

RESET AP – SAFEGUARDING & CHILD PROTECTION POLICY

Designated Safeguarding Lead (DSL): Karen Birch 07584 622380

Deputy DSL: Darcy Birch 07464 239443

Trustee for Safeguarding Governance: Paul Shaw 07961 054 263

1. INTRODUCTION

RESET AP recognises its moral and statutory responsibility to safeguard and promote the welfare of children. We endeavour to provide a safe and welcoming environment where children are respected and valued.

RESET AP operates as an **Alternative Provision (AP)** delivering **1-1 SEMH mentoring in the community**, which requires enhanced safeguarding vigilance, dynamic risk assessment, and strong partnership working with schools, social care, police, and health.

This policy is based on:

- Oldham Council Model Safeguarding & Child Protection Policy
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children
- Children Act 1989 & 2004
- Education Act 2002
- UK GDPR & Data Protection Act 2018
- Oldham Local Safeguarding Partnership Procedures

2. PURPOSE OF THIS POLICY

This policy:

- Provides clear safeguarding expectations for all RESET AP staff
- Sets out procedures for identifying, reporting, and managing concerns
- Ensures compliance with statutory guidance
- Supports safe and effective practice in community-based mentoring
- Ensures robust information sharing with schools and safeguarding partners
- Protects children from harm, abuse, neglect, exploitation, and unsafe practice

3. ETHOS & COMMITMENT

RESET AP is committed to:

- Early intervention
- Child-centred practice
- Professional curiosity
- Trauma-informed approaches
- Multi-agency working
- Safe recruitment
- Safe working practice
- High-quality safeguarding training
- Robust recording and reporting
- Transparency and accountability

4. ROLES & RESPONSIBILITIES

Designated Safeguarding Lead (DSL)

Responsible for safeguarding leadership, referrals, training, supervision, and oversight of all safeguarding systems.

Deputy DSL

Supports safeguarding operations and acts when DSL is unavailable.

Trustee for Safeguarding Governance

Provides oversight, escalation, and accountability.

All Staff

All staff must:

- Know how to identify concerns
- Report concerns immediately
- Record concerns within 2 hours
- Follow safer working practice
- Maintain professional boundaries
- Complete safeguarding training
- Share information appropriately

- Escalate concerns if needed

5. SAFEGUARDING PARTNERS

RESET AP works closely with:

- Oldham Local Authority
- Oldham Children's Social Care
- Greater Manchester Local Authority
- Manchester Children's Services
- Greater Manchester Police
- NHS ICB
- Referring schools
- Early Help teams
- Social workers
- Health professionals

6. CONTACT DETAILS

Oldham Children's Social Care

 0161 770 7777 childrens.socialcare@oldham.gov.uk

Police

 999 (emergency) 101 (non-emergency)

Oldham LADO

 0161 770 8870

Manchester Children's Social Care

 0161 225 9293

Manchester LADO

0161 234 1214

7. SAFEGUARDING RESPONSIBILITIES OF RESET AP

RESET AP must:

- Maintain robust safeguarding systems
- Share concerns immediately with school DSLs
- Make referrals to social care when required
- Report attendance daily
- Respond to missing pupils
- Complete community-based risk assessments
- Maintain safer recruitment
- Provide safeguarding training
- Record concerns within 2 hours
- Maintain SCR
- Ensure online safety
- Follow safer working practice

8. DAILY SAFEGUARDING COMMUNICATION WITH SCHOOLS

RESET AP provides daily updates to referring schools including:

- Attendance
- SEMH observations
- Safeguarding concerns
- Medical issues
- Behaviour incidents
- Community risks
- Chronology updates

9. ATTENDANCE & MISSING PUPILS

RESET AP follows strict procedures for:

- Daily attendance
- Missing pupils
- Non-collection
- Mid-session absconding

- High-risk pupils
- Escalation to police

10. EARLY HELP & THRESHOLDS

RESET AP supports early intervention and works with Oldham/Manchester Early Help teams.

Staff must:

- Identify emerging needs
- Share concerns immediately
- Support Early Help assessments
- Attend multi-agency meetings
- Contribute to plans

11. RECORDING & REPORTING SAFEGUARDING CONCERNS

All concerns must be:

- Reported immediately
- Recorded within 2 hours
- Logged securely
- Reviewed by DSL
- Shared with school DSL
- Escalated where required

12. REFERRALS TO SOCIAL CARE

RESET AP may refer directly when:

- A child is at risk of significant harm
- A child discloses abuse
- A serious incident occurs
- A pupil is missing and at risk
- School DSL instructs RESET AP to refer

13. CHILD-ON-CHILD ABUSE

Includes:

- Bullying
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Online abuse
- Coercion
- Exploitation

RESET AP ensures:

- Immediate safety planning
- Recording and reporting
- Information sharing
- Referral to social care
- Support for all pupils involved

14. SEXUAL VIOLENCE & SEXUAL HARASSMENT

RESET AP follows statutory guidance including:

- Risk assessment
- Safety planning
- Multi-agency working
- Police involvement where required

15. ONLINE SAFETY

RESET AP ensures:

- Filtering and monitoring
- No personal device use
- No social media contact
- Online safety taught
- Reporting of online concerns
- GDPR compliance

16. SAFER RECRUITMENT

Includes:

- Enhanced DBS
- Barred list checks
- Identity checks
- Right to work checks
- Two references
- Employment history checks
- Explanation of gaps
- SCR monitoring
- Safeguarding induction

17. STAFF TRAINING

All staff receive:

- Level 3 safeguarding training
- Annual safeguarding updates
- Child-on-child abuse training
- Online safety training
- First aid & emergency medication training
- Lone working training
- Information sharing & GDPR training
- Safer working practice training

18. SAFER WORKING PRACTICE

Includes:

- Professional boundaries
- No favouritism
- No personal relationships
- No personal device use
- No social media contact
- Visibility in community settings

- Dynamic risk assessments
- Recording concerns
- Reporting allegations
- Self-reporting boundary slips

19. COMMUNITY-BASED SAFEGUARDING

RESET AP operates in public spaces.

