

# Child Protection & Safeguarding Policy

Academic Year 2026–2027

|                     |                                                                                                                              |
|---------------------|------------------------------------------------------------------------------------------------------------------------------|
| Document            | Child Protection & Safeguarding Policy                                                                                       |
| Organisation        | Reconnect Learning                                                                                                           |
| Academic Year       | 2026/27                                                                                                                      |
| Statutory Framework | Keeping Children Safe in Education (KCSIE) 2026   Working Together to Safeguard Children 2026                                |
| Effective Date      | 1 September 2026                                                                                                             |
| Policy Owner        | Designated Safeguarding Lead (DSL)                                                                                           |
| Approved By         | Directors of Reconnect Learning                                                                                              |
| Version             | 1.0                                                                                                                          |
| Approval Date       | September 2026                                                                                                               |
| Next Review Date    | September 2027 (or sooner following significant statutory guidance changes, safeguarding incidents or organisational change) |
| Review Frequency    | At least annually                                                                                                            |

 This policy must be read in conjunction with all associated safeguarding appendices and procedures. All staff are required to read and understand Part One of Keeping Children Safe in Education 2026.

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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.

All staff, tutors, contractors and relevant personnel working on behalf of Reconnect Learning must read and understand Part One of Keeping Children Safe in Education 2026 as part of safeguarding induction.

Operational responsibility for safeguarding and child protection sits with the Designated Safeguarding Lead (DSL). The Deputy Designated Safeguarding Lead (DDSL) supports the DSL, acts in the DSL's absence and provides continuity of operational safeguarding oversight. Strategic safeguarding oversight sits collectively with the Directors of Reconnect Learning.

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 Safeguarding Leadership Structure

Reconnect Learning operates a clear safeguarding leadership and oversight structure to ensure robust operational management and clear lines of accountability in line with KCSIE 2026 and Working Together 2026 (effective 1 September 2026).



## Designated Safeguarding Lead (DSL)

Responsible for day-to-day safeguarding operations, case management, referrals, staff support and record keeping. The DSL holds overall operational responsibility for safeguarding and child protection.

Ellen Kerr (Managing Director & DSL) — Mobile: 07577 006223 | Office: 01708 918728 | Email: [safeguarding@reconnectlearning.co.uk](mailto:safeguarding@reconnectlearning.co.uk)



## Designated Deputy Safeguarding Lead (DDSL)

Supports the DSL, acts in their absence, and shares operational safeguarding responsibilities, ensuring continuity of safeguarding oversight at all times.

Claire Spicer — Designated Deputy Safeguarding Lead (DDSL)

## Strategic Safeguarding Oversight — Directors of Reconnect Learning

Strategic safeguarding oversight sits collectively with the Directors of Reconnect Learning. The Directors are responsible for:

- Ensuring safeguarding arrangements are effective across all provision
- Reviewing safeguarding trends, themes and audit outcomes
- Monitoring safer recruitment and SCR assurance
- Monitoring safeguarding training compliance
- Ensuring identified safeguarding actions are completed
- Providing appropriate challenge to safeguarding practice
- Ensuring sufficient safeguarding resources are available to the DSL and DDSL

The Directors do not replace the operational role of the DSL or DDSL and will not take over individual safeguarding case management.



All safeguarding concerns must be reported to the DSL or DDSL without delay. Where a concern relates to the DSL, staff must report to the DDSL, another Director, or contact the LADO directly. Where a concern relates to both the DSL and DDSL, staff must report to another Director or contact the LADO directly. There must always be an alternative route for raising safeguarding concerns.

# 1.2 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 in line with KCSIE 2026 and Working Together 2026. Children receiving home tuition and alternative provision may present with increased vulnerabilities, including exploitation, criminal exploitation, county lines involvement, domestic abuse, SEND and EHCP needs, mental health difficulties, trauma, EBSNA, and contextual safeguarding concerns. These factors must inform risk assessments and safeguarding responses across all delivery settings.

**i** Lone working safeguarding arrangements apply to all Reconnect Learning staff and tutors delivering sessions in homes, libraries, community centres, outreach settings and online. These arrangements are non-negotiable and must be followed at all times.

**Tutor Check-In Procedures**

All tutors must check in before and after sessions to confirm safe arrival and departure. Any failure to check in must be escalated immediately to the DSL.

**Dynamic Risk Assessments**

Tutors must assess risk dynamically throughout every session, taking into account contextual safeguarding factors, and escalate concerns immediately to the DSL. The DSL monitors lone-working safeguarding arrangements as part of operational safeguarding oversight, with relevant themes and assurance reported to the Directors.

**Location Recording**

Session locations must be recorded and shared with Reconnect Learning prior to delivery. This includes any changes to agreed locations.

**Emergency Contacts**

Emergency contact information must be available to all lone working staff at all times, including DSL and DDSL contact details for immediate safeguarding escalation.

**Session Logging**

All sessions must be logged accurately including attendance, concerns, welfare observations and any incidents. Records must reflect any vulnerability indicators relevant to the child.

**Visitor Expectations**

Clear expectations are in place regarding the presence of third parties during home tuition sessions. Tutors must report unexpected visitors or concerning home circumstances to the DSL.

**Professional Boundaries**

All staff must maintain clear professional boundaries at all times during lone working, in accordance with Reconnect Learning's Code of Conduct and safeguarding obligations under KCSIE 2026.

# 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.

This policy is underpinned by **KCSIE 2026** (effective 1 September 2026) and **Working Together 2026**. All staff, tutors, contractors and relevant personnel working on behalf of Reconnect Learning must read and understand Part One of Keeping Children Safe in Education 2026 as part of safeguarding induction. Operational responsibility for safeguarding and child protection sits with the **Designated Safeguarding Lead (DSL)**. The Designated Deputy Safeguarding Lead (DDSL) supports the DSL, acts in the DSL's absence and provides continuity of operational safeguarding oversight. Strategic safeguarding oversight sits collectively with the Directors of Reconnect Learning.

## 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.

## Scope of This Policy

This policy applies to all provision types delivered by or on behalf of Reconnect Learning, including: **home tuition, online tuition, community venues, libraries, outreach settings, school sites, commissioned programmes, 1:1 tuition and small-group provision.**

## Commissioned Placements

Commissioning a placement does not remove safeguarding responsibilities from either **Reconnect Learning** or the **commissioning organisation**. Both parties retain a duty to safeguard and promote the welfare of every child involved in the placement.

## 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 — and their voices are heard and acted upon.
- Safeguarding is embedded within every aspect of our provision and is not seen as a compliance exercise, but as a genuine commitment to child welfare.
- Staff maintain **professional curiosity** — looking beyond the obvious and remaining vigilant to signs of abuse, neglect and exploitation.
- Concerns are reported promptly and acted upon appropriately, including **low-level concerns**, which are taken seriously and recorded.
- Children are encouraged and empowered to share worries and seek support.
- Positive relationships are built through trust, consistency and respect.
- Staff feel confident to raise concerns **without fear of reprisal**, and **whistleblowing** is actively supported and protected.
- All staff understand that safeguarding is an ongoing, daily responsibility and not solely the responsibility of the Designated Safeguarding Lead.

① Safeguarding is not a tick-box exercise. It is a genuine, daily commitment to the welfare of every child and young person in our care.

□ 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. Our approach is informed by **KCSIE 2026** and **Working Together 2026**, and is centred on asking: *"What is happening to this child?"* – not *"What is wrong with this child's behaviour?"*

 **Key Principle:** Safeguarding practice must always ask: *"What is happening to this child?"* – not *"What is wrong with this child's behaviour?"*



## 2.2 Child-Centred Approach — Continued

### Giving Children a Meaningful Voice

Children will be given meaningful opportunities to express their:

#### Wishes & Feelings

What they want and how they feel about their situation.

#### Worries & Safety Concerns

What makes them feel unsafe or anxious.

#### Experiences of Education

Their relationship with learning and schooling.

#### Barriers to Attendance

What prevents them from engaging with education.

#### Relationships

With family, peers, staff and others in their lives.

#### Online Experiences

Their digital lives, including any concerns or risks online.

#### Support They Need

What help they feel would make a difference to them.

- ❏ Communication must be adapted and tailored for children with SEND, communication difficulties or additional needs to ensure all children can meaningfully participate, whatever their level of understanding or means of communication.

- ✔ 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, and apply consistently across **ALL provision types** regardless of location, format or commissioning arrangement. Commissioning a placement does not remove safeguarding responsibilities from either Reconnect Learning or the commissioning organisation.

### Provision Types Covered

- Alternative Provision
- Online Learning & Online Tuition
- Home Tuition
- 1:1 Tuition
- Small-Group Provision
- Community-Based Learning
- Outreach Support & Outreach Settings
- School Commissioned Programmes
- School Sites
- Community Venues
- Libraries
- 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
- On school sites
- Through hybrid delivery models

 The same high standards of safeguarding apply wherever and however learning is delivered. Our approach is informed by **KCSIE 2026** and **Working Together 2026**.

 Commissioning a placement does **not** transfer or remove safeguarding responsibilities. Both Reconnect Learning and the commissioning organisation retain their respective duties at all times.

## 2.4 Commitment to Early Intervention

Reconnect Learning recognises the importance of identifying concerns at the earliest possible stage. Children in alternative provision may present with **complex, overlapping needs** — including experiences of trauma, exclusion, family difficulties, and exposure to extra-familial harm. Early intervention requires an understanding of the **wider context of a child's life**, including risks that may exist outside the family home (contextual safeguarding). Staff must not wait for a threshold to be met before seeking advice from the DSL.



### Identify Early

Identifying children who may benefit from early help before concerns escalate — including those affected by extra-familial harm, exploitation, or contextual risks beyond the family.



### Work with Families

Working proactively with families to provide support and prevent escalation, while recognising that risks may also exist outside the family context.



### Multi-Agency Working

Engaging effectively with schools, local authorities, MASH, and partner agencies to ensure a coordinated, informed response to emerging concerns.



### Right Support, Right Time

Ensuring children receive the right support at the right time — informed by **KCSIE 2026** and **Working Together 2026** — without waiting for a formal threshold to be reached.

**Early intervention is not a sign of over-reaction. It is a professional responsibility.** Staff should seek advice from the DSL at the earliest opportunity — they do not need to be certain that abuse has occurred.

**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 (Harm to Children):

- Abuse
- Neglect
- Bullying
- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Exploitation
- Criminal exploitation
- Sexual exploitation
- County lines
- Radicalisation
- Extremism
- Online harm
- Domestic abuse
- Harmful sexual behaviour

## Zero Tolerance Towards (Professional Conduct):

- Failure to report concerns
- Failure to record concerns
- Inappropriate relationships with children
- Breach of professional boundaries
- Failure to follow safeguarding procedures
- Dismissing or minimising concerns

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## 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 **KCSIE 2026** and **Working Together 2026**.

## 2.6 Designated Safeguarding Lead

**DSL — Ellen Kerr**

**Managing Director  
& Designated  
Safeguarding Lead**

**Mobile:** 07577  
006223

**Office:** 01708  
918728

**Email:**  
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**DDSL — Claire Spicer**

**Designated Deputy  
Safeguarding Lead  
(DDSL)**

Claire Spicer acts in the DSL's absence and shares operational safeguarding responsibilities, ensuring continuity of oversight at all times.

- ☐ There is always a named safeguarding lead available. In the absence of the DSL, all concerns must be directed to the DDSL without delay.

### DSL Responsibilities

The DSL holds overall operational responsibility for safeguarding, child protection, online safety, Prevent safeguarding responsibilities and liaison with external safeguarding agencies, in accordance with **KCSIE 2026** and **Working Together 2026**.

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.

### Alternative Reporting Routes

Where a concern relates to the DSL or senior leadership, staff must report directly to the **DDSL** or contact the **Local Authority Designated Officer (LADO)** directly.

- ⚠ There must always be an alternative reporting route where the concern relates to the DSL. Where this is the case, staff must report to the DDSL or contact the LADO directly. **No concern should go unreported.**

# 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 2026**, **Working Together 2026** or other statutory safeguarding guidance.

**Learning from Safeguarding Reviews**  
Where learning from safeguarding reviews or case reviews identifies required changes to practice.

**Significant Safeguarding Incidents**  
Where significant safeguarding incidents occur that require policy amendment or practice improvement.

**Organisational Changes**  
Where organisational changes impact safeguarding arrangements or delivery models.

**LADO Recommendations**  
Where recommendations are received from the Local Authority Designated Officer (LADO) that require policy or procedural amendment.

**Inspection Findings**  
Where inspection findings identify areas of improvement or non-compliance requiring policy revision.

**Audit Outcomes**  
Where internal or external safeguarding audits identify gaps or areas requiring strengthening in policy or practice.

**Crime and Policing Act 2026 — Future Review Trigger**  
Reconnect Learning will review this policy upon commencement of the child sexual abuse mandatory reporting provisions within the Crime and Policing Act 2026 and following publication of associated statutory guidance.

The **DSL** is responsible for coordinating the annual review of this policy. Review outcomes, significant amendments and safeguarding assurance findings will be reported to and approved by the Directors of Reconnect Learning.

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

## Document Control

| Field          | Details                                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| Version        | 1.0                                                                                                                          |
| Effective Date | 1 September 2026                                                                                                             |
| Next Review    | September 2027 (or sooner following significant statutory guidance changes, safeguarding incidents or organisational change) |
| Policy Owner   | Designated Safeguarding Lead (DSL)                                                                                           |
| Approved By    | Directors of Reconnect Learning                                                                                              |

# Section 3: Definitions, Key Terminology and Legislative Framework

## Definition of 'Staff' for the Purposes of This Policy

- For the purposes of this policy, the term 'staff' includes employees, self-employed tutors and mentors, contractors, agency workers, volunteers and other adults working on behalf of Reconnect Learning unless a section specifically states otherwise.

## Definition of Safeguarding

Reconnect Learning adopts the definition of safeguarding outlined in **Keeping Children Safe in Education (KCSIE 2026)** and **Working Together to Safeguard Children 2026**.

