harassment, Sexual Violence, Consent, HSB & Image Sharing

8.4 Sexual Harassment

Sexual harassment can occur online, offline, individually or in groups. Examples include sexual comments, sexual jokes, inappropriate touching, sexual gestures, sexualised language, unwanted attention, displaying sexual content and sharing sexual images. Sexual harassment creates an unsafe environment and will always be addressed.

8.5 Sexual Violence

Rape: Penetration without consent.

Assault by Penetration: Intentional penetration without consent.

Sexual Assault: Intentional sexual touching without consent.

Causing a Person to Engage in Sexual Activity Without Consent: Any act that forces or manipulates another person into sexual activity.

⊗ Sexual violence is a safeguarding concern and may also constitute a criminal offence.

8.6 Consent

Consent means a person freely agreeing by choice and having the freedom and capacity to make that choice.

Consent can be withdrawn at any time, must be informed, cannot be assumed and must be specific. Children under the age of 13 cannot legally consent to sexual activity.

8.7 Harmful Sexual Behaviour (HSB)

Harmful Sexual Behaviour refers to sexual behaviours that are developmentally inappropriate, harmful to others, coercive or abusive. Staff must be alert to persistent sexualised behaviour, excessive sexual knowledge, sexual aggression, boundary violations and concerning online activity. All concerns must be reported to the DSL immediately.

8.8 Sharing Nude or Semi-Nude Images

Staff must report concerns immediately, not investigate independently, avoid viewing images unless absolutely necessary and follow safeguarding procedures. Incidents will be managed in line with national guidance.

8.9–8.17 Responding, Supporting Victims, Perpetrators, Records & Prevention

8.9 Responding to Child-on-Child Abuse



Protect

Ensure immediate safety of all children involved.



Support

Provide appropriate emotional and practical support.



Investigate

Gather information and assess risk.



Record

Maintain accurate safeguarding records.



Refer

Involve external agencies where required.

8.10 Supporting Victims

Reconnect Learning adopts a victim-centred approach. Victims will be listened to, believed, supported, protected from further harm and involved in safeguarding decisions where appropriate. Support may include safeguarding interventions, emotional support, educational support and external agency involvement.

8.11 Managing Alleged Perpetrators

Children displaying harmful behaviour may also require safeguarding support. Harmful behaviour may indicate unmet needs. Children can be both victims and perpetrators. Support and intervention may be required.

8.16 Education and Prevention

Reconnect Learning aims to prevent abuse through positive relationships education, respectful behaviour expectations, online safety education, consent education, healthy relationship discussions and safeguarding awareness activities. Children will be encouraged to speak up, report concerns, respect others and seek support when needed.



8.17 Key Principle: Every concern will be taken seriously. Every child will be listened to. Every child deserves protection.

Section 9: Prevent Duty, Radicalisation and Extremism

Reconnect Learning recognises its duty under the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism. This section outlines the organisation's approach to safeguarding learners from radicalisation and extremism.

9.1 Statement of Commitment

Reconnect Learning is fully committed to fulfilling its statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015. This duty requires us to have due regard to the need to prevent people from being drawn into terrorism. Our commitment extends to fostering a safe and inclusive environment where learners are protected from extremist ideologies and radicalisation.

We recognise that safeguarding against radicalisation is an integral part of our broader safeguarding responsibilities. By promoting fundamental British values, encouraging critical thinking, and supporting well-being, we aim to build resilience in our learners and equip them with the skills to reject extremist narratives. This policy outlines our approach to identifying, assessing, and responding to concerns about radicalisation, ensuring that appropriate support and intervention are provided in a timely manner.

9.2 Definition of Radicalisation & 9.3 Signs and Indicators of Radicalisation

9.2 Definition of Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. It is often gradual and can involve ideological, social, and psychological factors. It is distinct from holding strong political views — it specifically concerns beliefs that justify or encourage violence for political, religious, or ideological ends.

9.3 Signs and Indicators of Radicalisation

Behavioural Changes

Sudden unexplained changes in behaviour, friendships or appearance; increased secretiveness; withdrawal; aggression or hostility towards others with different beliefs.