Safeguarding includes:

- Visibility
- Avoiding isolated areas
- Dynamic risk assessments
- Emergency procedures
- First aid readiness
- Medical plans
- Transport safety
- Lone working procedures
- Recording concerns
- Information sharing

20. TRANSPORT SAFEGUARDING

Includes:

- Business insurance
- MOT
- Vehicle safety checks
- Seat belts & booster seats
- Journey recording
- Emergency medication carried
- Procedures for refusal of transport
- Accident reporting

21. INFORMATION SHARING

RESET AP follows UK GDPR and KCSIE 2026.

Information shared with:

- Schools
- Social care
- Police
- Health professionals
- Safeguarding partners

GDPR does **not** prevent safeguarding information sharing.

22. ALLEGATIONS & LOW-LEVEL CONCERNS

Reported to:

- DSL: Karen Birch 07584 622 380
- Deputy DSL: Darcy Birch 07464 239 443
- Trustee: Paul Shaw (if concern relates to DSL) 07961 054 263

LADO in appropriate local authority contacted where the harm threshold is met.

PART 2 — APPENDICES A–G (FLOWCHARTS & PROCEDURES)

APPENDIX A – SAFEGUARDING REFERRAL FLOWCHART (RESET AP)

DSL: Karen Birch 07584 622380 Deputy DSL: Darcy Birch 07464 239443
Trustee: Paul Shaw 07961 054 263

SAFEGUARDING CONCERN IDENTIFIED
(ANY STAFF MEMBER)
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Is the child in immediate danger?

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ANSWER YES – Immediate

- Call 999 (police/ambulance)
- Administer first aid if needed
- Stay with child
- Contact DSL immediately

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ANSWER NO – Non-Immediate

REPORT CONCERN TO DSL IMMEDIATELY

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DSL REVIEWS INFORMATION & RISK

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DSL DECISION – WHAT ACTION IS NEEDED?

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Early Help Support | **Inform School DSL Only** | **Refer to Social Care (0161 770 7777)** | **Contact Police (if crime)** | **Update Chronology & Risk Assessments**

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DSL RECORDS ALL ACTIONS & OUTCOMES

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FOLLOW-UP, REVIEW & SAFETY PLANNING

APPENDIX B – ALLEGATIONS & LOW-LEVEL CONCERNS FLOWCHART

CONCERN ABOUT A STAFF MEMBER IDENTIFIED
(ANY STAFF MEMBER)
REPORT IMMEDIATELY TO DSL (Karen Birch)
If concern relates to DSL → Report to Trustee (Paul Shaw)
DSL CATEGORISES CONCERN

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Low-Level Concern | **Professional Conduct** | **Safeguarding Concern** | **Allegation (LADO)** | **Criminal Offence**

DSL TAKES APPROPRIATE ACTION:

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Record & Review Weekly | **Training/Supervision Support** | **Inform School DSL** | **Contact LADO** | **Contact Police**

- **DSL RECORDS ALL ACTIONS & OUTCOMES**
  FOLLOW-UP, REVIEW & SAFETY PLANNING

APPENDIX C – ATTENDANCE & MISSING PUPIL FLOWCHART

DAILY ATTENDANCE CHECK
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Pupil Present? (Morning Pick-Up)

YES | **NO**

- Begin session | **-Check with parents, log illness/apt**

- Record attendance

- Share with school DSL

IF PUPIL GOES MISSING DURING SESSION

Mentor Attempts Contact Immediately

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Search Immediate Area (2–5 minutes)

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Contact Parent/Carer

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Contact School DSL

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Contact Social Care (if involved)

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If risk escalates → Contact Police (999)

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Record Incident Within 2 Hours

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DSL Reviews & Updates Risk Assessment

APPENDIX D – DAILY SAFEGUARDING COMMUNICATION PROTOCOL

START OF EACH DAY

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Mentor Collects Pupil

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Daily Attendance Logged

Information Shared with School DSL:

- Attendance

- SEMH observations

- Safeguarding concerns

- Medical issues

- Behaviour incidents

- Community risks

ANY SAFEGUARDING CONCERN?

---------- **YES**

NO

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Follow Referral Flowchart **END OF DAY SUMMARY SENT TO DSL**

(Appendix A)

APPENDIX E – CHRONOLOGY TRANSFER GUIDANCE

SAFEGUARDING INCIDENT OCCURS

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Mentor Records Concern Within 2 Hours

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DSL Reviews & Adds to Chronology

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DSL Shares Update with School DSL

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DSL Shares Update with Social Care (if involved)

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Chronology Reviewed Termly

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Chronology Transferred Securely When:

- Pupil moves school

- Case escalates

- multi-agency request

APPENDIX F – ONLINE SAFETY FRAMEWORK & FLOWCHART

RESET AP Online Safety Principles

- No personal device use
- No social media contact
- No WhatsApp personal accounts
- Filtering & monitoring on RESET AP devices

- Online safety taught through mentoring
- All online concerns recorded within 2 hours
- DSL reviews all online incidents

Online Safety Flowchart

ONLINE ACTIVITY OBSERVED

Is the activity unsafe or concerning?