Safeguarding and promoting the welfare of children means:

|                                                                                                                                        |                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Protecting from Maltreatment</b><br>Protecting children from maltreatment in all its forms.                                         | <b>Preventing Impairment</b><br>Preventing impairment of children's mental and physical health or development. |
| <b>Safe and Effective Care</b><br>Ensuring children grow up in circumstances consistent with the provision of safe and effective care. | <b>Best Outcomes</b><br>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 Staff Reading Requirements & Key Definitions

## Staff Reading Requirements

All staff, tutors, contractors and relevant personnel working on behalf of Reconnect Learning must read and understand Part One of Keeping Children Safe in Education 2026 as part of safeguarding induction. This applies to all individuals in contact with children and young people across all Reconnect Learning provision.

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## Key Definitions

### Contextual Safeguarding

Contextual safeguarding recognises that children may be harmed in contexts outside the family, including peer groups, schools, neighbourhoods and online environments. It requires agencies and practitioners to assess and respond to risk factors within these wider social contexts, not only within the family home.

### Extra-Familial Harm

Extra-familial harm refers to harm that occurs outside the family home, including exploitation (sexual and criminal), county lines involvement, child-on-child abuse and online harm.

Practitioners must be alert to indicators of extra-familial harm and ensure that risk assessment and intervention extend beyond the immediate family context.

# 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

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## Definition of Significant Harm

**Significant harm** is the threshold that justifies compulsory intervention in family life in the best interests of children, as established in the **Children Act 1989** and reinforced in **Working Together to Safeguard Children 2026**. Harm means ill-treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill-treatment of another. There are no absolute criteria for defining significant harm; it requires professional judgement, taking into account the nature, severity, duration and context of the harm, as well as the child's individual circumstances.

 **Children with SEND or Additional Needs:** For children with special educational needs, disabilities or additional needs, the threshold for concern may be lower. Indicators of harm can be masked by, or attributed to, a child's condition. All staff must apply **professional curiosity**, avoid making assumptions, and seek advice from the **Designated Safeguarding Lead (DSL) at the earliest opportunity** where any concern arises.

## 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?"

Staff should frame their thinking around the key question:

"What is happening to this child?" rather than  
"What is wrong with this child's behaviour?"

### Child-Centred Practice

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

- Listening to children and taking disclosures seriously.
- Seeking, recording and considering children's wishes and feelings in all safeguarding decisions.
- Explaining safeguarding actions appropriately and ensuring children understand who can help them.
- Adapting communication for children with SEND, communication difficulties or additional needs.
- Involving children wherever it is safe and appropriate to do so.

⊗ Children must never be made to feel that they are in trouble or at fault when disclosing concerns. Blame must never be attributed to the child for abuse, neglect or exploitation.

**Key Principle:** The welfare of the child is paramount. All decisions will place the needs, safety and wellbeing of the child above all other considerations, in accordance with **Working Together to Safeguard Children 2026** and **KCSIE 2026**.

# 3.3 Professional Curiosity & Trauma-Informed Practice

## Professional Curiosity

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

- Looking beyond the obvious and not accepting reassurances or explanations at face value.
- Recognising when explanations do not add up or are inconsistent with observed facts.
- Recognising patterns of concern over time, even when individual incidents appear minor.
- Asking appropriate questions and challenging assumptions.
- Exploring unexplained changes in behaviour, presentation or attendance.
- Following up concerns rather than closing them down prematurely.
- Recognising that children with SEND may be less able to recognise or report abuse.
- Recognising that children may minimise, normalise or not disclose abuse.
- Recognising that parents or carers may actively seek to prevent concerns from being raised.

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 that behaviour is often a form of communication and explore what it may be expressing.
- Recognise the impact of adverse childhood experiences (ACEs) on learning, behaviour and development.
- Avoid punitive responses to behaviour that may be trauma-related.
- Maintain consistent, predictable and safe relationships that build trust over time.
- Build 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.

 **Professional curiosity is not about being suspicious of everyone.** It is about maintaining a questioning, reflective mindset and never dismissing concerns without proper consideration.

## 3.4 Categories of Abuse

Abuse can occur in any setting, including online, in the home, in community settings and in educational settings. The following categories are recognised under safeguarding frameworks aligned with KCSIE 2026 and Working Together 2026.

### 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 (including witnessing or experiencing the effects of domestic abuse in the home) 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.

## 3.4 Categories of Abuse – Continued

### Exploitation

Includes Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). CSE involves sexual abuse through exploitation of an imbalance of power. CCE involves children being coerced, manipulated or deceived into criminal activity such as county lines drug running, theft or violence. Children in alternative provision may be at heightened risk.

### Domestic Abuse

Domestic abuse can include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional or other abuse, where the individuals are aged 16 or over and are personally connected. Children who see, hear or experience the effects of domestic abuse may be recognised as victims in their own right under the Domestic Abuse Act 2021. Domestic abuse can have a significant impact on a child's emotional wellbeing, behaviour, development and educational engagement.

### Online Abuse

Abuse that takes place over digital technology, including social media, gaming platforms and messaging apps. Includes cyberbullying, online grooming, sexting, sextortion, sharing of child sexual abuse material and exposure to harmful content. Online abuse can occur alongside or independently of offline abuse and should be treated with equal seriousness.

### Harmful Sexual Behaviour (HSB)

Sexual behaviours expressed by children and young people that are developmentally inappropriate, may be harmful or abusive, and may cause harm to other children. HSB exists on a continuum and must be responded to carefully, with both victim and perpetrator potentially requiring support. Staff should not dismiss or minimise reports of HSB.

 Abuse is rarely straightforward. Children may experience multiple forms of abuse simultaneously. Staff must maintain professional curiosity and report all concerns to the DSL.

## 3.4A Specific Safeguarding Risks – FGM, Honour/Faith-Based Abuse & Forced Marriage

### Honour/Faith-Based Abuse

Honour/faith-based abuse may include a range of practices used to control behaviour within families or communities to protect perceived cultural, religious or family honour. It may include: forced marriage, female genital mutilation, physical abuse, emotional abuse, coercive control, threats, isolation, restrictions on freedom, abandonment and other harmful practices. All concerns must be treated as safeguarding concerns and reported to the DSL immediately.

### Forced Marriage

A forced marriage is one where one or both people do not or cannot consent to the marriage and pressure or abuse is used. Pressure may be physical, emotional, psychological, financial or sexual. Forced marriage is a safeguarding concern and may constitute a criminal offence. Staff must: report concerns immediately to the DSL; never approach family members or attempt mediation; never investigate independently; consider immediate safety and potential risk of removal from the UK; and seek appropriate statutory advice or referral.

### Female Genital Mutilation (FGM)

Female Genital Mutilation is illegal and constitutes child abuse. Possible indicators may include: plans for extended travel abroad; discussion of a special ceremony; prolonged absence; difficulty walking or sitting; frequent toilet visits; pain; behavioural or emotional change; or disclosure by the child. All suspected FGM concerns must be reported immediately to the DSL. Where an individual working for Reconnect Learning falls within the statutory definition of a teacher for the purposes of the FGM mandatory reporting duty and discovers that FGM appears to have been carried out on a girl under 18, they must personally report the matter to the Police in accordance with the statutory duty. This does not remove the requirement to follow Reconnect Learning safeguarding procedures and notify the DSL unless there is a good reason not to.

 **All concerns relating to FGM, forced marriage or honour/faith-based abuse must be reported immediately to the DSL. Staff must never attempt mediation with family members or investigate independently.**

# 3.4B Modern Slavery, Human Trafficking & National Referral Mechanism (NRM)

## Modern Slavery & Human Trafficking

Children may be victims of modern slavery or trafficking in connection with: criminal exploitation; county lines; sexual exploitation; domestic servitude; forced labour; organised criminal activity; or movement or control for exploitation.

### Potential Indicators

- Unexplained travel
- Adults controlling the child
- Possession of multiple phones
- Unexplained money or items
- Missing episodes
- Fearfulness
- Unfamiliar adults collecting the child
- Unexplained injuries
- Criminal activity
- Accommodation instability
- Significant changes in behaviour

## Safeguarding Response

Suspected modern slavery or trafficking must be treated as a safeguarding concern. Staff must report immediately to the DSL.

The DSL should consider:

- Children's Social Care referral
- Police referral
- Safeguarding-partner consultation
- National Referral Mechanism (NRM) referral through an appropriate First Responder where applicable

## Key Principles



Staff must not investigate suspected trafficking themselves. All concerns must be reported to the DSL immediately without delay.



The National Referral Mechanism (NRM) is the framework for identifying and referring potential victims of modern slavery and ensuring they receive appropriate support. The DSL will determine whether an NRM referral is appropriate in consultation with statutory partners.



## 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. The following groups are identified under safeguarding frameworks including **KCSIE 2026** and **Working Together 2026** as being at heightened risk.

Children with SEND may face additional barriers to disclosure, including communication difficulties, dependency on carers, and a reduced ability to recognise abusive behaviour. **Staff must be particularly alert to indicators of abuse in this group** and must never allow a child's disability or additional need to explain away a safeguarding concern.

Children with SEND or EHCPs

Children in Alternative Provision

Children Excluded from School

Children with EBSNA

Children in Care / Looked After Children

Previously Looked After Children

Children with a Social Worker

Children Experiencing Domestic Abuse

Children at Risk of Exploitation (CSE/CCE)

Children at Risk of County Lines

Children at Risk of Radicalisation

Children with Mental Health Difficulties

Children Experiencing Trauma

Children with Poor Attendance

Children Missing Education

Children from Families Experiencing Poverty or Housing Instability

Children with English as an Additional Language

Children from Marginalised Communities

Young Carers

Unaccompanied Asylum-Seeking Children

 **Vulnerability is not fixed.** Any child can become vulnerable at any time. Staff must remain alert to changes in a child's circumstances, behaviour or presentation.

## 3.6 Legislative Framework – Primary Legislation

This policy has been developed in accordance with the following primary legislation, in line with **KCSIE 2026** and **Working Together 2026**:

| Legislation                       | Relevance to Safeguarding                                                                                                                                                                                                             |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children Act 1989                 | Foundation of child protection law in England; establishes the paramountcy of the child's welfare and the framework for care proceedings                                                                                              |
| Children Act 2004                 | Provides a statutory framework for cooperation between agencies to safeguard and promote the welfare of children and supports effective multi-agency safeguarding arrangements.                                                       |
| Education Act 2002                | Places a duty on governing bodies and proprietors of educational settings to make arrangements to safeguard and promote the welfare of children                                                                                       |
| Children and Families Act 2014    | Strengthened support for children with SEND; reformed the care system and introduced Education, Health and Care Plans (EHCPs)                                                                                                         |
| Children and Social Work Act 2017 | Reformed local multi-agency safeguarding arrangements and established the safeguarding-partner framework involving local authorities, police and health partners, supporting effective Multi-Agency Safeguarding Arrangements (MASA). |
| Sexual Offences Act 2003          | Defines sexual offences against children, including abuse of a position of trust; underpins safeguarding from sexual harm and exploitation                                                                                            |

## 3.6 Legislative Framework – Primary Legislation (Continued)

| Legislation                             | Relevance to Safeguarding                                                                                                                                                                                                          |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Protection of Children Act 1978         | Criminalises the taking, distribution and possession of indecent images of children; relevant to online safety and child sexual exploitation                                                                                       |
| Safeguarding Vulnerable Groups Act 2006 | Established the barring and vetting framework; governs who may work with children and underpins DBS checking requirements                                                                                                          |
| Counter-Terrorism and Security Act 2015 | Places a statutory Prevent duty on specified authorities, including specified schools, education settings and other bodies listed in legislation, to have due regard to the need to prevent people from being drawn into terrorism |
| Equality Act 2010                       | Imposes anti-discrimination and equality duties; ensures that safeguarding provision is inclusive and does not disadvantage children with protected characteristics                                                                |
| Human Rights Act 1998                   | Incorporates the European Convention on Human Rights into UK law; protects fundamental rights and freedoms, including the right to life and freedom from inhuman treatment                                                         |
| Data Protection Act 2018 / UK GDPR      | Governs the lawful handling, storage and sharing of personal data; supports safe information sharing in safeguarding contexts whilst protecting individuals' rights                                                                |
| Domestic Abuse Act 2021                 | Provides a statutory definition of domestic abuse; recognises children as victims in their own right and strengthens the response to domestic abuse disclosures                                                                    |
| Online Safety Act 2023                  | Places duties on online service providers to protect children from harmful content; supports digital safeguarding and awareness of online risks                                                                                    |

## 3.7 Statutory Guidance

### Keeping Children Safe in Education (KCSIE) 2026

This policy is informed by and aligned with the relevant safeguarding expectations within Keeping Children Safe in Education 2026 (effective 1 September 2026). Annex A has been removed from KCSIE 2026. All staff, tutors, contractors and relevant personnel working on behalf of Reconnect Learning must read and understand Part One of Keeping Children Safe in Education 2026 as part of safeguarding induction.

### Working Together to Safeguard Children 2026

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 in accordance with Working Together 2026.

### Prevent Duty Guidance 2023 (as updated)

Reconnect Learning adopts and works in alignment with the Prevent Duty Guidance 2023 as part of its safeguarding framework and commissioning expectations. Reconnect Learning will take appropriate action where concerns regarding radicalisation or extremism arise. Staff are trained to recognise signs of radicalisation and to make referrals through the Channel process where appropriate.

## 3.7 Statutory Guidance – Continued

### Non-School Alternative Provision Voluntary National Standards (DfE)

As an alternative provision provider, Reconnect Learning has regard to the DfE's Voluntary National Standards for Non-School Alternative Provision. These standards underpin quality assurance, safeguarding expectations and the duty of care owed to vulnerable pupils placed in alternative provision settings.

### Information Sharing: Advice for Practitioners 2024

Reconnect Learning follows the DfE non-statutory Information Sharing: Advice for Practitioners Providing Safeguarding Services (2024, or most recent version — staff should verify the current edition at the point of implementation), alongside Working Together to Safeguard Children 2026. Timely, lawful and proportionate information sharing is essential to effective safeguarding and will not be hindered by data protection considerations alone.

### Relationships Education, RSE and Health Education Statutory Guidance

Reconnect Learning has regard to the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. Where applicable to the learners supported, age-appropriate and needs-sensitive content will be delivered to support children's understanding of healthy relationships, personal safety and wellbeing.

### Implementation of KCSIE 2026

KCSIE 2026 is effective from 1 September 2026. Reconnect Learning requires all relevant staff, tutors, contractors and personnel to complete safeguarding induction and the required KCSIE Part One reading before deployment with learners. Annex A has been removed from KCSIE 2026; Part One is now the key reading requirement.