Ideological Shifts

Expressing extremist views; glorifying violence; developing a 'them and us' mentality; obsessive consumption of extremist material online.

Vulnerabilities

Social isolation or exclusion; struggling with identity or sense of belonging; mental health difficulties; exposure to trauma or significant personal grievances.

Online Activity

Frequent engagement with extremist content or social media groups; attempting to recruit others; changes in online persona aligning with extremist ideologies.

9.4 Staff Responsibilities & 9.5 Referral to Channel

9.4 Staff Responsibilities

1. Awareness and Vigilance: Remain vigilant for signs and indicators of radicalisation.
2. Reporting Concerns: Promptly report any concerns to the DSL.
3. Professional Curiosity: Maintain an open mind — radicalisation can affect anyone regardless of background.
4. Training and Development: Participate in mandatory Prevent Duty training.
5. Not Investigating: Staff must never attempt to investigate concerns or confront individuals — this could put the individual at further risk.
6. Promoting Values: Actively promote fundamental British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance.

9.5 Referral to Channel

Channel is a voluntary, confidential multi-agency programme that provides support to individuals vulnerable to radicalisation. A referral to Channel is not a criminalisation process but an early intervention strategy. The process involves a multi-agency panel (local authority, police, education, health) who assess the referral and develop a support package. Reconnect Learning will cooperate fully with Channel partners.

⊗ Staff must never attempt to investigate radicalisation concerns independently. All concerns must be referred to the DSL immediately.

Section 10: Prevent Duty, British Values and Radicalisation (Extended)

This section provides extended guidance on Reconnect Learning's approach to the Prevent Duty, British Values, vulnerability to radicalisation and the Channel programme. It should be read alongside Section 9.

10.4 The Prevent Duty

 Reconnect Learning has a legal duty to prevent people from being drawn into terrorism.

Reconnect Learning has a legal duty to:

- Have due regard to preventing people from being drawn into terrorism.
- Identify children who may be vulnerable to radicalisation.
- Provide appropriate support.
- Work with partner agencies.
- Refer concerns where appropriate.

The Prevent Duty forms part of Reconnect Learning's wider safeguarding framework.

10.5 British Values

Democracy Encouraging participation, discussion and respectful debate.	The Rule of Law Helping learners understand laws, rights and responsibilities.	Individual Liberty Supporting informed choices, independence and personal responsibility.
Mutual Respect Promoting respect for others regardless of differences.		Tolerance of Different Faiths and Beliefs Encouraging understanding, inclusion and acceptance.

These values are embedded throughout our provision and curriculum.

10.6 Vulnerability to Radicalisation & 10.7 Warning Signs

10.6 Vulnerability to Radicalisation

Any child can be vulnerable to radicalisation. Factors that may increase vulnerability include:

Social isolation

Mental health difficulties

Exposure to extremist content

Trauma

Identity struggles

Family influences

Unmet emotional needs

Experiences of discrimination

Online grooming

10.7 Warning Signs

— possible indicators of radicalisation may include:

- Significant changes in behaviour
- Intolerance of others
- Use of extremist language
- Fixation on extremist beliefs
- Increased secrecy
- Accessing extremist material
- Justification of violence
- Isolation from peers
- Hostility towards diversity
- Rejection of previously held views

10.8 Online Radicalisation & 10.9 Preventing Radicalisation

10.8 Online Radicalisation

Reconnect Learning recognises that the internet is a significant route through which children may be exposed to extremist content. Risks may arise through:

Social media	Video sharing platforms
Gaming communities	Online forums
Messaging applications	Livestream content

Staff should remain vigilant to changes in online behaviour and potential exposure to harmful content.

10.9 Preventing Radicalisation

Reconnect Learning seeks to reduce vulnerability through:



Positive relationships



Safeguarding education



Critical thinking skills



Digital literacy



Online safety education



Learner voice



Inclusion and belonging



Promotion of British Values



Building resilience is a key protective factor against radicalisation.

10.10 Staff Responsibilities, 10.11 Reporting Concerns & 10.12 The Channel Programme

10.10 Staff Responsibilities

All staff have a responsibility to:

Remain vigilant.

Recognise indicators of concern.

Report concerns promptly.

Complete Prevent training.