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YES **NO**

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- Record concern

- Inform DSL

- Follow safeguarding flowchart

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DSL DECISION:

- Inform school DSL

- Inform parent/carer

- Refer to social care

- Police involvement (if criminal)

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DSL Updates Chronology & Risk Assessment

APPENDIX G – SAFER RECRUITMENT CHECKLIST & FLOWCHART

Safer Recruitment Checklist

- Job advert includes safeguarding statement
- Application form scrutinised
- Employment history checked
- Gaps explored
- Two references verified
- Identity confirmed
- Right to work confirmed
- Enhanced DBS
- Barred list check
- Qualifications verified
- SCR entry completed
- Safeguarding induction delivered

Safer Recruitment Flowchart

VACANCY IDENTIFIED

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Advertised with Safeguarding Statement

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APPLICATIONS RECEIVED

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Shortlisting with Safeguarding Criteria

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INTERVIEW (Safeguarding Questions Mandatory)

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CONDITIONAL OFFER MADE

PRE-EMPLOYMENT CHECKS:

- Enhanced DBS

- Barred list

- Identity

- Right to work

- References
- Employment history
- Qualifications
- SCR entry

SAFEGUARDING INDUCTION COMPLETED

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STAFF APPROVED TO WORK WITH PUPILS

Karen Birch of RESET AP holds ultimate responsibility for ensuring the organisation meets all statutory safeguarding and child protection duties. They will:

- Ensure a robust Safeguarding & Child Protection Policy is in place, reviewed annually, and updated in line with local and national guidance.
- Ensure the policy is implemented consistently across all areas of provision.
- Appoint a Designated Safeguarding Lead (DSL) and ensure they have appropriate authority, time, training, and resources to fulfil their role.
- Ensure all staff, volunteers, and contractors receive appropriate safeguarding training, including induction, annual refreshers, and updates.
- Ensure safer recruitment practices are followed, including enhanced DBS checks, barred list checks, identity verification, and reference checks.
- Ensure RESET AP engages with Oldham Council, Early Help, MASH, Police, Health, and other agencies as required.
- Monitor safeguarding practice through regular audits, case reviews, training logs, and risk assessments.
- Ensure arrangements are in place for managing allegations against staff, including referral to the LADO.
- Ensure the curriculum and wider provision promote children's welfare, resilience, and safe decision-making.
- Ensure the organisation complies with KCSIE, Working Together to Safeguard Children, and all local procedures.

3.2 Head/Strategic Lead Responsibilities

RESET AP is responsible for:

- Ensuring safeguarding is embedded across all aspects of the provision.
- Ensuring the DSL and Deputy DSLs are supported, supervised, and given protected time.
- Ensuring all staff understand their safeguarding duties and follow procedures.
- Ensuring all concerns are responded to promptly, proportionately, and in line with thresholds.
- Ensuring safer recruitment procedures are followed for all appointments.
- Ensuring staff receive high-quality training and updates.
- Ensuring all safeguarding records are secure, accurate, chronological, and confidential.
- Ensuring RESET AP works effectively with external agencies and attends all required meetings (e.g., CIN, CP, Early Help, Strategy Meetings).
- Ensuring the environment is safe, supervised, and risk-assessed.
- Ensuring parents/carers are informed appropriately and professionally unless doing so places a child at risk.
- Ensuring allegations against staff are managed in line with statutory guidance.

3.3 Designated Safeguarding Lead (DSL) Responsibilities

The DSL at RESET AP is the lead professional for safeguarding and child protection. The DSL will:

- Act as the first point of contact for all safeguarding concerns.
- Assess concerns using local authorties Thresholds of Need and take appropriate action.
- Make referrals to MASH, Early Help, Police, Health, and other agencies as required.
- Maintain detailed, accurate, secure safeguarding records.
- Lead on chronologies, risk assessments, safety plans, and support packages.
- Attend and contribute to all multi-agency meetings.
- Provide safeguarding updates and briefings to staff.
- Ensure staff understand how to recognise and report concerns.
- Ensure all safeguarding documentation is compliant and up to date.

- Oversee safer recruitment checks and maintain the Single Central Record.
- Ensure all staff receive induction, annual training, and ongoing updates.
- Liaise with the Headteacher/Strategic Lead regarding serious concerns.
- Ensure immediate action is taken when a child is at risk of harm.

3.4 Deputy DSL Responsibilities

Deputy DSLs will:

- Support the DSL in all aspects of safeguarding practice.
- Take responsibility for concerns when the DSL is unavailable.
- Attend multi-agency meetings as required.
- Maintain accurate safeguarding records.
- Provide staff with advice and guidance.
- Support with Early Help assessments, referrals, and plans.
- Assist with monitoring attendance, behaviour, and wellbeing indicators.

3.5 Staff Responsibilities

All staff at RESET AP have a legal duty to safeguard children. Staff must:

- Know how to recognise signs of abuse, neglect, exploitation, and harm.
- Report concerns immediately to the DSL or Deputy DSL.
- Record concerns clearly, factually, and promptly.
- Never promise confidentiality to a child.
- Follow all safeguarding procedures and training.
- Maintain professional boundaries at all times.
- Attend all required safeguarding training.
- Promote a safe, supportive, and respectful environment.
- Challenge unsafe practice or behaviour.
- Escalate concerns if they believe a child remains at risk.

3.6 Volunteers, Contractors, and Visitors

All volunteers, contractors, and visitors must:

- Follow RESET AP's safeguarding procedures.

- Wear identification at all times.
- Report concerns immediately to the DSL.
- Never work unsupervised with students unless fully vetted.
- Comply with safer recruitment checks where required.

3.7 Parents and Carers

Parents/carers are expected to:

- Work in partnership with RESET AP.
- Share relevant information that may impact their child's safety or wellbeing.
- Engage with Early Help, MASH, or other agencies when required.
- Support attendance, behaviour, and engagement plans.
- Understand that RESET AP may need to share information to keep children safe.

3.8 Students

Students at RESET AP will:

- Be encouraged to speak openly about worries or concerns.
- Be taught how to stay safe, manage risks, and seek help.
- Be listened to, taken seriously, and supported.
- Be involved in decisions about their safety where appropriate.

: Identifying Abuse, Neglect & Exploitation
4.1 Overview

All staff at RESET AP must be able to recognise the signs, indicators, and patterns of abuse, neglect, and exploitation. Children may experience harm in a single incident or through cumulative, long-term exposure. Staff must remain professionally curious, avoid assumptions, and act immediately on any concern.

Abuse can occur in families, peer groups, online, in the community, or within institutions. Children may not recognise they are being abused, may minimise their experiences, or may be fearful of speaking out. Staff must therefore rely on observation, behaviour changes, disclosures, and contextual information.

4.2 Categories of Abuse

RESET AP follows the statutory definitions set out in Working Together to Safeguard Children.