## 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

The Designated Safeguarding Lead (DSL) holds overall operational responsibility for safeguarding and child protection within Reconnect Learning. The DSL must be given **sufficient time, funding, resources and support** to fulfil their role effectively. In the absence of the DSL, the Deputy Designated Safeguarding Lead (DDSL) will assume all DSL responsibilities without delay.

## DSL – Lead Professional for Safeguarding

The DSL is the lead professional for safeguarding within Reconnect Learning. All safeguarding concerns must be reported to the DSL or DDSL without delay.



### Safeguarding Leadership & Culture

- Lead safeguarding practice throughout Reconnect Learning in accordance with KCSIE 2026 and Working Together 2026.
- Promote a culture of safeguarding, vigilance and continuous improvement.
- Ensure safeguarding remains central to organisational decision-making.
- Act as the primary safeguarding contact for all staff, learners and families.
- Ensure safeguarding arrangements remain compliant with all statutory guidance.
- Report regularly to the Directors on safeguarding matters, trends, audit outcomes and any areas of concern.
- Oversee quality assurance of safeguarding practice, policies and procedures across the organisation.



### Case Management, Referrals & Record Keeping

- Manage all safeguarding and child protection concerns in a timely and proportionate manner.
- Make referrals to Children's Social Care and the MASH where appropriate.
- Refer concerns to the Police where criminal offences may have occurred.
- Refer Prevent concerns to the Channel programme.
- Liaise with Local Authority Designated Officers (LADO) regarding allegations against staff.
- Oversee the management of low-level concerns, ensuring they are recorded, reviewed and acted upon appropriately.
- Attend child protection conferences, strategy meetings and review meetings as required.
- Maintain accurate, detailed and up-to-date safeguarding records and chronologies for all children of concern, ensuring these are stored securely and transferred appropriately.

# 4.1 Responsibilities of the DSL — Continued



## Family Help / Early Help & Multi-Agency Working

- Identify children who may benefit from Family Help / Early Help and coordinate appropriate support plans.
- Work alongside commissioning schools, local authorities and partner agencies to promote positive outcomes.
- Monitor outcomes, review interventions and escalate where progress is insufficient.
- Fulfil the role of Online Safety Lead, ensuring staff, learners and families receive appropriate guidance on online risks including AI-related harms, online radicalisation and harmful sexual behaviour.
- Fulfil the role of Prevent Lead, ensuring staff are trained to recognise signs of radicalisation and that referrals are made through the Channel process where appropriate.



## Staff Training, Support & Allegations Management

- Ensure all staff receive appropriate safeguarding training in line with KCSIE 2026, including Part One, and that training is refreshed regularly.
- Provide advice, support and guidance to staff on all safeguarding matters.
- Ensure staff understand their responsibilities regarding reporting concerns, information sharing and professional conduct.
- Manage allegations or concerns raised against staff or volunteers in liaison with the LADO and, where appropriate, the Directors.
- Maintain strengthened knowledge and skills appropriate to the role, updating training in response to emerging safeguarding risks and legislative changes.
- Liaise with commissioning schools and local authorities to ensure joined-up safeguarding oversight for all learners placed with Reconnect Learning.

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

## Record Keeping

All safeguarding records must be maintained using the organisation's formal safeguarding recording system (SG01–SG10):

- **SG01** – Safeguarding Concern & Disclosure Form
- **SG02** – DSL Safeguarding Triage & Decision Record
- **SG03** – Safeguarding Chronology
- **SG04** – Body Map / Injury Record
- **SG05** – External Agency Referral & Contact Record
- **SG06** – Child Voice, Wishes & Feelings Record
- **SG07** – Safeguarding Case Review & Closure Record
- **SG08** – Allegation / LADO Management Record
- **SG09** – Low-Level Concern Record
- **SG10** – Safeguarding Audit & Assurance Dashboard

Records must provide a clear audit trail demonstrating: **what was known**, when it became known, who knew, what action was taken, why the decision was made, who was consulted, what the child's views were, what happened next, when the case was reviewed, and why the case was closed.

- Ensure records are accurate, secure and up to date at all times.
- Ensure records are transferred appropriately when children move provision.

## Staff Support

- Provide safeguarding advice and guidance to all staff.
- Support staff following disclosures or difficult safeguarding situations.
- Ensure staff receive regular safeguarding updates in line with KCSIE 2026.
- Maintain accurate safeguarding training records for all staff.

## Quality Assurance

The DSL must maintain robust oversight of safeguarding practice through structured monitoring activity at the following intervals:

- **Monthly:** Review all open cases, low-level concern logs and any new referrals; monitor outcomes and ensure actions are progressing appropriately.
- **Termly:** Audit safeguarding records and case files for accuracy and completeness; identify themes, emerging risks and patterns; review staff training compliance; produce a safeguarding summary for the Directors and senior leadership.
- **Annual:** Complete a full safeguarding audit using SG10 – Safeguarding Audit & Assurance Dashboard; review and update all safeguarding policies and procedures in line with KCSIE 2026 and Working Together 2026; report safeguarding trends and recommendations to leadership.

## Deputy DSL Arrangements

Reconnect Learning operates with a Designated Deputy Safeguarding Lead (DDSL). In the absence of the DSL, the DDSL assumes full operational safeguarding responsibility without delay. Where both the DSL and DDSL are unavailable:

- 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.



# 4.3 Responsibilities of Tutors and Staff

## Safeguarding Duties

All staff, tutors, contractors and relevant personnel working on behalf of Reconnect Learning must read and understand **Part One of Keeping Children Safe in Education 2026** as part of safeguarding induction. Staff are required to:

- Read and understand Part One of Keeping Children Safe in Education 2026
- Attend all required safeguarding training
- Safeguard children and young people at all times
- Maintain professional curiosity
- Report all concerns — however minor — to the DSL without delay
- Never investigate concerns themselves
- Record concerns accurately using **SG01 – Safeguarding Concern & Disclosure Form**
- Maintain professional boundaries at all times
- Follow the Code of Conduct
- Report low-level concerns about their own or others' conduct
- Understand the whistleblowing procedure
- Understand the attendance safeguarding procedure
- Promote children's wellbeing and support positive educational outcomes

 If a child is at immediate risk of harm, staff must call **999 immediately** and then notify the DSL as soon as possible.

## 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 and accurately using SG01.
- 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.

## Listen, Record, Report

Staff must **NEVER investigate safeguarding concerns themselves**. Their role is to **listen, record and report**.

- **Listen** — take the child's account seriously and do not ask leading questions.
- **Record** — document what was said, in the child's own words, as soon as possible using SG01.
- **Report** — refer the concern to the DSL without delay. Do not seek to investigate or gather further evidence.

## Key Legislation & Guidance

All staff must be familiar with and act in accordance with:

- Keeping Children Safe in Education (KCSIE 2026)
- Working Together to Safeguard Children (Working Together 2026)
- Reconnect Learning Safeguarding & Child Protection Policy
- Reconnect Learning Code of Conduct

## 4.4 Online Tutors & Home Tutors

⚠️ Safeguarding responsibilities are identical in online and face-to-face settings. The medium of delivery does not reduce the duty of care.

### Online Tutors

Reconnect Learning recognises that safeguarding responsibilities remain the same in online environments. Online tutors must:

- Deliver sessions through **approved platforms only**.
- Ensure sessions are recorded where appropriate and in line with consent arrangements.
- Maintain professional conduct at all times.
- Not communicate with children through personal devices or personal social media.
- Report any online safeguarding concerns **immediately to the DSL**.
- Monitor attendance and engagement and escalate welfare concerns promptly.
- Follow the **online safety policy** at all times.

Online tutors must be alert to signs of:

- Online grooming
- Cyberbullying
- Sexting and sextortion
- Radicalisation
- Harmful online content
- AI-enabled abuse and AI-related risks
- Digital exploitation

### Home Tutors

Staff delivering tuition in family homes must:

- Complete a **pre-session risk assessment** before each visit.
- Follow **check-in and check-out procedures** at all times.
- Follow lone working procedures.
- Maintain professional boundaries at all times.
- Sessions must take place in an appropriate, agreed teaching space that supports safeguarding, visibility and professional boundaries. Closed-door arrangements should be avoided unless specifically risk assessed and authorised.
- Report any home environment concerns to the **DSL** immediately.
- Report unexpected visitors or concerning home circumstances without delay.
- Follow safeguarding escalation procedures.

Home tutors must be alert to signs of:

- Domestic abuse
- Neglect
- Exploitation
- County lines involvement

### Tutors Must Never:

⊗ Provide personal transport to learners.

⊗ Engage with learners through personal social media or personal devices.

⊗ 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 before working with children.**
- Read and understand **Part One of KCSIE 2026.**
- Work within their designated role at all times.
- Follow the **Code of Conduct.**
- Report all concerns immediately to the **DSL.**
- Obtain a DBS check where they are engaged in **regulated activity.**
- Follow all 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 all safeguarding requirements prior to commencement.
- Hold appropriate and up-to-date safeguarding training.
- Obtain an appropriate DBS check where engaged in **regulated activity.**
- Be made aware of and follow **Reconnect Learning safeguarding procedures.**
- **Not be left unsupervised** with children at any time.

## Safer Recruitment

Reconnect Learning is committed to safer recruitment in line with **KCSIE 2026** and **Working Together 2026.**

The organisation will:

- Verify identity and qualifications for all appointments.
- Obtain references prior to appointment.
- Complete **Enhanced DBS checks** for all relevant roles.
- Conduct barred list checks where required.
- Verify right-to-work status for all staff.
- Conduct **online searches on all shortlisted candidates.**
- Include **safeguarding questions in all interviews.**
- Maintain an accurate and up-to-date **Single Central Record (SCR).**

 No individual will commence regulated activity until all required safeguarding checks have been completed and recorded on the SCR in line with KCSIE 2026.

## 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, Voluntary Sector Organisations, MASH, LADO, and Channel. Staff will:

- Actively participate in safeguarding meetings, child protection conferences and strategy meetings.
- Maintain **DSL-to-DSL communication** with commissioning schools, sharing significant incidents promptly and appropriately.
- Share relevant information with commissioning schools and local authorities in line with statutory guidance.
- Contribute to **multi-agency risk assessments** and care planning processes.
- Work constructively with all statutory and voluntary agencies to promote the welfare of children.



### Professional Challenge

Reconnect Learning promotes a culture where staff feel confident and are expected to:

- **Challenge decisions** they believe are unsafe, including decisions made by senior colleagues or external agencies.
- Escalate concerns through the organisation's **escalation procedure** where concerns are not acted upon at DSL level.
- Contact **Children's Social Care directly** if the DSL fails to act on a concern — this is both a right and a professional responsibility.
- Report unsafe practice and **whistle blow** where appropriate without fear of reprisal.
- Ensure no safeguarding concern is ever ignored, minimised or dismissed.



### Child Voice

The voice of the child must remain central to all safeguarding decision-making. All staff must:

- Actively listen to children and **take their concerns seriously** at all times.
- Seek, record and consider children's **wishes and feelings** throughout any safeguarding process.
- Adapt communication approaches for children with **SEND** to ensure their voice is heard.
- Inform children what will happen with information they share, in an age-appropriate way.
- Ensure children are **never made to feel at fault** for disclosing abuse or concern.
- Treat all children with dignity, respect and unconditional positive regard.

**Every child has the right to be heard. Child voice is not optional — it is a fundamental safeguarding requirement.**

**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.

# 4.7 Safeguarding Case Management Pathway

## Safeguarding Case Management Pathway

The following pathway must be followed in all cases where a safeguarding concern is identified, in accordance with KCSIE 2026 and Working Together 2026.

|                                                                                     |                                                                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 01                                                                                  | 02                                                                                                |
| <b>CONCERN IDENTIFIED</b>                                                           | <b>IMMEDIATE SAFETY CONSIDERED</b>                                                                |
| By any member of staff, volunteer or contractor.                                    | Is the child at immediate risk? If yes, call 999 immediately.                                     |
| 03                                                                                  | 04                                                                                                |
| <b>CONCERN RECORDED</b>                                                             | <b>DSL/DDSL NOTIFIED</b>                                                                          |
| Using SG01 Safeguarding Concern & Disclosure Form.                                  | Without delay.                                                                                    |
| 05                                                                                  | 06                                                                                                |
| <b>DSL TRIAGE AND RISK ASSESSMENT</b>                                               | <b>PREVIOUS CONCERNS / CHRONOLOGY CHECKED</b>                                                     |
| Using SG02 DSL Safeguarding Triage & Decision Record.                               | Using SG03 Safeguarding Chronology.                                                               |
| 07                                                                                  | 08                                                                                                |
| <b>CHILD'S WISHES AND FEELINGS CONSIDERED</b>                                       | <b>THRESHOLD DECISION</b>                                                                         |
| Using SG06 Child Voice Record.                                                      | Family Help / Early Help / Referral / Consultation / No Further Action — with rationale recorded. |
| 09                                                                                  | 10                                                                                                |
| <b>ACTION TAKEN</b>                                                                 | <b>FOLLOW-UP AND REVIEW</b>                                                                       |
| Referral to Children's Social Care, Police, Channel, LADO or other relevant agency. | Using SG07 Safeguarding Case Review & Closure Record.                                             |
| 11                                                                                  | 12                                                                                                |
| <b>OUTCOME / CASE CLOSURE</b>                                                       | <b>QUALITY ASSURANCE</b>                                                                          |
| With rationale recorded.                                                            | DSL oversight and SG10 Audit Dashboard.                                                           |

 Staff must NEVER investigate safeguarding concerns themselves. Their role is to listen, record and report.

## 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.
- Use the child's own words when recording.
- Record as soon as possible after the disclosure using **SG01**.
- Report to the DSL without delay.
- Preserve any evidence where relevant.
- Tell the child what will happen next in an age-appropriate way.
- Adapt communication for children with SEND.

### ❌ DO NOT

- Promise confidentiality.
- Ask leading questions.
- Investigate the concern yourself.
- Express shock, disbelief or judgment.
- Confront the alleged abuser.
- Delay reporting.
- Discuss the disclosure with anyone other than the DSL.
- Make the child repeat the disclosure unnecessarily.
- Make the child feel at fault or in trouble.

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

ⓘ A child's disclosure is a gift of trust. It must be received with care, recorded accurately and acted upon immediately.