Support safeguarding procedures.

⊗ Staff must never ignore concerns relating to extremism or radicalisation.

10.11 Reporting Concerns

Any concern regarding radicalisation or extremism must be reported immediately to the Designated Safeguarding Lead. Staff should:

01

Record factual information

02

Avoid investigation

03

Report concerns promptly

04

Follow safeguarding procedures

All concerns will be assessed proportionately and appropriately.

10.12 The Channel Programme

Channel is a multi-agency safeguarding programme designed to support individuals who may be vulnerable to being drawn into terrorism. Channel is:

Voluntary

Confidential

Support focused

Preventative

The programme aims to provide support before risks escalate. Referrals to Channel may be made where concerns meet the relevant threshold.

10.13 Multi-Agency Working, 10.14 Learner Support & 10.15 Equality, Inclusion and Respect

10.13 Multi-Agency Working

Reconnect Learning will work collaboratively with:

Local Authorities

Police

Schools

Children's Social Care

Prevent Teams

Channel Panels

Community organisations

Multi-agency working supports effective safeguarding outcomes.

10.14 Learner Support

Where concerns arise, Reconnect Learning will ensure that learners receive:



Appropriate safeguarding support



Emotional support



Educational support



Multi-agency intervention where required

Support plans will be proportionate to identified risks and needs.

10.15 Equality, Inclusion and Respect

Reconnect Learning recognises that:

Holding a particular faith is not a safeguarding concern.

Political views alone do not indicate extremism.

Cultural identity alone does not indicate radicalisation.

All concerns must be evidence-based and child-centred.

⊗ Safeguarding decisions will never be based on assumptions, stereotypes or discrimination.

10.16 Record Keeping, 10.17 Staff Training & 10.18 Key Principle

10.16 Record Keeping

Prevent-related concerns will be:

- Recorded accurately
- Stored securely
- Reviewed regularly
- Managed confidentially

Records should clearly show:

- Concerns raised
- Actions taken
- Advice received
- Outcomes achieved

10.18 Key Principle

10.17 Staff Training

All staff will receive appropriate Prevent training. Training will include:

- Understanding radicalisation
- Identifying vulnerability factors
- Online risks
- Reporting procedures
- The Channel process
- Current safeguarding risks

Training will be updated regularly.



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10A: Missing Child Procedure

Reconnect Learning recognises that a child failing to arrive, leaving a session unexpectedly or going missing is a safeguarding concern that requires immediate action. This procedure applies to all delivery settings including home tuition, community venues, online sessions and alternative provision.

10A.1 Learner Fails to Arrive

If a learner does not arrive for a scheduled session without prior notice, the tutor must:

- Contact the parent/carers immediately
- Contact the referring school or commissioning organisation
- Record the absence
- Report to the DSL if contact cannot be made or welfare concerns exist.

10A.2 Learner Leaves Session Unexpectedly

If a learner leaves a session without permission or explanation, the tutor must:

- Attempt to locate the learner safely
- Contact the parent/carers immediately
- Contact the DSL
- Record the incident
- Contact emergency services if the learner's safety cannot be confirmed.

10A.3 Learner Absconds

If a learner absconds from a session or venue, the tutor must:

- Contact emergency services (999) if immediate risk is identified
- Contact the DSL immediately
- Contact the parent/carers
- Contact the referring school
- Record all actions taken.

10A.4 Welfare Checks

Where a learner's welfare cannot be confirmed, Reconnect Learning will:

- Contact the parent/carers
- Contact the referring school
- Contact Children's Social Care or MASH where appropriate
- Contact the Police where immediate risk is identified.

10A.5 Escalation Routes

01	02	03
Attempt contact with parent/carers.	Contact referring school.	Contact DSL.
04	05	
Contact Children's Social Care / MASH.	Contact Police (999 if immediate risk / 101 for welfare concern).	

 The safety of the child must always take priority. Staff must never delay action whilst attempting to follow internal procedures.

Section 11: Mental Health, Wellbeing, Early Help and Attendance

11.1 Statement of Commitment

Reconnect Learning recognises that safeguarding, wellbeing, attendance and educational engagement are closely linked. We are committed to creating a safe, supportive and nurturing environment where children and young people feel valued, listened to and supported.