4.2.1 Physical Abuse

Physical abuse may involve:

- Hitting, shaking, punching, burning, poisoning, or suffocating
- Fabricated or induced illness
- Excessive physical discipline
- Injuries inconsistent with explanation

Possible indicators: Bruising in unusual places, bite marks, burns, fear of physical contact, flinching, aggression, wearing inappropriate clothing to hide injuries.

4.2.2 Emotional Abuse

Emotional abuse is persistent emotional maltreatment that impacts a child's emotional development. It may include:

- Constant criticism, rejection, humiliation
- Exposure to domestic abuse
- Manipulation, coercion, or controlling behaviour
- Preventing normal social interaction
- Exploiting or corrupting a child

Possible indicators: Low self-esteem, anxiety, withdrawal, extreme compliance, developmental delay, self-harm, aggressive behaviour.

4.2.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes:

- Physical sexual acts
- Non-contact abuse (e.g., online grooming, sexualised messages, exposure to pornography)
- Exploitation for sexual purposes

Possible indicators: Sexualised behaviour, knowledge inappropriate for age, STIs, pregnancy, secrecy, sudden behaviour changes, fear of certain individuals.

4.2.4 Neglect

Neglect is the persistent failure to meet a child's basic physical or emotional needs. It includes:

- Inadequate food, clothing, shelter
- Lack of supervision
- Failure to access medical care
- Emotional unavailability

Possible indicators: Poor hygiene, hunger, tiredness, untreated medical issues, poor attendance, developmental delay, unsafe home conditions.

4.3 Specific Safeguarding Concerns

RESET AP recognises additional forms of harm that may affect children and young people.

4.3.1 Child Sexual Exploitation (CSE)

CSE involves manipulation, coercion, or exchange (e.g., gifts, drugs, affection) for sexual activity. Indicators: Missing episodes, older partners, unexplained money, secrecy, hotel use, online contact with unknown adults.

4.3.2 Child Criminal Exploitation (CCE) / County Lines

CCE involves forcing or persuading children to commit criminal acts, often linked to gangs or drug networks. Indicators: Missing episodes, unexplained money, carrying weapons, association with gangs, being found out of area, fear of retaliation.

4.3.3 Domestic Abuse

Children may experience harm through witnessing or being involved in domestic abuse. Indicators: Anxiety, aggression, withdrawal, hypervigilance, poor concentration, fear of conflict.

4.3.4 Online Abuse

Includes grooming, exploitation, coercion, exposure to harmful content, cyberbullying, and live-streaming abuse. Indicators: Secretive online behaviour, sudden mood changes, withdrawal, inappropriate content on devices.

4.3.5 Harmful Sexual Behaviour (HSB)

HSB includes sexual behaviour that is developmentally inappropriate, coercive, or abusive. RESET AP uses the Brook Traffic Light Tool to support identification.

4.3.6 Peer-on-Peer Abuse

Includes bullying, sexual harassment, assault, initiation/hazing, coercion, and exploitation. Staff must recognise that children can be both victims and perpetrators.

4.3.7 Mental Health Concerns

Mental health difficulties may be a symptom of abuse or neglect. Staff must respond to:

- Self-harm

- Suicidal ideation
- Eating disorders
- Severe anxiety or depression
- Trauma responses

Safeguarding and mental health are interlinked, and concerns must be shared with the DSL.

4.3.8 Children Missing Education (CME)

Missing education is a significant safeguarding risk. Indicators include:

- Repeated absence
- Patterns of lateness
- Disengagement
- Sudden withdrawal from provision

RESET AP follows local authorities CME procedures.

4.3.9 Forced Marriage (FM) & Honour-Based Abuse (HBA)

Includes coercion into marriage, threats, violence, and control linked to perceived honour. Staff must treat any disclosure as urgent.

4.3.10 Female Genital Mutilation (FGM)

FGM is illegal and constitutes physical and emotional abuse. Staff have a mandatory reporting duty to the police for known cases involving under-18s.

4.3.11 Radicalisation & Extremism

Children may be drawn into extremist ideologies or groups. RESET AP follows the Prevent Duty and refers concerns to Channel where appropriate.

4.4 Vulnerable Groups

Certain children may be at increased risk:

- Children with SEND

- Children with SEMH needs
- Children in care or previously looked-after
- Young carers
- Children experiencing poverty or homelessness
- Children with family members in prison
- Children with substance misuse in the home
- Children experiencing bereavement or trauma

RESET AP ensures additional vigilance and tailored support.

4.5 Professional Curiosity

Staff must:

- Ask questions
- Seek clarification
- Challenge inconsistencies
- Avoid assumptions
- Consider the wider context (contextual safeguarding)

Professional curiosity is essential for identifying hidden harm.

4.6 Barriers to Disclosure

Children may not disclose abuse because of:

- Fear, shame, or guilt
- Loyalty to family or peers
- Normalisation of harmful behaviour
- Communication difficulties
- Lack of trust
- Previous negative experiences

RESET AP staff must create a safe, supportive environment where children feel able to speak.

4.7 Immediate Action Required

If staff identify any sign of abuse or harm, they must:

- Act immediately
- Report to the DSL
- Record factually
- Never investigate
- Never promise confidentiality
- Ensure the child is safe

Procedures for Reporting Concerns

5.1 Immediate Principles

All safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Staff must:

- Act without delay
- Prioritise the child's safety
- Record factually
- Never investigate
- Never promise confidentiality
- Follow the escalation process if they believe a child remains at risk

Safeguarding is everyone's responsibility.

5.2 How Staff Should Respond to a Concern

Staff may become aware of concerns through:

- A disclosure
- Observation
- Behaviour changes
- Third-party information
- Online activity
- Attendance patterns
- Contextual safeguarding indicators

When a concern arises, staff must:

Step 1: Ensure Immediate Safety

If a child is in immediate danger:

- Call 999
- Inform the DSL as soon as possible
- Follow instructions from emergency services

Step 2: Listen and Respond Appropriately

If a child discloses:

- Stay calm and patient
- Listen carefully
- Avoid leading questions
- Reassure the child appropriately
- Explain you must share the information
- Do not promise confidentiality
- Do not ask the child to repeat the disclosure to multiple staff

Step 3: Report to the DSL

Staff must report the concern verbally to the DSL or Deputy DSL immediately.