# 4.9 Immediate Danger & Reporting Safeguarding Concerns

## Immediate Danger

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

01

Call 999 immediately — do not wait for DSL authorisation in an emergency.

02

Contact Children's Social Care or MASH immediately if appropriate.

03

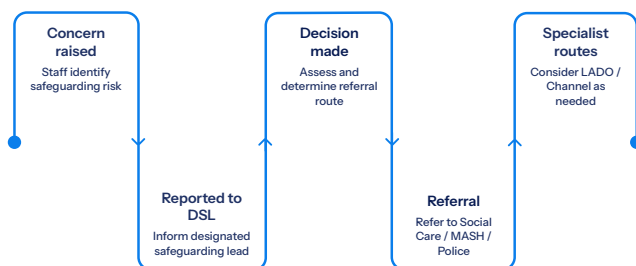
Notify the DSL as soon as possible after emergency action has been taken.

04

Preserve any evidence where relevant and 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.**

## Referral Pathway



## Reporting Safeguarding Concerns

All safeguarding concerns must be reported to the DSL **on the same day they arise**. Reports should be made verbally as soon as possible and followed immediately by a written record.

**Ellen Kerr**

Designated Safeguarding Lead (DSL)

**Mobile:** 07577 006223

**Office:** 01708 918728

**Email:** [safeguarding@reconnectlearning.co.uk](mailto:safeguarding@reconnectlearning.co.uk)

Where the DSL is unavailable, concerns must be escalated to the **DDSL** or directly to **Children's Social Care**.

## Recording Requirements

- All concerns must be recorded using **SG01** (Safeguarding Concern & Disclosure Form).
- The DSL will complete **SG02** (DSL Triage & Decision Record) following receipt of the concern.
- Use the child's own words wherever possible.
- Record facts, not opinions.

ⓘ This policy reflects the requirements of **KCSIE 2026** and **Working Together 2026**.

⚠ **No safeguarding concern should ever be delayed, dismissed or left unrecorded. Every concern matters.**



# 4.10 Recording Concerns

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

## What Must Be Recorded

| 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.

## Audit Trail Requirements

All safeguarding records must provide a clear and complete audit trail demonstrating:

- What was known and when it became known
- Who knew and what action was taken
- Why the decision was made and who was consulted
- What the child's views and wishes were
- What happened next and when the case was reviewed
- Why the case was closed

## Secure Storage & Retention

All safeguarding records must be stored securely, with access restricted to those with a legitimate need to know. Records must be retained in line with the requirements of **KCSIE 2026** and **Working Together 2026**, and transferred securely when a child moves to another setting. Records must not be destroyed without authorisation and must be retained for the periods specified in Reconnect Learning's data retention policy.

# 4.10 Recording Concerns – Continued

## SG01–SG10 Recording System

### SG01 – Safeguarding Concern & Disclosure Form

Used by any staff member to record a concern or disclosure.

### SG02 – DSL Safeguarding Triage & Decision Record

Completed by the DSL following receipt of a concern.

### SG03 – Safeguarding Chronology

Maintained by the DSL for all children of concern.

### SG04 – Body Map / Injury Record

Used where physical injuries are observed.

### SG05 – External Agency Referral & Contact Record

Used when referrals are made to external agencies.

### SG06 – Child Voice, Wishes & Feelings Record

Used to record the child's views.

### SG07 – Safeguarding Case Review & Closure Record

Used at case review and closure.

### SG08 – Allegation / LADO Management Record

Used for allegations against staff.

### SG09 – Low-Level Concern Record

Used for low-level concerns about adults.

### SG10 – Safeguarding Audit & Assurance Dashboard

Used for quality assurance oversight.

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.

 No safeguarding record should be incomplete, delayed or unsecured. A clear and contemporaneous record is essential to protecting children and demonstrating professional accountability.

# 4.11 DSL Response – Assessing Risk & Determining Action

## Assess Risk – Consider:

- Nature and presenting concern
- Severity of risk and immediate safety concerns
- Known history and previous safeguarding concerns
- Child's vulnerability factors
- SEND and additional needs
- Contextual safeguarding factors
- Child's wishes and feelings
- Parent/carer involvement and any reason parents were not informed

## Threshold & Consultation

- Threshold considered (e.g. Family Help / Early Help, Child in Need, Child Protection)
- External consultation undertaken (e.g. MASH, LADO, Prevent)
- Information-sharing decision and rationale

**i** All decisions and rationales must be recorded in **SG02 – DSL Safeguarding Triage & Decision Record**, in line with **KCSIE 2026** and **Working Together 2026**.

## Determine Appropriate Action – This May Include:

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

## SG02 Decision Record Must Include:

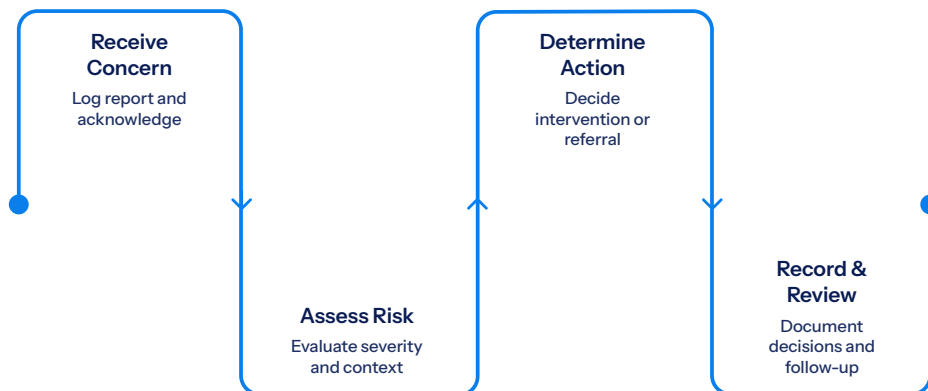
Referral decision and rationale for action or no further action

Responsible person and review date

Outcome and next steps

No referral and no further action decisions require an appropriate rationale, recorded in SG02.

**⚠ The DSL must never close a concern without recording a clear rationale. 'No further action' is a decision that requires justification.**



The DSL will assess every concern proportionately, considering all available information before determining the most appropriate course of action to safeguard the child. All decisions must be formally recorded in SG02 in accordance with **KCSIE 2026** and **Working Together 2026**.

# 4.12 Early Help, Referrals & Police Referrals

## Family Help / Early Help

Family Help / Early Help may be appropriate where concerns are emerging, additional support is required, or needs have not yet reached the threshold for statutory intervention. In line with Working Together to Safeguard Children 2026, Family Help includes community-based early help, targeted early help and support provided under section 17 of the Children Act 1989. Local authorities may continue to use the term 'Early Help' for particular services or pathways.

- Reconnect Learning will contribute to Family Help / Early Help assessments and plans, working collaboratively with partner agencies to ensure support is provided at the earliest opportunity.
- The DSL will coordinate Family Help / Early Help referrals and monitor outcomes to ensure that the child's needs are being met and that escalation occurs if circumstances change.

## Referrals to Children's Social Care / MASH

Referrals to Children's Social Care / MASH must be made where a child is suffering or at risk of suffering significant harm, is experiencing neglect, is being exploited, or requires statutory intervention.

- Referrals must be made on the same day the concern is identified, without delay.
- Referrals must be followed up in writing within 24 hours of the initial contact.
- The DSL must record all referrals using **SG05 – External Agency Referral & Contact Record**.
- Reconnect Learning will fully cooperate with any subsequent investigation, in line with **KCSIE 2026** and **Working Together 2026**.

## Police Referrals

The Police will be contacted immediately where concerns involve a criminal offence that may have been committed, including sexual abuse, serious assault, criminal exploitation, child sexual exploitation, county lines activity, missing children, radicalisation concerns or immediate safeguarding risks.

- Staff must not investigate criminal matters themselves. All concerns must be referred to the DSL immediately.
- Evidence must be preserved where possible and must not be tampered with or destroyed.
- Staff must understand that safeguarding and criminal investigations may run alongside each other and that both processes must be followed.

 **Where a child is at immediate risk of harm, referrals must be made to Children's Social Care and/or the Police without delay. The DSL must not delay referrals to seek management approval.**

# 4.13 Professional Curiosity, Information Sharing & Confidentiality

## Professional Curiosity and Escalation

Staff must maintain professional curiosity at all times and must not disregard concerns because:

- Evidence is limited or inconclusive.
- The child has not made a disclosure.
- A parent or carer has provided an explanation.
- The concern appears isolated or minor.
- The child has SEND and communication may be impacted.

Professional curiosity requires staff to look beyond the obvious, maintain a questioning mindset, and consider patterns of concern over time. If concerns remain unresolved or unexplained, staff have a responsibility to escalate to the DSL without delay.

## Information Sharing

Information sharing is essential to effective safeguarding. Reconnect Learning recognises that the majority of safeguarding failures have involved a lack of information sharing between agencies. Information will be shared lawfully, proportionately, securely and in the child's best interests, in accordance with **KCSIE 2026**, **Working Together 2026**, and the **DfE Information Sharing guidance**.

The **seven golden rules of information sharing** (DfE) are:

1. Remember that the Data Protection Act is not a barrier to sharing information.
2. Be open and honest with the child and family where appropriate.
3. Seek advice from the DSL if in doubt.
4. Share with consent where safe to do so, but not where it places the child at risk.
5. Consider safety and wellbeing as the primary factor.
6. Ensure information shared is necessary, proportionate, relevant, accurate, timely and secure.
7. Keep a record of decisions and the reasons for them using **SG05 – External Agency Referral & Contact Record**.

 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. Staff must be aware of the following principles regarding confidentiality:

- **Staff must never promise confidentiality to a child.** Children must be told at the outset that information may need to be shared where there is a safeguarding concern.
- Confidentiality cannot be maintained where a child is at risk of harm.
- Information will only be shared with those who need it to keep the child safe.

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. A child's safety must always take precedence over any request for confidentiality.

## Whistleblowing

All staff have a duty to report concerns regarding safeguarding practice, including concerns about the conduct of colleagues or the organisation's safeguarding procedures. 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.

 **Data protection legislation is not a barrier to sharing information to protect a child. The safety of the child must always take precedence.**

# 4.14 Allegations Against Staff & Low-Level Concerns

## Categories of Concern

All concerns relating to adults working with children must be categorised and responded to appropriately. There are four distinct categories:

1. **Safeguarding concerns about a child** — reported to the DSL; follow the standard safeguarding pathway.
2. **Allegations against adults that may meet the harm threshold** — reported to the LADO without delay; record using **SG08**.
3. **Low-level concerns about adults** — recorded using **SG09**; reviewed by the DSL.
4. **Complaints about professional practice** — handled through the complaints procedure.

## Allegations Against Staff — Harm Threshold

Where an allegation against an adult may meet the harm threshold, Reconnect Learning will follow the statutory guidance set out in **KCSIE 2026** and **Working Together 2026**. The concern must be referred to the **Local Authority Designated Officer (LADO)** without delay. No internal investigation should be undertaken before consulting the LADO. Where the individual is a self-employed contractor, appropriate action may include suspension from deployment, removal from learner contact and termination of engagement, in addition to any required referrals.

LADO contact details are available from the relevant Local Authority. Staff must contact the LADO directly where the concern relates to the DSL or senior leadership.

 **Allegations against staff must be referred to the LADO without delay. The LADO must be consulted before any investigation is undertaken internally.**

## Reporting Pathways by Role

The appropriate reporting route depends on who the concern relates to:

- **Tutors and employees** — reported to the DSL.
- **Contractors and volunteers** — reported to the DSL.
- **Self-employed tutors and mentors** — reported to the DSL.
- **DDSL** — reported to the DSL or LADO directly.
- **DSL** — reported to the DDSL or LADO directly.
- **Senior leaders** — reported to the DDSL or LADO directly.
- **Directors** — reported to the LADO directly.

 There must always be an alternative reporting route where the concern relates to the DSL or senior leadership. No concern should go unreported.

## Low-Level Concerns

Reconnect Learning promotes a culture of openness and transparency. Low-level concerns include behaviour that falls short of the harm threshold but 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 recorded using **SG09** and reviewed by the DSL. Patterns of low-level concerns will be monitored and may indicate wider safeguarding risks requiring escalation.

 All low-level concerns must be reported and recorded using **SG09**. Patterns of low-level concerns may indicate wider safeguarding risks and must be escalated accordingly.

## Complaints About Professional Practice

Where a concern relates to professional practice rather than conduct posing a risk of harm, it will be handled through Reconnect Learning's formal complaints procedure. This pathway is distinct from safeguarding referral routes and does not require LADO referral unless the concern subsequently meets the harm threshold.

## Fairness and Confidentiality

Reconnect Learning will ensure all allegations and concerns are managed fairly, transparently, promptly and in accordance with **KCSIE 2026** and **Working Together 2026**. Any individual who is the subject of an allegation will be informed of their right to seek support and, where appropriate, trade union representation (for employees) or independent advice (for self-employed contractors).

Information relating to allegations will be treated as confidential and shared only on a need-to-know basis, consistent with the organisation's information sharing policy.

 Staff who are uncertain about the appropriate reporting route for a concern should seek guidance from the DSL or, where the concern involves the DSL, contact the DDSL or LADO directly.

# 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.

Reconnect Learning ensures that safeguarding arrangements remain effective outside normal operating hours and that all staff — including online tutors delivering sessions in the evenings or at weekends — have access to emergency contact information at all times. Online tutors must follow the same safeguarding procedures as all other staff, regardless of when they are working.

**Staff must never delay safeguarding action because they are unable to reach the DSL.** Where a child is at risk, the appropriate emergency services or duty team must be contacted directly and without delay.

## Out-of-Hours Contact Arrangements

### DSL — Direct Mobile

The DSL can be contacted outside normal office hours on **07577 006223**. Staff should attempt to reach the DSL as soon as possible following emergency action.

### DDSL Arrangements

Where the DSL is unavailable, staff should contact the **DDSL**. DDSL contact details are held securely and made available to all staff prior to delivering sessions.

### Emergency Services

Call **999** immediately where a child is at immediate risk of harm. Do not wait for DSL availability. Call **101** for non-emergency police matters.

### Children's Social Care

Contact the **Children's Social Care Emergency Duty Team** via the relevant Local Authority out-of-hours number for urgent child protection concerns when offices are closed.