We understand that poor mental health, trauma, adverse childhood experiences, family difficulties and unmet needs can significantly impact a child's ability to engage in education and achieve positive outcomes. Mental health concerns will always be considered through a safeguarding lens.

11.2 Mental Health and Safeguarding

Mental health concerns do not automatically mean a child is at risk of harm. However, poor mental health can increase vulnerability, impact decision-making, affect attendance, increase safeguarding risks, affect relationships and behaviour, and lead to self-harm or suicidal ideation. Staff must understand that mental health concerns may be both a safeguarding issue and an indicator that a child requires additional support.

11.3–11.9 Wellbeing, Recognising Concerns, Trauma, Self-Harm & Early Help

11.3 Promoting Positive Wellbeing

Reconnect Learning promotes wellbeing through positive relationships, consistent support, trauma-informed practice, emotional literacy, restorative approaches, learner voice, individualised support and safe and inclusive learning environments. We aim to build resilience, confidence and self-esteem in all learners.

11.4 Recognising Mental Health Concerns

Staff should remain alert to persistent anxiety, withdrawal from others, low mood, loss of motivation, sudden changes in behaviour, emotional dysregulation, self-harm, attendance concerns, social isolation, increased risk-taking behaviours and significant changes in presentation. Staff should report concerns to the DSL promptly.

11.5 Trauma and Adverse Childhood Experiences (ACEs)

Many learners may have experienced abuse, neglect, domestic abuse, family breakdown, bereavement, substance misuse within the family, parental imprisonment, school exclusion or community violence. These experiences can affect learning, emotional regulation, behaviour, relationships and attendance. Staff will seek to understand the reasons behind behaviour whilst maintaining appropriate boundaries and expectations.

11.6 Self-Harm

Any concerns regarding self-harm must be treated seriously. Self-harm may include cutting, burning, scratching, hitting oneself, self-poisoning or other forms of intentional self-injury. Where self-harm concerns are identified, the DSL must be informed immediately, appropriate risk assessments must be completed, support arrangements must be considered and external agencies may be involved where appropriate. Children must be treated with compassion, dignity and respect.

11.7 Suicidal Thoughts and Suicide Risk

Any expression of suicidal thoughts must be taken seriously. Warning signs may include talking about death, hopelessness, giving away possessions, sudden withdrawal, significant emotional distress and previous self-harm. Where immediate risk is identified, emergency services must be contacted, safeguarding procedures must be followed, parents or carers informed where appropriate and immediate support arranged.

⊗ No disclosure relating to suicide should ever be ignored or dismissed.

11.8 & 11.9 Early Help

Early Help means providing support as soon as a problem emerges. Early intervention can improve outcomes and reduce the need for statutory intervention. Early Help may be appropriate for children with SEND, mental health difficulties, family difficulties, young carers, attendance concerns, those at risk of exploitation, affected by domestic abuse, experiencing emotional wellbeing difficulties, displaying behavioural concerns or vulnerable to criminal or sexual exploitation.

11.10–11.18 Multi-Agency Working, Attendance, EBSNA, Monitoring & Staff Wellbeing

11.10 Multi-Agency Working

Reconnect Learning will work alongside schools, local authorities, children's social care, early help services, health professionals, CAMHS, youth services, police and voluntary organisations. Information will be shared lawfully and in the best interests of the child.

11.11 Attendance and Safeguarding

Poor attendance may indicate neglect, mental health difficulties, exploitation, bullying, domestic abuse, family difficulties, criminal exploitation or child sexual exploitation. Attendance concerns must always be explored and not viewed solely as educational issues.

11.12 Emotionally Based School Non-Attendance (EBSNA)

EBSNA may be linked to anxiety disorders, trauma, autism, SEND, bullying, mental health difficulties and previous educational experiences. Children experiencing EBSNA require supportive, individualised and trauma-informed interventions.

11.13 & 11.14 Monitoring Attendance & Missing Sessions

Reconnect Learning will monitor attendance, engagement, punctuality, session participation and welfare concerns. Patterns of concern will be reviewed regularly. Where a learner unexpectedly misses sessions, staff may contact parents or carers, the referring school, relevant professionals or escalate safeguarding concerns where required. Where a learner's safety cannot be confirmed, safeguarding procedures will be followed.