Step 4: Record the Concern

Staff must complete a written record:

- As soon as possible
- Using clear, factual language
- Including dates, times, names, and direct quotes
- Avoiding opinion, assumption, or interpretation

Records must be handed directly to the DSL and stored securely.

5.3 DSL Response to a Concern

The DSL will:

- Review the information
- Assess risk using Local authorities Thresholds of Need
- Decide on the appropriate action
- Record all decisions and rationale
- Create or update chronologies
- Implement immediate safety measures if required

Possible DSL actions include:

- No further action (with monitoring)
- Early Help referral
- MASH consultation
- MASH referral for statutory assessment
- Police involvement
- Health or specialist service referral
- Emergency protection measures

The DSL will always act in the best interests of the child.

5.4 Thresholds of Need (Local Authorities)

RESET AP follows Oldham's four-level model:

- Level 1: Universal services
- Level 2: Early Help
- Level 3: Complex needs / targeted support
- Level 4: Significant harm / statutory intervention

The DSL will determine the level and respond accordingly.

5.5 Making a Referral to MASH

If the DSL believes a child is at risk of significant harm, they will:

- Make an immediate referral to MASH
- Provide all relevant information
- Follow up in writing within required timescales
- Record the referral and outcome

- Inform relevant staff on a need-to-know basis

Parents/carers will be informed unless doing so places the child at further risk.

5.6 Early Help

Where concerns do not meet statutory thresholds, the DSL may:

- Initiate an Early Help Assessment
- Coordinate multi-agency support
- Work with parents/carers
- Monitor progress and review regularly

Early Help aims to prevent escalation.

5.7 Attendance, Behaviour & SEMH Indicators

RESET AP recognises that safeguarding concerns often emerge through:

- Poor attendance
- Sudden behaviour changes
- Emotional dysregulation
- Withdrawal or isolation
- Aggression or risk-taking
- Decline in engagement

Staff must report these indicators to the DSL.

5.8 Escalation Procedures

If staff believe a concern has not been addressed appropriately, they must:

- Raise the issue again with the DSL
- Speak to the Headteacher/Strategic Lead
- Contact Oldham MASH directly if necessary

Professional challenge is encouraged.

5.9 Confidentiality & Information Sharing

Information will be shared:

- On a need-to-know basis
- In line with GDPR and safeguarding legislation
- To protect children from harm

Staff must never discuss safeguarding concerns outside professional contexts.

5.10 Recording & Storage

All safeguarding records must be:

- Accurate
- Chronological
- Signed and dated
- Stored securely
- Separate from academic files
- Retained in line with statutory guidance

The DSL oversees all safeguarding documentation.

5.11 Allegations Against Staff

Concerns about staff behaviour must be reported immediately to the Head/Strategic Lead if leading role then to Paul Shaw Trustee. They will:

- Contact the LADO
- Follow statutory procedures
- Ensure the staff member is supported
- Ensure the child is protected
- Maintain confidentiality

If the allegation is against the managers, concerns must be reported to the Trustee Paul Shaw

5.12 Whistleblowing

RESET AP has a clear whistleblowing procedure. Staff must report:

- Unsafe practice
- Misconduct
- Failure to follow safeguarding procedures
- Concerns about organisational culture

Staff are protected under whistleblowing legislation.

5.13 When a Child Moves School or Provision

The DSL will:

- Transfer safeguarding records securely
- Share relevant information with the receiving DSL
- Ensure continuity of support
- Follow procedures if a child's whereabouts are unknown
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Safer Recruitment, Staff Conduct & Managing Allegations

6.1 Overview

RESET AP is committed to creating a safe environment for children by ensuring all adults who work with them are suitable, vetted, trained, and monitored. Safer recruitment is an essential part of safeguarding and applies to all staff, volunteers, contractors, and anyone engaged in regulated activity.

6.2 Safer Recruitment Principles

RESET AP follows safer recruitment guidance to:

All recruitment decisions prioritise the safety and welfare of children.

6.3 Recruitment Procedures
6.3.1 Advertising & Job Descriptions

All job adverts and role descriptions will include:

6.3.2 Application Process

Applicants must complete a full application form including:

CVs alone are not accepted.

6.3.3 Shortlisting

Shortlisting will be completed by at least two trained staff. They will:

6.3.4 Interviews

Interviews will include:

At least one panel member must be trained in Safer Recruitment.

6.4 Pre-Employment Checks

RESET AP completes all statutory checks before employment begins:

No individual may begin regulated activity until all checks are complete.

6.5 Single Central Record (SCR)

RESET AP maintains a fully compliant SCR including:

The SCR is monitored regularly by the DSL and Strategic Lead.

6.6 Induction & Training

All new staff receive safeguarding induction covering:

Annual safeguarding training is mandatory for all staff.

6.7 Staff Code of Conduct

All staff must:

Breaches of the code of conduct will be treated seriously.

6.8 Managing Allegations Against Staff

RESET AP follows statutory procedures for allegations involving:

An allegation may involve:

6.8.1 Reporting Allegations

Any allegation must be reported immediately to the manager/Strategic Lead.

If the allegation concerns the manager, it must be reported to the trustee Paul Shaw.

6.8.2 LADO Involvement

The manager Karen Birch will:

No internal investigation will begin until advised by the LADO.

6.9 Low-Level Concerns

RESET AP follows KCSIE guidance on low-level concerns.

Low-level concerns must be reported to the DSL and recorded. Patterns will be monitored.

6.10 Whistleblowing

Staff must report: Our Trustee Paul Shaw

RESET AP protects whistleblowers under relevant legislation.