### NSPCC Helpline

The NSPCC 24-hour helpline is available at any time: **0808 800 5000**. Staff may use this for guidance where they are uncertain how to proceed.

 **If a child is at immediate risk of harm at any time of day or night, call 999 immediately. Do not wait for DSL availability.**

All actions taken outside normal working hours must be recorded as soon as practicable and reported to the DSL at the earliest opportunity, in accordance with **KCSIE 2026** and **Working Together 2026**.

 **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. Safeguarding arrangements apply consistently and without exception across **all provision types**, including home tuition, online tuition, community venues, libraries, outreach settings, school sites, commissioned programmes, 1:1 tuition and small-group provision.

Reconnect Learning acknowledges that children accessing alternative provision may present with significantly increased vulnerabilities. These may include, but are not limited to:

### Exploitation Risks

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County lines involvement
- Child-on-child safeguarding risks

### Attendance & Exclusion

- Missing episodes
- Persistent attendance concerns
- Exclusion from school
- Emotionally Based School Non-Attendance (EBSNA)

### Additional Needs

- SEND and EHCP needs
- Mental health difficulties
- Trauma and adverse childhood experiences
- Family difficulties and domestic abuse

### Contextual Risks

- Online harm and exploitation
- Contextual safeguarding concerns
- Extra-familial harm
- Wider community and environmental risks

 **Children in alternative provision are among the most vulnerable in our education system.** Safeguarding arrangements must reflect this heightened vulnerability and be applied with the highest level of professional diligence.

All safeguarding practice across Reconnect Learning's provision is informed by **KCSIE 2026**, **Working Together 2026**, and the **DfE Non-School Alternative Provision Voluntary National Standards**. Staff are expected to maintain the highest standards of safeguarding practice in every environment in which they work. The welfare of the child remains paramount at all times.

 Reconnect Learning recognises that safeguarding responsibilities remain the same regardless of where learning takes place. All staff must be familiar with the specific safeguarding considerations relevant to their working environment and provision type.



# 5.2 Safeguarding in Alternative Provision & 5.3 Risk Assessments

## 5.2 Safeguarding in Alternative Provision

Children accessing Alternative Provision may present with significantly increased safeguarding vulnerabilities. These may include, but are not limited to:

- School exclusion and persistent absence (EBSNA)
- Social, emotional and mental health needs
- Trauma and adverse childhood experiences
- Child Criminal Exploitation (CCE) and county lines involvement
- Child Sexual Exploitation (CSE)
- Domestic abuse and family instability
- SEND and Education, Health and Care Plan (EHCP) needs
- Mental health difficulties
- Substance misuse and youth violence
- Gang affiliation and extra-familial harm

Contextual safeguarding must inform all risk assessments and placement decisions. DSL-to-DSL communication with commissioning schools is essential, and all relevant safeguarding information must be shared **before placement commences**. 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.

 Staff must remain alert to safeguarding indicators and ensure concerns are reported promptly. DSL-to-DSL communication with commissioning schools must take place and all safeguarding information must be shared before any placement commences.

## 5.3 Risk Assessments

Reconnect Learning will ensure that appropriate risk assessments are completed **before any placement commences**. Risk assessments must consider:

- Known vulnerabilities and contextual safeguarding concerns
- SEND and EHCP needs
- Social care involvement and child protection status
- Domestic abuse and family circumstances
- Exploitation risks (CSE, CCE, county lines)
- Attendance history and EBSNA
- Mental health and emotional wellbeing
- Online risks and digital safety

Risk assessment types include learner, venue, lone working, home tuition, community venue, behaviour and travel risk assessments. All risk assessments must be:

- Reviewed regularly and updated when circumstances change
- Shared with relevant staff on a **need-to-know basis**

 **No placement should commence without a completed risk assessment.** Risk assessments must be reviewed and updated whenever a child's 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 must be obtained **before home tuition commences**.
- Risk assessments must be completed before the first session takes place.
- Safeguarding information is reviewed before sessions begin and tutors understand any known risks.
- Check-in and check-out procedures must be followed for **every session**.
- Sessions must take place in an appropriate, agreed teaching space that supports safeguarding, visibility and professional boundaries. Closed-door arrangements should be avoided unless specifically risk assessed and authorised.
- Sessions should be conducted in a visible area of the home where possible.
- Emergency contact information is available and staff know how to escalate safeguarding concerns.
- Tutors must report any home environment concerns to the DSL **immediately**.

 Safeguarding procedures remain fully operational during home-based delivery. All practice must be consistent with **KCSIE 2026** and **Working Together 2026**.

## 5.5 Home Environment Concerns

Tutors working within family homes may observe safeguarding concerns that would not otherwise be visible. Tutors must be alert to signs of:

- Domestic abuse and family instability
- Neglect and unsafe living conditions
- Child exploitation indicators, including county lines
- Substance misuse
- Mental health concerns
- Inappropriate supervision

Where concerns are identified or unexpected visitors or concerning circumstances are observed:

- Tutors must **not** investigate or confront family members.
- Tutors must report concerns immediately to the DSL.
- All concerns must be recorded using **SG01**.
- Tutors must **not** enter a home if they feel unsafe — they must leave immediately and contact the DSL.

 **Tutors must never enter a home if they feel unsafe.** They must leave immediately, contact the DSL, and record the concern using SG01.

 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 at all times. Staff must **never**:

- Provide personal transport to learners.
- Share personal contact details, including phone numbers, email addresses, or social media profiles.
- Communicate with learners through personal devices or personal social media accounts.
- Arrange meetings outside authorised provision.
- Accept gifts from learners or families.
- Develop personal relationships with learners or families outside the professional context.
- Enter a learner's bedroom.
- Conduct sessions in closed-door arrangements unless specifically risk assessed and authorised — sessions must take place in an appropriate, agreed teaching space that supports safeguarding, visibility and professional boundaries.
- Make physical contact beyond what is appropriate and necessary.
- Undertake parenting responsibilities.
- Give personal gifts to learners or families.

 **Professional boundaries are non-negotiable.**

Any breach of professional boundaries must be reported immediately and will be treated as a safeguarding concern.

-  All interactions must remain professional and focused upon the educational needs of the learner. Practice must be consistent with **KCSIE 2026** and **Working Together 2026**.

## 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:

- Venues are assessed for suitability **before use**.
- Risk assessments are completed for all community venues prior to delivery.
- Venues have appropriate facilities, including visible and accessible working areas.
- Emergency procedures are known and understood by all staff delivering at the venue.
- Tutors are aware of the venue's own safeguarding arrangements and know how to escalate concerns.
- Safeguarding risks specific to the venue and its users have been considered and recorded.

 The suitability of community venues will be reviewed regularly. Any concerns regarding the safety or appropriateness of a venue must be reported to the DSL immediately.

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

## 5.8 Visibility and Accountability

Sessions must be conducted in visible and appropriate locations. Staff must avoid isolated environments wherever possible.

- Sessions should be conducted in visible areas at all times.
- Tutors must check in **before and after every session**.
- Session locations must be **recorded and shared** with Reconnect Learning prior to delivery.
- Professional conduct must be evident at all times.

## 5.9 Lone Working Procedures

- All lone workers must follow the **Lone Working Policy** at all times.
- Check-in and check-out procedures are **mandatory** for every session.
- Tutors must have access to DSL and emergency contact details at all times.
- Dynamic risk assessment must be applied **throughout every session**.
- **Before:** Know the location, review known risks, ensure emergency contacts are available, and inform Reconnect Learning of session details.
- **During:** Remain alert to safeguarding concerns, follow professional boundaries, and report concerns immediately.
- **After:** Record concerns promptly, report incidents without delay, and escalate welfare concerns immediately.

## 5.10 Staff Safety

Staff safety is a **priority**. No member of staff should place themselves at unnecessary risk.

- Tutors must **leave immediately** if they feel unsafe — do not attempt to complete the session.
- Tutors must not put themselves at risk to complete a session under any circumstances.
- Staff should leave and contact the DSL if violence is threatened, aggression occurs, illegal activity is observed, or the environment becomes unsafe.
- All safety incidents must be **reported to the DSL** without delay.
- Staff safety and learner safety must be considered equally, consistent with **KCSIE 2026** and **Working Together 2026**.

## 5.11 Emergency Situations

Where immediate danger is identified, staff must act without delay:

1. Ensure their own safety first.
2. **Call 999 immediately** in an emergency.
3. Contact Children's Social Care where appropriate.
4. Follow the **Emergency Action Plan**.
5. Notify the DSL as soon as possible after emergency action.
6. Record all actions taken.

**Emergency safeguarding action must never be delayed.**

## 5.12 Post-Session Reporting

Accurate and timely recording is a professional and safeguarding requirement after every session.

- All concerns must be recorded using **Form SG01** after every session.
- Any welfare observations, even where no formal concern exists, must be recorded.
- Attendance must be recorded **accurately** and submitted promptly.
- Records must be factual, objective, and completed without delay.

 **Staff safety and child safety are equally important.** No member of staff should ever put themselves at risk. If in doubt — leave and report.

# 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.

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

### Formal Attendance Escalation Pathway:

1. **Unexpected absence** — attempt contact with learner/family immediately.
2. **No response** — contact parent/carer directly.
3. **No response** — notify referring organisation/commissioning school.
4. **Review** known risks and vulnerability factors.
5. **Welfare concern assessed** by the DSL.
6. **DSL escalation** — Children's Social Care / Police / other agencies where required.

*Repeated or unexplained absence must be considered in the wider safeguarding context rather than treated purely as an attendance issue.*

## 5.14 Visitors and Family Members

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

- All visitors must be **verified before being permitted access** to sessions.
- Unexpected visitors must be **reported to the DSL immediately**.
- Visitors must **not be left alone** with learners under any circumstances.
- Family members should not interfere with educational delivery.
- Any inappropriate behaviour — including aggression, intimidation, safeguarding disclosures, or potential criminal activity — must be reported to the DSL without delay.

## 5.15 Educational Visits and Off-Site Activities

Safeguarding remains the responsibility of all staff throughout off-site activities. Reconnect Learning will ensure:

- **Risk assessments must be completed** before any off-site activity takes place.
- **Parental consent must be obtained** prior to any off-site activity.
- **Emergency contact information must be available** and accessible throughout.
- Staffing arrangements are suitable and clearly communicated.
- Safeguarding measures are confirmed and in place before departure.
- Emergency procedures are established and understood by all staff.

## 5.16 Online and Hybrid Delivery

Where learning is delivered through online platforms, safeguarding expectations remain unchanged and professional standards must be maintained at all times.

- **Online sessions must use approved platforms only.**
- **Sessions must be recorded where appropriate**, in line with organisational policy.
- Online safety procedures must be followed at all times.
- **Online safeguarding concerns must be reported to the DSL 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 — aligned with **KCSIE 2026** and **Working Together 2026** — to protect every learner and support positive outcomes.



**Unexplained absence is a safeguarding concern.** Every missed session must be followed up on the same day.

# Section 5A: Commissioning School & Local Authority Responsibilities

Reconnect Learning works in partnership with commissioning schools, local authorities and other commissioning organisations to deliver education for children and young people. This section sets out the safeguarding information sharing and communication expectations between Reconnect Learning and commissioning organisations, in accordance with KCSIE 2026 and Working Together 2026.

**⚠ Commissioning a placement does not transfer or remove safeguarding responsibilities from either Reconnect Learning or the commissioning organisation. Both parties retain their respective safeguarding duties at all times.**

## Information Required Before Placement Commences

- Full name, date of birth and address of the child
- Name and contact details of the commissioning school/LA DSL
- Known safeguarding concerns and history
- Child protection status (subject to CP plan, CIN plan, LAC/CLA)
- Social care involvement and allocated social worker details where appropriate
- SEND needs and EHCP information
- Known vulnerabilities (exploitation, domestic abuse, county lines, mental health, EBSNA)
- Attendance history and reasons for referral to AP
- Emergency contact details
- Medical needs and medication requirements
- Any court orders or legal restrictions
- Any known risks to staff (e.g. aggressive family members)

## Ongoing Communication & Safeguarding Responsibilities

- DSL-to-DSL communication must be maintained throughout the placement
- Significant safeguarding incidents must be shared with the commissioning school/LA DSL on the same day
- Missing sessions must be reported to the commissioning school/LA on the same day
- Welfare concerns must be shared promptly and appropriately
- Attendance must be reported regularly in line with agreed arrangements
- Placement reviews must include safeguarding as a standing agenda item
- Safeguarding escalation procedures must be agreed before placement commences
- Where a child is referred to Children's Social Care, the commissioning school/LA must be informed
- Where a child is subject to a child protection plan, Reconnect Learning will contribute to reviews as required

**ℹ Reconnect Learning will not accept a placement where insufficient safeguarding information has been provided. The safety of the child and staff must always take precedence.**

|                                                                        |                                                                    |
|------------------------------------------------------------------------|--------------------------------------------------------------------|
| 01                                                                     | 02                                                                 |
| Referral received from commissioning school/LA                         | Safeguarding information requested and reviewed                    |
| 03                                                                     | 04                                                                 |
| Risk assessment completed                                              | DSL-to-DSL communication established                               |
| 05                                                                     | 06                                                                 |
| Placement commences with agreed safeguarding arrangements              | Ongoing monitoring, attendance reporting and welfare communication |
| 07                                                                     | 08                                                                 |
| Significant incidents shared same-day with commissioning school/LA DSL | Placement review — safeguarding as standing agenda item            |

# 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. In accordance with KCSIE 2026, Working Together 2026, and the **Online Safety Act 2023**, Reconnect Learning is committed to ensuring that all children and young people are protected from online harm across all digital environments in which they learn or communicate.

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

Reconnect Learning recognises that **artificial intelligence (AI) presents new and evolving safeguarding risks**, including AI-generated content, deepfakes, AI-facilitated grooming and exploitation, and the misuse of AI tools by or against children and young people. This policy reflects current best practice and will be reviewed and updated regularly to ensure online safety guidance remains current as technology develops.

## 6.2 Online Safety Governance

### DSL as Online Safety Lead

The Designated Safeguarding Lead (DSL) holds responsibility as the **Online Safety Lead** for Reconnect Learning. The DSL is the first point of contact for all online safety concerns, incidents and queries.