11.15–11.17 Educational Engagement, Child Voice & Staff Wellbeing

Reconnect Learning believes that education is a protective factor. We will seek to remove barriers to learning, promote attendance, build positive relationships, support emotional wellbeing, encourage achievement and develop confidence and resilience. Children must be given opportunities to express their views, wishes, concerns and wellbeing needs. Staff involved in safeguarding matters will have access to professional support, safeguarding supervision where appropriate and guidance from the DSL.

**11.18 Key Principle:** Early intervention saves lives, improves outcomes and helps children thrive. Mental health, wellbeing, attendance and safeguarding are interconnected.

Section 12: Record Keeping, Confidentiality, Information Sharing and Data Protection

12.1 Statement of Commitment

Reconnect Learning recognises that accurate record keeping, appropriate information sharing and effective confidentiality arrangements are essential components of safeguarding practice.



Safeguarding records form a critical part of child protection practice and must be maintained to the highest professional standards.

12.2 Principles of Safeguarding Records

All safeguarding records must be: **Accurate, Timely, Objective, Factual, Legible, Professional and Secure.** Records should clearly evidence concerns raised, actions taken, decisions made, outcomes achieved and the child's wishes and feelings. Safeguarding records must never contain inappropriate language, personal opinions or assumptions presented as fact.

12.3–12.5 Recording Concerns, Child's Voice & Professional Judgement

Where a safeguarding concern arises, staff must record child information (full name, date of birth, school or referring organisation, date and time), nature of concern (what was observed, heard, disclosed, who was present, context), actions taken (who was informed, when reported, advice received, referrals made, immediate actions) and outcome (decisions reached, further action required, support arrangements). Records must include the child's words where possible, the child's wishes and feelings, concerns expressed by the child and the child's understanding of the situation. Records must distinguish between facts (what was seen, heard or disclosed) and professional opinion (assessment and interpretation of information).

12.6–12.20 Chronologies, Confidentiality, Information Sharing, Data Protection & Key Contacts

12.6 & 12.7 Chronologies and Safeguarding Files

Reconnect Learning will maintain safeguarding chronologies to identify emerging patterns, escalating risks, repeated concerns and historical safeguarding issues. Safeguarding files may include concern records, chronologies, risk assessments, referral documentation, multi-agency correspondence, meeting notes, child protection plans and early help documentation.

12.8–12.11 Confidentiality, Disclosures, Information Sharing & Data Protection

Information will only be shared on a need-to-know basis with individuals who require access to safeguard the child, deliver support or fulfil statutory duties. Children must never be promised complete confidentiality. Staff should explain: *"I may need to share this information with people who can help keep you safe."* Information sharing should always be lawful, necessary, proportionate, relevant and secure. Reconnect Learning complies with UK GDPR, Data Protection Act 2018, Human Rights Act 1998 and relevant safeguarding legislation.

 Data protection legislation does not prevent the sharing of safeguarding information where a child may be at risk of harm. Safeguarding responsibilities take precedence where safety concerns exist.

12.12–12.15 Storage, Access, Transfer & Retention

Safeguarding records will be stored securely with password protection, restricted access, secure digital systems, locked storage facilities and controlled information sharing. Access will be restricted to the DSL, relevant safeguarding professionals and statutory agencies where required. Where a learner moves to another educational provider, safeguarding information will be transferred securely and promptly. Records will be retained in accordance with current statutory guidance and disposed of securely when retention periods expire.

12.16–12.19 Multi-Agency Meetings, Decisions, Breaches & Subject Access

Reconnect Learning may participate in Child Protection Conferences, Core Group Meetings, Team Around the Child Meetings, Early Help Meetings, Strategy Meetings and Professional Consultations. All safeguarding decisions should clearly evidence information considered, risks identified, actions taken, reasons for decisions and follow-up arrangements. Unauthorised disclosure of safeguarding information may place children at risk, damage investigations, breach legal requirements and undermine safeguarding processes. Any breach will be investigated and may result in disciplinary action. Requests for information will be managed in accordance with UK GDPR and Data Protection Act 2018.