6.11 Staff Suitability & Ongoing Monitoring

RESET AP ensures ongoing suitability through:

- Deter unsuitable individuals
- Identify and reject applicants who may pose a risk

- Prevent opportunities for abuse
- Maintain a culture of vigilance
- A clear safeguarding statement
- Expectations of staff conduct
- Requirement for enhanced DBS checks
- Reference to KCSIE and safer recruitment obligations
- Employment history with no unexplained gaps
- Qualifications
- Relevant experience
- Declaration of any criminal convictions
- Contact details for referees
- Review applications against criteria
- Identify gaps or anomalies
- Flag concerns for interview
- Safeguarding-specific questions
- Exploration of attitudes towards children
- Hypothetical safeguarding scenarios
- Discussion of employment gaps
- Enhanced DBS check
- Barred list check (for regulated activity)
- Identity verification
- Right to work in the UK
- Qualifications check
- Professional registration check (where applicable)
- References from previous employers, including last role involving children
- Explanation of employment gaps
- Overseas checks where required
- Identity
- DBS details
- Barred list status
- Right to work
- Qualifications
- Safer recruitment training

- Prohibition checks
- Overseas checks
- Child protection procedures
- DSL contact details
- Code of conduct
- Whistleblowing
- Behaviour expectations
- Reporting concerns
- Professional boundaries
- Maintain professional boundaries
- Use appropriate language and behaviour
- Avoid favouritism or inappropriate relationships
- Never communicate with students via personal devices or social media
- Follow RESET AP's behaviour and safeguarding policies
- Report concerns about colleagues immediately
- Maintain confidentiality
- Model safe, respectful behaviour
- Staff
- Volunteers
- Contractors
- Agency workers
- Proprietors
- Harm or risk of harm to a child
- Inappropriate behaviour
- Breach of professional boundaries
- Criminal conduct
- Behaviour that indicates unsuitability to work with children
- Contact the Local Authority Designated Officer (LADO)
- Follow advice and statutory procedures
- Ensure the child is protected
- Ensure the staff member is supported
- Maintain confidentiality
- Inappropriate comments

- Over-familiar behaviour
- Boundary issues
- Unprofessional conduct
- Unsafe practice
- Misconduct
- Failure to follow safeguarding procedures
- Concerns about organisational culture
- Regular supervision
- Annual safeguarding updates
- Monitoring conduct and behaviour
- Reviewing concerns or patterns
- Ensuring staff understand their responsibilities
- Provide written confirmation of DBS and barred list checks
- Follow RESET AP safeguarding procedures
- Work under supervision unless fully vetted
- Complete safer recruitment checks appropriate to their role
- Never work unsupervised unless fully vetted
- Follow safeguarding procedures
- Report concerns immediately

Curriculum, Education & Prevention

7.1 Overview

RESET AP is committed to providing a curriculum and wider learning environment that actively promotes children's safety, wellbeing, resilience, and ability to recognise and respond to risk. Safeguarding is embedded across all subjects, enrichment activities, mentoring sessions, and daily interactions.

Safeguarding education is delivered through PSHE, mentoring, targeted interventions, and contextual safeguarding work.

7.2 PSHE Curriculum

RESET AP delivers a structured PSHE curriculum aligned with statutory guidance. We implement our PSHE Policy with all students.

Lessons are adapted to meet the needs of students with SEMH profiles, ensuring content is accessible, trauma-informed, and delivered sensitively.

7.3 Safeguarding Through Mentoring

RESET AP's mentoring model provides daily opportunities for safeguarding education.

Mentoring sessions often identify emerging safeguarding concerns, which are reported to the DSL immediately.

7.4 Targeted Interventions

Some students require additional support due to vulnerability, risk, or previous experiences. RESET AP provides targeted interventions such as:

Interventions are personalised and reviewed regularly.

7.5 Promoting a Safe Culture

RESET AP promotes a culture where safeguarding is visible, understood, and embedded.

Students are regularly reminded of who they can talk to and how to access support.

7.6 Student Voice

Students are encouraged to contribute to safeguarding culture through: Regular student voice activities including talking and walking, Relationships students build with mentors encourage conversations in all aspects of child safety.

Student voice helps shape curriculum content and identify emerging risks.

7.7 Online Safety Education

RESET AP teaches students

Online safety is reinforced through curriculum, mentoring, and targeted interventions.

7.8 Prevent Duty & Extremism Awareness

Students learn about:

RESET AP promotes British Values throughout the curriculum.

7.9 Building Resilience

The curriculum supports students to:

Resilience is a protective factor against exploitation and harm.

7.10 Partnerships with External Agencies

RESET AP works with external partners to enhance safeguarding education, including:

These partnerships provide workshops, interventions, and contextual safeguarding support.

7.11 Monitoring & Evaluation

The safeguarding curriculum is monitored through:

Content is updated regularly to reflect emerging risks and local intelligence.

- Understand healthy relationships
- Recognise unsafe situations
- Develop emotional literacy
- Build resilience and self-advocacy
- Make safe choices online and offline
- Seek help when needed

- Healthy and unhealthy relationships
- Consent and respect
- Boundaries and personal safety
- Online safety and digital citizenship
- Mental health and emotional wellbeing
- Bullying, peer pressure, and exploitation
- Substance misuse
- Identity, equality, and diversity
- Sexual health and body autonomy
- Recognising grooming and coercion
- Build trusting relationships
- Model safe behaviour
- Teach emotional regulation
- Support students to recognise risk
- Challenge unsafe attitudes
- Provide safe spaces for disclosure
- Reinforce PSHE/RSHE learning
- Promote resilience and self-advocacy
- Trauma-informed practice
- Anger management and emotional regulation
- Healthy relationships programmes
- CCE/CSE awareness sessions
- Knife crime and gang exploitation workshops
- Online safety interventions
- Mental health support
- Early Help packages
- Safety planning and risk reduction work
- Clear expectations of behaviour
- Respectful relationships between staff and students
- Consistent boundaries
- Safe physical environment
- Staff modelling appropriate conduct
- Open communication
- Encouragement to speak out