### Online Safety as a Safeguarding Matter

Online safety is a safeguarding concern and must be treated with **the same seriousness as any other safeguarding matter**. All staff must respond to online safety concerns promptly and professionally, applying the same thresholds and escalation procedures as they would to any other safeguarding issue.

### Reporting Online Safety Incidents

Any online safety incident involving a child or young person must be **reported to the DSL using form SG01** without delay. This includes concerns about inappropriate content, contact, conduct, or commerce encountered in any digital environment.

### Strategic Oversight

The DSL holds operational responsibility for online safety. Strategic oversight of online safety sits collectively with the Directors of Reconnect Learning, who receive regular safeguarding reports from the DSL including online safety matters.

## 6.3 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 and responsibly.
- Understand online risks, including AI-related risks.
- Know how to seek help if something goes wrong online.
- Can identify harmful, inappropriate or illegal content.
- Develop digital resilience and critical thinking skills.
- Understand the importance of privacy and personal data.
- Understand the risks of sharing images and personal information.
- Recognise online exploitation, grooming and radicalisation.
- Report concerns confidently to a trusted adult.

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

## 6.4 Online Risks – Five Categories

### Content

Harmful, illegal or inappropriate content including violent material, pornography, extremist content, self-harm, suicide-related content, misinformation, hate material and harmful online challenges.

### Contact

Grooming, exploitation and radicalisation by predators, criminal groups, extremists and online offenders seeking to harm or manipulate children and young people.

### Conduct

Cyberbullying, harassment, sexting, sharing personal information or harmful content, online abuse and inappropriate online behaviour.

### Commerce

Online fraud, financial scams, gambling, exploitative in-app purchases, cryptocurrency scams and online financial exploitation.

### AI-Specific Risks

Deepfakes, AI-generated CSAM, AI-facilitated grooming and exploitation, manipulation through AI tools, and misuse of AI against children and young people.

 **AI presents new and evolving safeguarding risks.** Staff must remain alert to AI-related harms and report all concerns to the DSL.



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

## 6.5 Online Learning Expectations

All online sessions must use approved platforms only and be delivered through authorised organisational accounts at all times. Staff must ensure:

- Sessions are recorded where appropriate and in line with consent arrangements.
- Tutors must not communicate with children through personal devices or personal social media.
- Cameras are used appropriately and in line with the online safety policy.
- Suitable backgrounds, professional language and appropriate dress standards are maintained.
- Sessions remain educational, purposeful and uphold appropriate safeguarding standards.
- Any online safeguarding concerns are reported immediately to the DSL.

## 6.6 Professional Boundaries Online

Staff must maintain clear professional boundaries in all online interactions. The following are strictly prohibited:

- Using personal social media to communicate with learners or adding learners as friends or followers.
- Personal messaging or contact outside approved platforms.
- Sharing personal contact details, including email addresses or telephone numbers.
- One-to-one video calls outside approved platforms without appropriate safeguards in place.
- Engaging in private online relationships with learners.

All communication must occur through approved organisational channels only.

## 6.7 Cyberbullying

Cyberbullying is a safeguarding concern and must be treated as such. It 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 must be taken seriously and reported to the DSL.
- Evidence must be preserved and must not be deleted prior to investigation.
- Safeguarding referrals will be made where necessary in line with organisational procedures.

## 6.8 Online Grooming

Online grooming is a serious safeguarding concern. It occurs when an individual builds a relationship with a child in order to manipulate, exploit or abuse them. Staff must be alert to warning signs, including:

- Secretive online behaviour, receiving gifts or excessive communication with unknown individuals.
- Requests for images, emotional dependency and isolation from trusted adults.

All concerns must be reported to the DSL immediately. Do not investigate independently or inform the suspected individual prior to referral.



**Online safeguarding concerns must be treated with the same urgency as face-to-face safeguarding concerns. Report all concerns to the DSL 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, including *consensual and non-consensual self-generated intimate images*. Staff must adhere to the following:

- Staff must not intentionally view, copy, share or store nude or semi-nude imagery. Any exceptional decision to view imagery must be made by the DSL in accordance with current UKCIS guidance and Section 8.8 of this policy.
- All incidents must be reported to the DSL immediately without delay.
- The DSL will follow the **UKCIS guidance on sharing nudes and semi-nudes** and consult with the Police where appropriate.
- Incidents will be managed in accordance with current UK safeguarding guidance, including KCSIE 2026 and Working Together 2026.

## 6.10 Sextortion

Sextortion involves coercing a child into sharing sexual images and then threatening to share those images unless demands are met. **This is a serious safeguarding concern and a criminal offence.** It may also involve 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 reported to the DSL immediately.
- Do not investigate independently or contact the suspected individual prior to referral.

## 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. Children may be exposed to harmful content, grooming, exploitation and radicalisation through social media. These risks may also include cyberbullying, inappropriate content and criminal exploitation.

- Staff must be alert to signs of social media-related harm, including behavioural changes, secretive device use and withdrawal from trusted adults.
- Staff should maintain awareness of emerging technologies and platforms in line with KCSIE 2026.

## 6.12 Artificial Intelligence (AI) Risks

AI presents significant and evolving safeguarding risks. These include:

- **AI-generated deepfakes and synthetic CSAM** — treated with the same seriousness as real images under safeguarding procedures.
- **AI-facilitated grooming and exploitation** — including AI-generated grooming messages and impersonation of trusted individuals.
- **Misuse of AI tools** by or against children, including fraud, scams, misinformation and manipulated content.
- Children may not be able to identify AI-generated content and must be supported to critically evaluate online information.

All AI-related safeguarding concerns must be reported to the DSL immediately in line with KCSIE 2026 and Working Together 2026.

 **AI-generated child sexual abuse material (CSAM) is illegal and must be reported to the DSL and the Police immediately.** Do not view, share or store any such material under any circumstances.

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

## 6.13 Filtering and Monitoring

Reconnect Learning will implement appropriate filtering and monitoring measures across all digital platforms used for learning to prevent access to harmful content, identify safeguarding concerns and protect learners from online harm.

- Filtering and monitoring must be proportionate and age-appropriate.
- The DSL must be notified of any filtering or monitoring alerts without delay.

## 6.14 Online Radicalisation

Online radicalisation is a serious safeguarding concern. Staff must remain alert to signs of online radicalisation, including exposure to extremist content, sudden changes in beliefs, online hate activity, engagement with extremist groups and promotion of violence.

- All concerns must be referred to the DSL and through the Channel process where appropriate, in line with the Prevent Duty.

## 6.15 Online Sexual Abuse

Online abuse is treated with the same seriousness as face-to-face abuse. Online sexual abuse may include grooming, coercion, image sharing, sexual exploitation, live-stream abuse and online harassment.

- All online abuse concerns must be reported to the DSL using **SG01** immediately and without delay.

## 6.16 Parents and Carers

Reconnect Learning encourages partnership working with parents and carers to promote online safety. Parents and carers will be supported to understand online risks and monitor online activity appropriately.

- Reconnect Learning will share online safety information with families and promote safe technology use at home.
- Parents and carers are encouraged to report concerns to the DSL.

## 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 in line with KCSIE 2026 and Working Together 2026.

## 6.18 Reporting Online Safety Concerns

All online safety concerns must be reported to the DSL using **SG01**. The DSL will determine the appropriate response and referral pathway. Individual online-safety safeguarding concerns must be recorded through **SG01 – Safeguarding Concern & Disclosure Form** and any relevant safeguarding case records. Themes, incident trends, recurring risks and safeguarding assurance data relating to online safety will be monitored through **SG10 – Safeguarding Audit & Assurance Dashboard**.

- Concerns must be reported immediately and recorded appropriately.
- Where a child is at immediate risk, emergency safeguarding procedures must be followed.
- Referrals to external agencies will be made where necessary.

 **Online safety is everyone's responsibility.** All staff must remain vigilant and report all online safety concerns to the DSL without delay.

 **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 in line with KCSIE 2026 and Working Together 2026.

# 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. Safer recruitment is a key safeguarding control – we recognise that safeguarding begins before an individual starts working with children. All appointments and engagements are subject to safer recruitment checks aligned with **KCSIE 2026** and **Working Together 2026**. The organisation is committed to preventing unsuitable individuals from gaining access to children through effective recruitment, vetting, induction and ongoing suitability procedures.

Reconnect Learning maintains a Single Central Record (SCR) as a core safer-recruitment and safeguarding assurance control, aligned with relevant KCSIE expectations and commissioning requirements. The **DSL monitors SCR compliance, ensuring that all required checks are completed, recorded and audited, and reports compliance to the Directors.**

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

## 7.2 Safer Recruitment Principles

### Shared Responsibility

Safer recruitment is everyone's responsibility across all levels of the organisation.

### No Unchecked Access

No individual commences regulated activity without all required safeguarding checks being fully completed.

### Online Searches

Online searches are conducted on all shortlisted candidates as part of the pre-appointment process.

### Safeguarding Interviews

Safeguarding questions are included in all interviews to assess values, awareness and suitability.

### References Verified

References are obtained and verified before appointment. No offer is confirmed without satisfactory references.

### Work History

Work history and any unexplained gaps are explored and satisfactorily accounted for prior to engagement.

### SCR Maintained

The Single Central Record is maintained, kept up to date and audited regularly to ensure ongoing compliance.

⚠️ **No individual will commence regulated activity until all required safeguarding checks have been completed and recorded on the SCR, aligned with KCSIE 2026 and Reconnect Learning's safeguarding assurance requirements.**

❌ **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) 2026**
- **Working Together to Safeguard Children 2026**
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002
- Equality Act 2010
- Rehabilitation of Offenders Act 1974
- Data Protection Act 2018
- Children Act 1989 & 2004

## 7.4 Recruitment Process

**Planning:** Clear role descriptions, safeguarding responsibilities, person specifications and identification of required qualifications are established before recruitment begins.

**Advertising:** All job advertisements must include a safeguarding statement confirming the organisation's commitment to child welfare and noting that all appointments are subject to satisfactory safeguarding checks, including an Enhanced DBS check.

**Application Process:** Applicants must complete a formal application form that includes a full work history and requires explanation of any gaps. CVs alone will not be accepted. References must be obtained and verified before engagement is confirmed.

**Shortlisting:** Shortlisting panels must consider safeguarding suitability as a primary criterion. Reconnect Learning will undertake an online search as part of its due-diligence and safer-recruitment process for all shortlisted candidates prior to interview.

-  Reconnect Learning undertakes online searches for all shortlisted candidates as an organisational safer-recruitment requirement. The purpose is to identify publicly available information relevant to suitability to work with children and professional conduct.

## 7.5 Interview Process

At least one person involved in recruitment decisions for roles involving work with children should have completed appropriate safer recruitment training.

Safeguarding questions must be included in all interviews. Recruitment panels will assess:

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

Candidates must be asked to:

- Account for any gaps in their employment history.
- Demonstrate their understanding of professional boundaries.
- Describe their previous safeguarding responsibilities.
- Evidence their knowledge of child protection principles.

Interview panels will further explore:

- Employment history and any unexplained gaps.
- Safeguarding knowledge and application.
- Conduct and professional behaviour.

 Any concerns identified during the recruitment or engagement process will be investigated appropriately before any appointment or engagement is confirmed.

# 7.6–7.8 Pre-Engagement Checks, Online Searches & Contractors

All appointments and engagements are subject to a range of pre-engagement checks aligned with **Keeping Children Safe in Education (KCSIE) 2026** and **Working Together to Safeguard Children 2026**. Reconnect Learning maintains a Single Central Record (SCR) as a core safeguarding assurance control. The SCR must record all checks completed, the date each check was completed, and the person responsible for completing it.

 The Children's Barred List must be checked before an individual commences regulated activity. This check is mandatory and cannot be deferred.

| Check Type                   | Details                                                                                                                                                                                                      | Status                                                                                                                                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identity Verification        | Verification of name, date of birth, address and identity documentation.                                                                                                                                     |  Mandatory for all staff                                                        |
| Right to Work Check          | Verification of right to work in the United Kingdom and relevant immigration status where required.                                                                                                          |  Mandatory for all staff                                                        |
| Enhanced DBS Check           | Required for all staff engaged in regulated activity. No member of staff may commence regulated activity until satisfactory clearance has been obtained.                                                     |  Mandatory for regulated activity                                             |
| Children's Barred List Check | Must be completed before an individual commences regulated activity. Cannot be deferred under any circumstances.                                                                                             |  Mandatory for regulated activity                                             |
| Online Search                | Reconnect Learning will undertake online searches of all shortlisted candidates to identify safeguarding concerns, professional conduct concerns and publicly available information relevant to suitability. |  Reconnect Learning organisational requirement for all shortlisted candidates |

## 7.6–7.8 Pre-Engagement Checks — Continued

| Check Type                                      | Details                                                                                                                                                                                                                                                                                                                          | Status                                                               |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>References</b>                               | A minimum of two professional references will be obtained, commenting on suitability to work with children and confirming employment history where possible. References must be verified before appointment or engagement is confirmed.                                                                                          | ✓ Reconnect Learning requirement — minimum 2 professional references |
| <b>Prohibition from Teaching Check</b>          | Checks conducted via the Teaching Regulation Agency (TRA) to confirm the individual is not prohibited from teaching.                                                                                                                                                                                                             | ● Where applicable (teachers)                                        |
| <b>Overseas Criminal Record Check</b>           | Required where an individual has lived or worked outside the United Kingdom. Additional checks appropriate to the country concerned will be sought.                                                                                                                                                                              | ● Where applicable (overseas)                                        |
| <b>Qualification Verification</b>               | Original certificates will be verified. Professional registrations checked where applicable to the role.                                                                                                                                                                                                                         | ● Where applicable                                                   |
| <b>Medical Fitness</b>                          | Health and fitness information will only be sought where lawful, proportionate and genuinely relevant to the role, with due regard to equality and data protection requirements.                                                                                                                                                 | ● Where applicable                                                   |
| <b>Disqualification by Association Check</b>    | Relevant only where the specific role, childcare context or applicable legal framework makes the check applicable — for example, staff working in early years or out-of-hours childcare settings.                                                                                                                                | ● Role-dependent / where legally applicable                          |
| <b>Contractors &amp; External Professionals</b> | For directly engaged self-employed contractors, Reconnect Learning will undertake and record its own appropriate pre-engagement and vetting checks. For agency workers or externally supplied personnel, written assurance will be obtained from the supplying organisation confirming that required checks have been completed. | ● Role-dependent                                                     |



# 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 engaged in **regulated activity** must have an **Enhanced DBS check** and a **Children's Barred List check** before commencing work.
- Volunteers not in regulated activity must still receive a safeguarding induction and work within agreed boundaries.
- All volunteers must read and understand **Part One of KCSIE 2026**.
- All volunteers must follow the organisation's **Code of Conduct** and adhere to all safeguarding procedures.