 **12.20 Key Principle:** Good safeguarding relies upon good record keeping. Reconnect Learning is committed to maintaining robust safeguarding records, protecting sensitive information and ensuring that relevant information is shared promptly with those who need it to safeguard children effectively.

Section 13: Prevent Duty, Radicalisation and Extremism

13.1 Statement of Commitment

Reconnect Learning is committed to safeguarding children and young people from radicalisation, extremism and terrorism. We recognise that protecting children from the risk of radicalisation forms part of our wider safeguarding responsibilities. Reconnect Learning will fulfil its duties under Section 26 of the Counter-Terrorism and Security Act 2015 (The Prevent Duty) and will work to identify, support and protect children who may be vulnerable to extremist influences. Safeguarding from radicalisation is approached in the same way as safeguarding from any other form of harm.

13.2 What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism, extremist ideologies or extremist groups. Radicalisation can occur through online activity, social media, peer groups, family influences, community influences, grooming and exploitation. Radicalisation is often a gradual process and may not always be obvious.

13.3 What is Extremism?

For the purposes of safeguarding, extremism refers to vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism may involve hate-based ideologies, religious extremism, political extremism, ideologically motivated violence and online extremist communities.

12.21 Recruitment Record Retention

Reconnect Learning will retain recruitment records in line with GDPR requirements and organisational retention schedules. Unsuccessful applicant records will be retained for a maximum of 6 months following the conclusion of the recruitment process, after which they will be securely destroyed. Records relating to successful applicants will be retained for the duration of employment and for a period of 6 years following the end of employment, in line with statutory guidance. DBS disclosure information will not be retained beyond 6 months. The DSL is responsible for ensuring recruitment records are stored securely, accessed only by authorised personnel, and disposed of in accordance with the retention schedule.

Section 13: Safeguarding Governance, Quality Assurance, Monitoring and Review

Reconnect Learning is committed to maintaining the highest standards of safeguarding practice through effective leadership, governance, quality assurance and continuous improvement. Safeguarding is embedded throughout all aspects of the organisation and forms a core part of strategic planning, operational delivery and organisational culture. The effectiveness of safeguarding arrangements will be regularly reviewed to ensure that children remain safe, supported and protected.

13.2 Safeguarding Governance — Overall responsibility for safeguarding sits with:

Ellen Kerr, Managing Director & Designated Safeguarding Lead (DSL).

The DSL is responsible for:

- Strategic safeguarding leadership,
- Child protection oversight,
- Safeguarding compliance,
- Policy development,
- Multi-agency working,
- Staff safeguarding support,
- Quality assurance activities.

Safeguarding responsibilities form part of all leadership and operational decision-making.

13.3 Safeguarding Culture — Reconnect Learning aims to create a safeguarding culture where:

- Children feel safe,
- Children are listened to,
- Staff feel confident reporting concerns,
- Professional challenge is encouraged,
- Safeguarding is everyone's responsibility,
- Continuous improvement is expected.

Safeguarding culture will be reviewed regularly through audits, feedback and quality assurance activities.

13.4 Quality Assurance Framework — Reconnect Learning will maintain a safeguarding quality assurance framework designed to:

- Monitor safeguarding effectiveness,
- Identify strengths,
- Address weaknesses,
- Improve safeguarding practice,
- Ensure compliance with statutory requirements.

13.5–13.9 Safeguarding Audits, File Audits, Training Monitoring, Supervision & Learning from Incidents

13.4A Annual Safeguarding Audit

Reconnect Learning will undertake a formal Annual Safeguarding Audit reviewing: safeguarding practice across all provision types, safer recruitment compliance, Single Central Record (SCR) compliance, staff training compliance and currency, policy effectiveness and alignment with current legislation, and outcomes for children and young people. The audit will be led by the DSL and findings will be reported to the senior leadership team. Any actions identified will be recorded in a safeguarding improvement plan and reviewed at the next audit.

13.5 Safeguarding Audits

Formal safeguarding audits will be completed at least annually. Audits may review: Safeguarding records, Referral processes, Staff training, Risk assessments, Attendance monitoring, Online safety arrangements, Safeguarding culture, Policy compliance. Where areas for development are identified, action plans will be implemented.