- Visible safeguarding information in poster/flyers/leaflets
- Mentoring feedback
- PSHE discussions
- Surveys
- Informal conversations
- Participation in safety planning
- Contribution to anti-bullying initiatives
- Recognise online risks
- Understand privacy and digital footprints
- Identify grooming, coercion, and exploitation
- Respond safely to cyberbullying
- Use social media responsibly
- Report concerns
- Make safe choices in gaming and online communities
- Extremism and radicalisation
- How individuals may be influenced
- Critical thinking and media literacy
- Respectful debate and diversity
- How to seek help if concerned
- Manage emotions
- Cope with stress
- Build confidence
- Develop problem-solving skills
- Resist peer pressure
- Make informed decisions
- Police
- Youth services
- Health professionals
- Mental health teams
- Community organisations
- Specialist exploitation services
- Lesson observations
- Student feedback
- Staff feedback

- Behaviour and attendance data
- Safeguarding trends
- Multi-agency input

Online Safety & Digital Safeguarding

8.1 Overview

Online safety is an essential part of safeguarding at RESET AP. Students increasingly interact, learn, socialise, and communicate online, and may be exposed to risks including grooming, exploitation, bullying, radicalisation, and harmful content. RESET AP ensures students are taught how to navigate the digital world safely, and staff are trained to recognise and respond to online risks.

Online safety is embedded across:

RESET AP follows statutory guidance including **KCSIE**, **UKCIS**, and the **Prevent Duty**.

8.2 Online Safety Principles

RESET AP ensures:

Online safety is treated with the same level of seriousness as offline safeguarding.

8.3 Online Risks

Students may encounter a range of online risks, including:

8.3.1 Content Risks

Exposure to:

- Illegal content
- Harmful – bullyin/incite to hate, dangerous stunts or challenges, promotion of harmful substance
- Misinformation and conspiracies – false misleading claims
- AI Generated harm – synthetic media, deep fakes, imagery.

8.3.2 Contact Risks

Interaction with:

- Online Grooming – exploitation and understanding the risks.
- Friend requests
- Peer to Peer pressure
- Private chat manipulation
- Inappropriate commercial interaction

8.3.3 Conduct Risks

Students may:

- Cyberbullying and Harassment
- Share explicit content
- Digital misuse and stalking
- Oversharing and location risks

8.3.4 Commerce Risks

Risks include:

- Financial scams
- Inappropriate advertising
- Online Gambling and in game spending
- Fake stores/shops
- Unsecured transactions

8.4 Online Safety Education

RESET AP teaches students to:

- Never share passwords
- Be careful what you post on social media
- Never click links or open downloads if unsure.
- Not to leave devices unattended to be aware of device management.
- Alert staff to concerns.

- Be aware of online risks and safety guidance.

Education is trauma-informed and adapted for SEMH needs.

8.5 Staff Responsibilities

All staff must:

Staff receive regular training on emerging online risks.

8.6 DSL Responsibilities

The DSL will: Oversee staff training and keep up to date with emerging risks.

8.7 Managing Online Incidents

When an online concern arises, RESET AP will:

- Block Harmful content
- Alert DSL/DDSL

RESET AP follows UKCIS guidance on managing harmful sexual behaviour and image-based incidents.

8.8 Use of Devices at Reset:

RESET AP may:

- Remove a student's phone if necessary.
- Teach responsible device management.
- Share online safety with students and carers
- Alert relevant staff to concerns
- Encourage a safe home digital environment.

8.9 Social Media

RESET AP teaches students:

- To be aware of the downfalls in social media – be aware of everything they post – not to share passwords.
- Staff support safe internet use
- Recognise unsafe interactions
- To alert staff to concerns

Staff must never: use any form of social media during working hours – let students use social media while in their care.

Be vigilant with students online activity

8.10 Gaming & Online Communities

Students often engage in gaming platforms that include:

RESET AP teaches students to: Be aware they are not to be engaging in any illegal or legal gambling activity online or otherwise.

8.11 Filtering & Monitoring

RESET AP uses appropriate filtering and monitoring systems to: Keep students safe online while learning.

Systems are reviewed regularly to ensure effectiveness.

8.12 Partnership with Parents/Carers

RESET AP supports parents/carers by: Giving and promoting all online safety advice, keeping parents updated on their child's activity or concerns shared regarding the use of phone/pcs/gaming consoles etc.

Parents/carers are encouraged to report online concerns to RESET AP.

8.13 Prevent Duty & Online Radicalisation

RESET AP recognises that extremist content is often accessed online. Staff are trained to identify: All signs of radicalisation through our RESET training.

Concerns are reported to the DSL and may be referred to **Channel**.

8.14 Monitoring & Review

Online safety practice is reviewed through:

- Annual Riak assessments
- Regular audits of digital platforms/tools
- Staff feedback

Policies are updated to reflect emerging risks.

Safeguarding in the Physical Environment

9.1 Overview

RESET AP is committed to providing a safe, secure, and well-supervised physical environment where all students, staff, and public are protected from harm. The physical environment plays a critical role in safeguarding, particularly for students with SEMH needs who may be vulnerable to risk, dysregulation, or unsafe behaviours.

At RESET AP all mentoring is within the community – all staff are trained in dynamic risk assessments and use the risk assessments completed for each student and many areas we cover.
All staff follow our Lone Worker Policy and are trained in 1-1 mentoring.

To ensure student safety: All staff follow flow charts above, our Lone worker policy and training given on our staff induction policy - overseen by

DSL – Karen Birch

DDSL- Darcy Birch

These procedures reduce risks linked to CME, exploitation, or unauthorised contact.

9.4 Supervision of Students

RESET AP maintains appropriate supervision at all times:

Supervision is proactive, not reactive.

9.5 Physical Environment Risk Assessments

Risk assessments are completed for:

Risk assessments are reviewed regularly and updated following incidents or changes in need.

9.6 Managing Behaviour Safely

RESET AP uses trauma-informed, relational approaches to behaviour management. Staff:

Behaviour management is directly linked to safeguarding.

9.7 Health & Safety Compliance

RESET AP complies with all relevant health and safety legislation including:

Health and safety risks are treated as safeguarding concerns.