## 7.10 Agency and Supply Staff

Reconnect Learning will obtain **written confirmation** from the agency that all required safeguarding checks have been completed, identity has been verified and DBS requirements have been met in accordance with **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

- Agency staff must **not commence work** until written confirmation of all required checks has been received.
- Agency staff must receive safeguarding information before working with learners.
- Agency staff must be **included on the Single Central Record (SCR)**.

## 7.11 & 7.12 Single Central Record (SCR)

Reconnect Learning will maintain a Single Central Record (SCR) recording safeguarding checks completed on all employees, tutors, volunteers, contractors and agency staff where required. The SCR must be **maintained and kept up to date at all times**.

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 **DSL** monitors SCR compliance and reports to the Directors. The SCR must be **audited at least annually** and must be **available for inspection at any time** by relevant authorities.

 Reconnect Learning maintains a Single Central Record as a core safer-recruitment and safeguarding assurance control, aligned with relevant KCSIE expectations and commissioning requirements. The SCR must be accurate, complete, current, securely maintained and available for appropriate safeguarding assurance and commissioning scrutiny at any time. Gaps in the SCR are a safeguarding risk.



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

## 7.13 Staff Induction

All new staff, tutors, contractors and volunteers must receive a safeguarding induction **before commencing work with children**. Induction must include reading and confirming understanding of:

- **Part One of KCSIE 2026**
- The Child Protection & Safeguarding Policy
- The Staff Code of Conduct
- The Whistleblowing Procedure
- The Online Safety Policy
- The Lone Working Policy
- Prevent Duty, Reporting Procedures and Professional Boundaries

All individuals must sign to confirm they have read and understood all safeguarding expectations prior to working with or alongside learners.

## 7.14 & 7.15 Ongoing Suitability & Training

**Ongoing suitability** is monitored through supervision, review and performance management, using processes appropriate to the individual's employment or engagement status. Staff must maintain professional conduct, report relevant changes in circumstances and comply with all organisational policies. Low-level concerns are recorded and monitored using **SG09**. DBS renewals are managed in line with organisational policy.

### Training Framework — All Staff:

- Safeguarding induction, Part One KCSIE 2026, child protection, reporting concerns and disclosures
- Child-on-child abuse, online safety, Prevent, professional boundaries
- Low-level concerns, whistleblowing, attendance and welfare, safeguarding updates

### Training Framework — DSL/DDSL:

- Appropriate DSL training and regular refresher training
- Multi-agency working, threshold decisions, information sharing
- Prevent, online safety, allegations management and case management

Reconnect Learning maintains a **Safeguarding Training Matrix** recording all training completed by all staff.

## 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 under **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

- All allegations will be referred to the **Local Authority Designated Officer (LADO)** where appropriate, without delay.
- No internal investigation will commence that could prejudice a statutory investigation.
- Low-level concerns will be reported, recorded using **SG09**, reviewed and managed appropriately by the DSL.
- A culture of openness is maintained so that all concerns — however minor — are taken seriously and acted upon.
- Where the individual is a self-employed contractor, appropriate action may include suspension from deployment, removal from learner contact, termination of engagement and referral to external agencies where required.

# 7.18–7.21 Whistleblowing, DBS Referrals & Safer Recruitment Training

## 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 Disclosure and Barring Service (DBS) where a person in regulated activity has been:

- Dismissed or removed due to safeguarding concerns
- Resigned before disciplinary action could be completed
- Found to have harmed or posed a risk of harm to a child

Failure to make a required DBS referral is a criminal offence. All referrals will be made promptly and recorded accordingly.

## 7.21 Safer Recruitment Training Requirement

At least one person involved in recruitment decisions for roles involving work with children should have completed appropriate 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 that those involved in recruitment decisions hold appropriate 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 and responded to appropriately, in accordance with safeguarding procedures under **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

- Child-on-child abuse will never be tolerated, ignored, dismissed or minimised.
- All allegations of child-on-child abuse will be taken seriously and responded to appropriately.
- Both the victim and the alleged perpetrator may require support — this will be considered in every case.
- The welfare of the victim is the **primary consideration** in all responses to child-on-child abuse.

 Child-on-child abuse is never acceptable. It must never be dismissed as **"banter"**, **"just kids being kids"** or **"part of growing up"**. All allegations must be taken seriously and responded to appropriately.

## 8.2 Context

Child-on-child abuse refers to abuse that occurs between children and young people. Understanding the context in which it occurs is essential to an effective safeguarding response.

- Child-on-child abuse can occur in **any setting**, including face-to-face, online, during education sessions, outside educational settings, through social media and messaging platforms.
- Children in **alternative provision** may be at heightened risk due to their vulnerabilities, and this must be reflected in staff awareness and organisational response.
- **Contextual safeguarding** must inform the response to child-on-child abuse — consideration must be given to the wider environment, relationships and factors influencing a child's behaviour.
- Staff must **never** dismiss child-on-child abuse as **"banter"**, **"just kids being kids"** or **"part of growing up"**. All concerns must be reported and acted upon.

Child-on-child abuse can occur between children of the same age, different age groups, any gender and any background. It is never the victim's fault.

## 8.3 Forms of Child-on-Child Abuse

Child-on-child abuse can occur in any setting — both **online and face-to-face**. The following forms must be recognised by all staff and responded to in accordance with safeguarding procedures under **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

### Physical Abuse

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

### Sexual Harassment

- Sexual comments
- Sexual jokes
- Inappropriate touching
- Upskirting
- Online sexual harassment

### Sexual Violence

- Rape
- Assault by penetration
- Sexual assault

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

### Harmful Sexual Behaviour (HSB)

- Developmentally inappropriate sexual behaviour
- Coercive sexual behaviour

### Cyberbullying

- Online harassment
- Threatening messages
- Fake accounts
- Sharing images without consent

### Exploitation

- Criminal exploitation
- Sexual exploitation
- County lines
- Coercion

### Emotional Abuse

- Bullying
- Intimidation
- Coercive control
- Isolation
- Humiliation

### Image-Based Abuse

- Sharing intimate images without consent
- Sextortion
- Deepfakes

 All forms of child-on-child abuse are safeguarding concerns. Staff must report all concerns to the DSL without delay.

# 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, upskirting and online sexual harassment. Sexual harassment creates a hostile environment and must **never be normalised**. All incidents must be addressed and reported in line with safeguarding procedures under **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

## 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.

All reports of sexual violence must be taken seriously and reported immediately to the DSL. The DSL will complete an immediate risk and needs assessment and determine the appropriate safeguarding response on a case-by-case basis in accordance with **KCSIE 2026**. Children's Social Care and/or the Police will be contacted where appropriate, including where: a criminal offence is alleged; a child may be at significant risk of harm; immediate protection is required; specialist statutory advice is required; or the circumstances indicate that a referral is necessary. The wishes and feelings of the child must be considered while ensuring that safeguarding action is not delayed where a child may be at risk.

## 8.6 Consent

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

In law, consent means agreeing by choice and having the freedom and capacity to make that choice. In safeguarding and relationships education, children should also understand that consent must be freely given, specific and informed and can be withdrawn at any time. Children under the age of **16 cannot legally consent** to sexual activity. Lack of consent must **never** be assumed from a child's behaviour or clothing.

## 8.7 Harmful Sexual Behaviour (HSB)

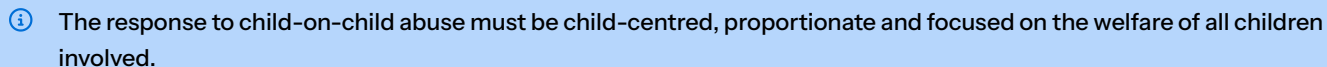
Harmful Sexual Behaviour refers to sexual behaviours that are developmentally inappropriate, harmful to others, coercive or abusive. HSB exists on a **continuum** from age-inappropriate behaviour to serious sexual abuse. Staff must be alert to persistent sexualised behaviour, excessive sexual knowledge, sexual aggression, boundary violations and concerning online activity.

HSB must be responded to **carefully and proportionately**. Both the victim and the alleged perpetrator may require **specialist support**. All concerns must be reported to the DSL immediately.

## 8.8 Sharing Nude or Semi-Nude Images

All incidents involving nude or semi-nude imagery must be reported immediately to the DSL. Staff must NOT: view imagery unless specifically authorised and necessary under current national guidance; copy imagery; download imagery; screenshot imagery; print imagery; forward imagery; share imagery; save or store imagery; or ask a child to send or forward imagery. The child must not be asked to reproduce or show the imagery unnecessarily. The DSL will manage the incident in accordance with current UKCIS guidance and safeguarding procedures. Any decision that viewing is unavoidable must be made by the DSL and properly recorded.

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

 The response to child-on-child abuse must be child-centred, proportionate and focused on the welfare of all children involved.

## 8.9 Responding to Child-on-Child Abuse



### Protect

Ensure the immediate safety of all children involved. The DSL must be notified immediately.



### Support

Provide appropriate emotional and practical support. Both the victim and the alleged perpetrator may require support. The victim's wishes and feelings must be sought and considered.



### Assess

A risk assessment must be completed. Gather information and assess risk proportionately. The response must be child-centred throughout.



### Record

Maintain accurate, factual and timely safeguarding records using **SG01**. The DSL must complete **SG02 (Triage & Decision Record)**.



### Refer

Involve external agencies where required in line with **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

## 8.10 Supporting Victims

Reconnect Learning adopts a victim-centred approach. Victims will be:

- Listened to and **believed**
- Supported and protected from further harm
- **Not made to feel at fault** for what has happened
- Informed of what will happen next at every stage
- Involved in safeguarding decisions where appropriate

Support may include safeguarding interventions, emotional support, educational support and external agency involvement.

**Specialist support must be considered** in all cases.

## 8.11 Managing Alleged Perpetrators

Children displaying harmful behaviour may also have **safeguarding needs of their own**. Harmful behaviour may indicate unmet needs. Children can be both victims and perpetrators. A **risk assessment must be completed** for the alleged perpetrator. **Specialist support must be considered** and appropriate intervention provided.

## 8.16 Education and Prevention

Reconnect Learning aims to prevent abuse through:

- Education about **healthy relationships, consent and online safety**
- Respectful behaviour expectations and positive relationships education
- A culture where children **feel safe to report concerns** without fear
- Safeguarding awareness activities and healthy relationship discussions

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, Extremism & Channel

-  The Prevent Duty is a safeguarding duty. Concerns about radicalisation must be treated with the same seriousness as any other safeguarding concern.

Reconnect Learning adopts and works in alignment with the **Prevent Duty Guidance 2023 (as updated)** as part of its safeguarding framework and commissioning expectations, having regard to the **Counter-Terrorism and Security Act 2015**. These safeguarding arrangements apply across all Reconnect Learning provision types, including online learning. The **DSL is the Prevent Lead** for Reconnect Learning. All Prevent concerns must be **reported to the DSL immediately**. Referrals to **Channel** will be made where appropriate. This section outlines the organisation's approach to safeguarding learners from radicalisation and extremism.

-  Children in alternative provision may be at **heightened risk of radicalisation** due to their vulnerabilities, including exclusion, isolation, mental health difficulties and exploitation. Staff must remain vigilant and responsive to these factors.

## 9.1 Statement of Commitment

Reconnect Learning is fully committed to working in alignment with the **Prevent Duty Guidance 2023 (as updated)** and having regard to the **Counter-Terrorism and Security Act 2015**. Reconnect Learning adopts the Prevent framework as a core part of its safeguarding responsibilities, with 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 across **all provision types, including online learning**.

We recognise that safeguarding against radicalisation is an integral part of our broader safeguarding responsibilities under **KCSIE 2026** and **Working Together to Safeguard Children 2026**. 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

 Radicalisation is a process, not a single event. Early identification and intervention are essential. Staff must report all concerns to the DSL without delay.

## 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.

Radicalisation can occur across a **wide range of extremist ideologies**, including but not limited to **far-right extremism, Islamist extremism, incel ideology**, and other forms of violent extremism. No single ideology or community is the sole source of risk; staff must apply vigilance consistently and without bias.

Online radicalisation is a **significant and growing risk**, particularly for children in alternative provision who may spend more time online, have fewer protective social relationships, and be more susceptible to targeted recruitment by extremist individuals and groups. Reconnect Learning recognises this heightened vulnerability and ensures that safeguarding responses under **KCSIE 2026** and **Working Together to Safeguard Children 2026** are applied accordingly.

|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behavioural Changes</b><br><br>Sudden or unexplained changes in behaviour, friendships or appearance; increased secretiveness or evasiveness; withdrawal from usual activities; aggression or hostility towards individuals with different beliefs, backgrounds or values. | <b>Ideological Shifts</b><br><br>Expressing extremist, hateful or dehumanising views; glorifying violence or terrorist acts; developing a rigid 'them and us' mentality; obsessive or increasing consumption of extremist material online or in print.                                          |
| <b>Vulnerabilities</b><br><br>Social isolation or exclusion from peers; struggling with identity, self-worth or a sense of belonging; mental health difficulties; exposure to trauma, abuse, or significant personal grievances that may be exploited by extremist actors.    | <b>Online Activity</b><br><br>Frequent or covert engagement with extremist content, forums or social media groups; attempting to recruit or radicalise others online; adopting an online persona aligned with extremist ideologies; using coded language associated with extremist communities. |



# 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 at all times.
2. **Prevent Training:** All staff must complete appropriate Prevent awareness training, including current Home Office Prevent training or equivalent, as part of mandatory safeguarding development.
3. **Reporting Concerns:** All staff must report any Prevent concerns to the DSL immediately – without delay.
4. **DSL as Prevent Lead:** The DSL is the designated Prevent Lead and will manage all Prevent referrals and subsequent actions.
5. **No Independent Investigation:** Staff must never attempt to investigate Prevent concerns themselves. Doing so could place the individual at further risk and undermine any formal process.
6. **No Confrontation:** Staff must never confront individuals about suspected radicalisation. All concerns must be escalated to the DSL.
7. **Professional Curiosity:** Maintain an open mind – radicalisation can affect anyone regardless of background, belief, or community.
8. **Promoting Values:** Actively promote fundamental British values – democracy, the rule of law, individual liberty, and mutual respect and tolerance – in all educational activities.