13.6 Safeguarding File Audits

The DSL will undertake periodic reviews of safeguarding records to ensure: Concerns are recorded accurately, Actions are timely, Decisions are evidenced, Child voice is recorded, Outcomes are monitored. File audits support quality assurance and continuous improvement.

13.7 Training Monitoring

Reconnect Learning will maintain records of safeguarding training. Training monitoring will ensure: Staff complete mandatory safeguarding training, Training remains current, Refresher training is completed, New safeguarding risks are addressed, DSL training remains compliant. Training records will be reviewed regularly.

13.8 Safeguarding Supervision

The DSL will ensure opportunities exist to: Reflect upon safeguarding practice, Discuss complex cases, Review decision-making, Identify support needs, Promote professional development. Safeguarding supervision contributes to effective and reflective practice.

13.9 Learning from Safeguarding Incidents

Reconnect Learning will review safeguarding incidents to identify: Lessons learned, Emerging themes, Practice improvements, Training requirements, Policy amendments. Learning from incidents supports the ongoing development of safeguarding systems.

13.10–13.14 Feedback, Monitoring, Policy Review & Legislative Compliance

13.10 Feedback from Children

Reconnect Learning values the views of children and young people. Opportunities will be provided for learners to: Share their experiences, Express concerns, Provide feedback, Influence service development. The voice of the child will contribute to safeguarding improvement.

13.11 Feedback from Staff

Staff feedback is essential to maintaining effective safeguarding arrangements. Staff may contribute through: Team discussions, Safeguarding reviews, Training evaluations, Policy consultations, Professional challenge processes. Staff views will be considered when reviewing safeguarding arrangements.

13.12 Monitoring Attendance and Engagement

Attendance and engagement data will be reviewed regularly to identify: Emerging safeguarding concerns, Patterns of absence, Welfare concerns, Disengagement from learning. Monitoring attendance supports early identification of safeguarding risks.

13.13 Monitoring Online Safety

Reconnect Learning will review online safeguarding arrangements regularly. This may include: Online learning practices, Digital safeguarding procedures, Emerging online risks, Staff awareness, Learner education. Online safety remains a key safeguarding priority.

13.14 Policy Review

This policy will be formally reviewed: Annually, or sooner if: Legislation changes, Statutory guidance changes, Significant safeguarding incidents occur, Organisational changes impact safeguarding arrangements, Lessons learned identify the need for amendments. The most current version of the policy will always be available to staff and stakeholders.

13.15–13.19 Legislative Compliance, Continuous Improvement, Annual Report, Accountability & Key Principle

13.15 Legislative Compliance — Reconnect Learning will ensure safeguarding arrangements remain aligned with:

Keeping Children Safe in Education (KCSIE)	Working Together to Safeguard Children	Counter-
Terrorism and Security Act 2015	Children Act 1989	Equality Act 2010
Human Rights Act 1998	Data Protection Act 2018	UK GDPR

Changes in legislation and guidance will be reflected within safeguarding practice.

13.16 Continuous Improvement

Reconnect Learning is committed to continuous safeguarding improvement. We will:

- Review practice regularly,
- Learn from incidents,
- Monitor compliance,
- Engage with safeguarding developments,
- Invest in staff training,
- Strengthen safeguarding systems.

Safeguarding excellence is viewed as an ongoing process rather than a fixed outcome.

13.17 Safeguarding Annual Report

The DSL will complete an annual safeguarding review which may include:

- Number of safeguarding concerns raised,
- Referrals made,
- Training completed,
- Attendance patterns,
- Emerging safeguarding risks,
- Policy updates,
- Areas for development.

This review will inform future safeguarding priorities.

13.18 Accountability

All staff, volunteers, contractors and leaders are accountable for safeguarding practice. Every individual working on behalf of Reconnect Learning has a responsibility to:

- Safeguard children,
- Follow procedures,
- Report concerns,
- Maintain professional standards,
- Promote a culture of safety.

Safeguarding responsibilities cannot be delegated or ignored.