## 9.5 Referral to Channel

Channel is a voluntary, confidential multi-agency programme designed to provide support to individuals who are at risk of radicalisation. It is not a criminalisation process but an early safeguarding intervention, consistent with the duties set out in **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

- Prevent referrals will be made through the relevant local Prevent referral pathway. Referrals are subject to specialist police triage before any case progresses to a local-authority-led Channel panel.
- The **DSL will manage all Channel referrals** on behalf of Reconnect Learning and will liaise with the relevant local authority, police, education, and health partners.
- Channel referrals are **voluntary and confidential** – individuals and families are not compelled to engage.
- Channel support is **tailored to the individual's needs**, addressing the specific vulnerabilities and factors that have contributed to their risk of radicalisation.
- Reconnect Learning will cooperate fully with Channel partners throughout any referral or support process.

 Channel is a voluntary, confidential programme. Referral to Channel is not a criminal process. It is a safeguarding intervention designed to provide support to individuals at risk of radicalisation.

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

# Section 10: British Values, Prevent Education & Missing Child Procedures

This section provides extended guidance on Reconnect Learning's approach to British Values, wider Prevent education, vulnerability to radicalisation and the Channel programme. It should be read alongside **Section 9** and is aligned with **KCSIE 2026** and **Working Together to Safeguard Children 2026**.

## 10.4 Reconnect Learning's Prevent Approach

**i** Reconnect Learning adopts and works in alignment with the **Prevent Duty Guidance 2023 (as updated)** as part of its safeguarding framework, having regard to the **Counter-Terrorism and Security Act 2015**.

Reconnect Learning is committed to:

- Supporting the prevention of people being drawn into terrorism and applying relevant Prevent safeguarding principles across Reconnect Learning provision.
- Identifying children who may be vulnerable to radicalisation.
- Providing appropriate support.
- Working with partner agencies.
- Referring concerns where appropriate.

## 10.5 British Values

Reconnect Learning is committed to actively promoting the fundamental British Values in all aspects of its provision. These values are defined as:

### 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.

The Prevent framework forms part of Reconnect Learning's wider safeguarding arrangements and is adopted in alignment with the **Prevent Duty Guidance 2023 (as updated)** and having regard to the **Counter-Terrorism and Security Act 2015**.

These values are embedded throughout our provision and are promoted through the **curriculum, professional relationships** and **organisational culture**. Staff are expected to model and reinforce these values in all interactions with learners.

**i** Promoting British Values is not about imposing a particular political view. It is about ensuring that all children understand and respect the fundamental values that underpin life in the United Kingdom.

# 10.6 Vulnerability to Radicalisation & 10.7 Warning Signs

## 10.6 Vulnerability to Radicalisation

Any child can be vulnerable to radicalisation. Children in alternative provision may be at **heightened risk** due to exclusion, isolation, mental health difficulties, exploitation and family difficulties.

Vulnerability factors include:

|                            |                                      |
|----------------------------|--------------------------------------|
| Social isolation           | Exposure to extremist content online |
| Mental health difficulties | Identity crisis                      |
| Personal grievances        | Family difficulties                  |
| Exploitation               | Exclusion from school                |

## 10.7 Warning Signs

Possible indicators of radicalisation may include:

- Sudden changes in behaviour, beliefs or friendships
- Expressing extremist or hateful views
- Glorifying violence or terrorist acts
- Increased secretiveness about online activity
- Withdrawal from family and friends
- Adopting extremist language or symbols
- Justification of violence
- Fixation on extremist beliefs
- Hostility towards diversity
- Rejection of previously held views

 No single warning sign is conclusive. Staff must consider the full picture and report all concerns to the DSL without delay.

# 10.8 Online Radicalisation & 10.9 Preventing Radicalisation

**AI-generated extremist content is an emerging and growing risk.** Staff must remain alert to this threat and report all concerns to the DSL without delay.

## 10.8 Online Radicalisation

Reconnect Learning recognises that the internet is a significant route through which children may be exposed to extremist content. Children in alternative provision who spend more time online may be at **heightened risk** of exposure to harmful and radicalising material. Online radicalisation can occur through:

|                         |
|-------------------------|
| Social media            |
| Video sharing platforms |
| Gaming communities      |
| Online forums           |
| Messaging applications  |
| Extremist websites      |

AI-generated extremist content is an **emerging and growing risk**. Staff must remain alert to changes in online behaviour and potential exposure to harmful content, and report all concerns to the DSL without delay.



Positive relationships and a safe space for children to discuss difficult topics



Critical thinking skills and building resilience



Working with families to promote protective factors



Referring concerns to Channel where appropriate



Safeguarding education aligned with KCSIE 2026



Digital literacy and online safety education



Learner voice and inclusion



Promoting British Values through curriculum and organisational culture



Building resilience and critical thinking are key protective factors against radicalisation.

## 10.9 Preventing Radicalisation

Reconnect Learning seeks to reduce vulnerability and build resilience through:

# 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

## 10.17 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.

## 10.18 Key Principle



1

# 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/carer 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/carer immediately

Contact the DSL

Record the incident

Contact emergency services if the learner's safety cannot be confirmed.



# 10A: Missing Child Procedure – Continued

## 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, Family Help / 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 & Family Help / 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 Family Help / Early Help

Family Help / Early Help means providing support as soon as a problem emerges. Early intervention can improve outcomes and reduce the need for statutory intervention. Family Help / 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

1

## 11.10 Multi-Agency Working

Reconnect Learning will work alongside schools, local authorities, children's social care, Family Help / 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.

2

## 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. Repeated removals from lessons and persistent part-time or reduced timetables should also be treated as safeguarding indicators requiring Family Help / Early Help or further intervention, particularly in Alternative Provision. Attendance concerns must always be explored and not viewed solely as educational issues.

3

## 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.

4

## 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.

5

## 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.

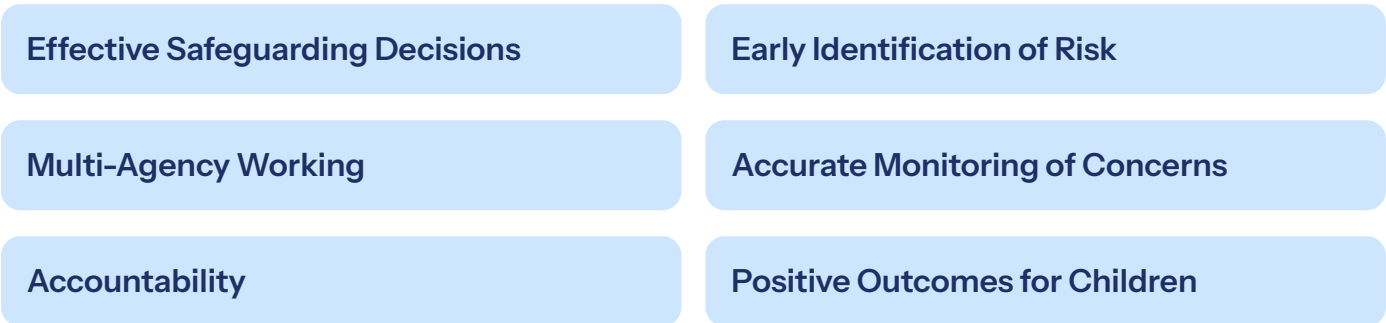


**11.18 Key Principle:** Early intervention saves lives, improves outcomes and helps children thrive. Mental health, wellbeing, attendance and safeguarding are interconnected.

# 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.

# 12.16–12.21 Multi-Agency Meetings, Decisions, Breaches, Subject Access & Record Retention

## 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.

## 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 or contractors will be retained for the duration of employment or engagement and thereafter in accordance with Reconnect Learning's approved retention schedule and applicable legal requirements. 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.

# 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

Operational responsibility for safeguarding and child protection sits with the Designated Safeguarding Lead (DSL) — Ellen Kerr, Managing Director & DSL. Strategic safeguarding oversight sits collectively with the Directors of Reconnect Learning.

The DSL is responsible for:

- Day-to-day safeguarding case management
- Child protection referrals and decision-making
- Safeguarding advice and guidance to staff
- Record keeping and chronology management
- Multi-agency working and liaison
- Staff safeguarding support
- Operational quality assurance

### Strategic Oversight — Directors of Reconnect Learning

Strategic safeguarding oversight sits collectively with the Directors of Reconnect Learning. The Directors are responsible for:

- Ensuring safeguarding arrangements are effective across all provision
- Reviewing safeguarding trends, themes and audit outcomes reported by the DSL
- Monitoring safer recruitment and SCR assurance
- Monitoring safeguarding training compliance
- Ensuring identified safeguarding actions are completed
- Providing appropriate challenge to safeguarding practice
- Ensuring sufficient safeguarding resources are available

The Directors do not replace the operational role of the DSL or DDSL and will not take over individual safeguarding case management.

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

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## 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 Directors of Reconnect Learning. Any actions identified will be recorded in the safeguarding improvement plan and monitored through to completion.

03

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## 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.

05

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## 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.

02

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## 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.

04

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## 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.

06

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## 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) 2026
- Working Together to Safeguard Children 2026
- Counter-Terrorism and Security Act 2015
- Children Act 1989 & Children Act 2004
- 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.

- ✓ 13.19 Key Principle — "Effective safeguarding requires strong leadership, robust systems, professional curiosity and a commitment to continuous improvement. Reconnect Learning is committed to maintaining a safeguarding culture where children are protected, staff are supported, concerns are acted upon and safeguarding remains at the heart of everything we do. The welfare of the child is paramount."

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

Local Authority safeguarding contact routes may change. All contact details must be verified against the relevant Local Authority safeguarding website before publication and as part of the annual safeguarding contact review.

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)<br>101 (Non-Emergency) |                                |                                                                                                                      |
| NSPCC Helpline | 0808 800 5000                          | help@nspcc.org.uk              |                                                                                                                      |
| Havering MASH  | 01708 433222                           | mash@haverling.gov.uk          | <a href="http://www.haverling.gov.uk/safeguarding">www.haverling.gov.uk/safeguarding</a>                             |
| Essex MASH     | 0345 603 7627                          | children&families@essex.gov.uk | <a href="http://www.essex.gov.uk/report-a-concern-about-a-child">www.essex.gov.uk/report-a-concern-about-a-child</a> |

## Appendix 8: Key Safeguarding Contacts — Continued

| Organisation                                                | Telephone                                           | Email                          | Website / Further Information                                                                              |
|-------------------------------------------------------------|-----------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>London Borough of Barking &amp; Dagenham (LBBD) MASH</b> | 020 8227 3811                                       | ChildrensServices2@lbdd.gov.uk | <a href="http://www.lbdd.gov.uk/children-at-risk">www.lbdd.gov.uk/children-at-risk</a>                     |
| <b>Redbridge MASH</b>                                       | 020 8708 7333                                       | mash@redbridge.gov.uk          | <a href="http://www.redbridge.gov.uk/children-and-families">www.redbridge.gov.uk/children-and-families</a> |
| <b>Newham MASH</b>                                          | 020 3373 0440                                       | mashteam@newham.gov.uk         | <a href="http://www.newham.gov.uk/safeguarding">www.newham.gov.uk/safeguarding</a>                         |
| <b>LADO (Local Authority Designated Officer)</b>            | Via relevant Local Authority HR / Safeguarding team |                                | Follow local authority safeguarding procedures                                                             |
| <b>Prevent Referrals</b>                                    | Via local police Prevent team or 101                |                                | Ask for Prevent                                                                                            |

-  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.

# Appendix 8: Key Safeguarding Contacts — Detailed Directory

| Organisation                        | Contact                          | Number / Email         |
|-------------------------------------|----------------------------------|------------------------|
| <b>Emergency Services</b>           |                                  |                        |
| Emergency Services                  | Emergency                        | 999                    |
| Police                              | Non-Emergency                    | 101                    |
| <b>NSPCC</b>                        |                                  |                        |
| NSPCC                               | Helpline                         | 0808 800 5000          |
| NSPCC                               | Whistleblowing Helpline          | 0800 028 0285          |
| <b>Havering MASH</b>                |                                  |                        |
| Havering MASH / Children's Services | Telephone                        | 01708 433222           |
| Havering MASH                       | Out of Hours Emergency Duty Team | 01708 433999           |
| Havering MASH                       | Safeguarding Email               | tmash@haverling.gov.uk |

# Appendix 8: Key Safeguarding Contacts — Detailed Directory (Continued)

| Organisation                         | Contact            | Number / Email                            |
|--------------------------------------|--------------------|-------------------------------------------|
| 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@lbbd.gov.uk            |
| LBBD Targeted Early Help             | Telephone          | 020 8227 5600                             |

# Appendix 8: Key Safeguarding Contacts — Detailed Directory (Continued)

| Organisation                      | Contact      | Number / Email |
|-----------------------------------|--------------|----------------|
| 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  |



# Appendix 8: Key Safeguarding Contacts — LADO & Prevent Contacts

| Organisation                    | Contact                        | Number / Email                                                                       |
|---------------------------------|--------------------------------|--------------------------------------------------------------------------------------|
| <b>LADO Contacts</b>            |                                |                                                                                      |
| 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)                                     |
| <b>Prevent / Radicalisation</b> |                                |                                                                                      |
| 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

SG01–SG10 are maintained as the Reconnect Learning Safeguarding Operational Forms Pack. The appendices below contain additional supporting documents, risk assessments, contact information and safeguarding guidance.

| Appendix    | Title                                                                                      |
|-------------|--------------------------------------------------------------------------------------------|
| Appendix 1  | SG01 – Safeguarding Concern & Disclosure Form                                              |
| Appendix 2  | SG04 – Body Map / Injury Record                                                            |
| Appendix 3  | SG09 – Low-Level Concern Record                                                            |
| Appendix 4  | Home Tuition Risk Assessment                                                               |
| Appendix 5  | Lone Working Risk Assessment                                                               |
| Appendix 6  | SG02 – DSL Safeguarding Triage & Decision Record                                           |
| Appendix 7  | Online Safety Incident Report (recorded via SG01 – Safeguarding Concern & Disclosure 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.