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Appendix 8: Key Safeguarding Contacts — Version 1.0 (Review Annually)

Contact details are reviewed annually and may change throughout the year. Where contact details have changed, staff must refer to the relevant Local Authority safeguarding website or contact the Designated Safeguarding Lead for the most up-to-date information.

Organisation	Telephone	Email	Website / Further Information
Police	999 (Emergency) 101 (Non-Emergency)		
NSPCC Helpline	0808 800 5000	help@nspcc.org.uk	
Havering MASH	01708 433222	mash@havering.gov.uk	www.havering.gov.uk/safeguarding
Essex MASH	0345 603 7627	children&families@essex.gov.uk	www.essex.gov.uk/report-a-concern-about-a-child
London Borough of Barking & Dagenham (LBBD) MASH	020 8227 3811	mashteam@lbdd.gov.uk	www.lbdd.gov.uk/children-at-risk
Redbridge MASH	020 8708 7333	mash@redbridge.gov.uk	www.redbridge.gov.uk/children-and-families
Newham MASH	020 3373 0440	mashteam@newham.gov.uk	www.newham.gov.uk/safeguarding
LADO (Local Authority Designated Officer)	Via relevant Local Authority HR / Safeguarding team		Follow local authority safeguarding procedures
Prevent Referrals	Via local police Prevent team or 101		Ask for Prevent

Organisation	Contact	Number / Email
Emergency Services:		
Emergency Services	Emergency	999
Police	Non-Emergency	101
NSPCC:		
NSPCC	Helpline	0808 800 5000
NSPCC	Whistleblowing Helpline	0800 028 0285
Havering MASH:		
Havering MASH / Children's Services	Telephone	01708 433222
Havering MASH	Out of Hours Emergency Duty Team	01708 433999
Havering MASH	Safeguarding Email	tmash@havering.gov.uk
Essex Children & Families Hub (MASH):		
Essex MASH	Telephone	0345 603 7627
Essex MASH	Out of Hours	0345 606 1212
Essex MASH	Out of Hours Email	emergency.dutyteamoutofhours@essex.gov.uk
Barking & Dagenham (LBBD) MASH:		
LBBD MASH	Telephone	020 8227 3811
LBBD Children's Services	Email	ChildrensServices2@lbdd.gov.uk
LBBD Targeted Early Help	Telephone	020 8227 5600
Redbridge Children's Services:		
Redbridge Children's Services	Telephone	020 8708 3885
Redbridge Children's Services	Out of Hours	020 8708 5897
Newham Children's Services / MASH:		
Newham MASH	Telephone	020 3373 4600
Newham MASH	Out of Hours	020 8430 2000
LADO Contacts:		
Barking & Dagenham LADO	Email	lado@lbdd.gov.uk
Barking & Dagenham LADO	Telephone	020 8227 2513
Havering LADO	Referral	Via Havering Local Authority safeguarding portal (update annually)
Essex LADO	Referral	Via Essex County Council LADO referral service (update annually)
Redbridge LADO	Referral	Via Redbridge Children's Services (update annually)
Newham LADO	Referral	Via Newham Children's Services (update annually)
Prevent / Radicalisation:		
Police	Emergency Terrorism Concerns	999
Police	Non-Emergency Prevent Concerns	101
Prevent Referral		Via relevant Local Authority Prevent Lead or Counter Terrorism Policing Prevent Team

 Contact details are reviewed annually and may change throughout the year. Where contact details have changed, staff must refer to the relevant Local Authority safeguarding website or contact the Designated Safeguarding Lead for the most up-to-date information.

Appendices

Appendix	Title
Appendix 1	Safeguarding Concern Form
Appendix 2	Body Map
Appendix 3	Low-Level Concern Form
Appendix 4	Home Tuition Risk Assessment
Appendix 5	Lone Working Risk Assessment
Appendix 6	DSL Decision Record
Appendix 7	Online Safety Incident Form
Appendix 8	Key Safeguarding Contacts (Police, MASH, LADO, NSPCC, Prevent)
Appendix 9	Staff Safeguarding Declaration
Appendix 10	Safeguarding Flowcharts

 All appendices are available from the Designated Safeguarding Lead. Staff should familiarise themselves with the relevant forms and procedures for their role.