9.8 Fire Safety & Emergency Evacuation

RESET AP maintains:

Evacuation procedures in line with the activities undertaken and are adapted for students who may become dysregulated or anxious.

Emergency Planning by staff.

9.9 First Aid & Medical Needs

RESET AP ensures:

Medical incidents are recorded and monitored for safeguarding patterns.

9.10 RESET AP use mentoring in the community and all Off-Site Activities

Off-site activities require:

Staff remain vigilant to contextual safeguarding risks in the community.

9.11 Physical Intervention

Physical intervention is only used:

All incidents are recorded, reviewed, and monitored.

9.12 Monitoring & Review

Safety is reviewed through:

Adjustments are made promptly to maintain a safe environment.

Record Keeping, Confidentiality & Information Governance

- **10.1 Overview**

Accurate, secure, and timely record keeping is essential to safeguarding practice. RESET AP maintains high-quality safeguarding records that support effective decision-making, multi-agency work, and the protection of children from harm. All staff understand their responsibilities in relation to recording, storing, sharing, and retaining safeguarding information.

RESET AP complies with:

10.2 Principles of Safeguarding Record Keeping

All safeguarding records must be:

Records must reflect what was seen, heard, or reported — not assumptions or interpretations.

10.3 What Must Be Recorded

Staff must record:

Records must include:

10.4 Confidentiality

Safeguarding information is confidential and must only be shared:

Staff must never:

Confidentiality must never prevent action to safeguard a child.

10.5 Information Sharing

RESET AP follows statutory information-sharing guidance. Information may be shared without consent if:

The DSL will:

10.6 Storage of Safeguarding Records

Safeguarding records are:

Records must never be stored:

10.7 Chronologies

Chronologies are maintained for students with safeguarding concerns. They include:

Chronologies help identify patterns, escalation, and cumulative harm.

10.8 Transfer of Records

When a student moves school or provision:

If a student's whereabouts are unknown, RESET AP follows local authorities **CME procedures**.

10.9 Retention of Records

Safeguarding records are retained in line with statutory guidance:

10.10 Access to Records

Access is strictly limited to:

Students and parents/carers may request access to records under GDPR, but safeguarding exemptions may apply.

10.11 Recording Allegations Against Staff

Records relating to allegations against staff must:

10.12 Digital Safety & Data Protection

RESET AP ensures:

Breaches of data security are reported immediately to the Strategic Lead.

10.13 Monitoring & Review

Record keeping and information governance are reviewed through:

Improvements are implemented promptly.

- **KCSIE 2026**
- **Working Together to Safeguard Children 2023**
- **Data Protection Act 2018**
- **UK GDPR**
- **Local Authority safeguarding procedures**
- **Accurate**
- **Clear and factual**

- **Chronological**
- **Signed and dated**
- **Objective and free from opinion**
- **Complete and timely**
- **Stored securely**
- **Shared appropriately**
- Disclosures
- Observations
- Behaviour changes
- Attendance concerns
- Injuries or physical marks
- Online incidents
- Third-party information
- Conversations that raise concern
- Actions taken
- Decisions made by the DSL
- Outcomes of referrals
- Multi-agency involvement
- Date and time
- Names of individuals involved
- Exact words used (where possible)
- Context and location
- Immediate actions taken
- DSL response
- On a **need-to-know** basis
- With professionals who require the information to protect a child
- In line with statutory guidance
- Discuss safeguarding concerns outside professional contexts
- Share information with other students or parents/carers
- Store safeguarding information on personal devices
- A child is at risk of harm
- A crime may have been committed
- Consent cannot be obtained
- Seeking consent places a child at further risk

- Assess the need to share information
- Record the rationale
- Share information securely
- Liaise with MASH, police, health, and other agencies
- Stored separately from academic files
- Kept in secure, locked storage or secure digital systems
- Accessible only to the DSL, Deputy DSLs, and Strategic Lead
- Protected by appropriate digital security measures
- On personal devices
- In unsecured locations
- In general staff areas
- Key events
- Concerns raised
- Actions taken
- Agency involvement
- Outcomes
- The DSL will contact the receiving DSL
- Records will be transferred securely
- A receipt of transfer will be obtained
- Information relevant to ongoing risk will be shared verbally
- No records will be sent with the student or parent/carer
- Records relating to child protection concerns are kept **until the child's 25th birthday**
- Records relating to allegations against staff are kept in accordance with LADO guidance
- Records are securely destroyed when retention periods expire
- DSL
- Deputy DSLs
- Strategic Lead
- External agencies where legally required
- Be stored separately
- Be retained in line with statutory guidance
- Include LADO involvement
- Include outcomes and actions

- Be accessible only to the Strategic Lead and DSL
- Secure digital systems
- Password-protected access
- Regular audits
- Compliance with GDPR
- Staff training on data protection
- Safe use of email and digital communication
- Safeguarding audits
- DSL supervision
- Multi-agency feedback
- Ofsted inspection outcomes
- Internal quality assurance

Multi-Agency Working & Partnership Responsibilities

11.1 Overview

RESET AP recognises that safeguarding children is most effective when agencies work together. Multi-agency collaboration ensures early identification of risk, coordinated intervention, and consistent support for children and families. RESET AP is committed to proactive, transparent, and timely partnership working with all relevant professionals.

RESET AP follows:

11.2 Principles of Multi-Agency Working

RESET AP's approach is based on the following principles:

11.3 Key Multi-Agency Partners

RESET AP works with a wide range of partners, including:

Partnerships are adapted to meet the needs of individual students.

11.4 Early Help

RESET AP supports Early Help by:

Early Help aims to prevent escalation to statutory intervention.

11.5 Working with MASH

When concerns meet statutory thresholds, the DSL will:

RESET AP maintains strong communication with MASH to ensure coordinated safeguarding responses.

11.6 Children's Social Care

RESET AP works closely with social workers by:

RESET AP ensures consistent communication to support children subject to statutory involvement.

11.7 Police & Community Safety

RESET AP collaborates with police to address:

Police intelligence informs contextual safeguarding and risk assessments.

11.8 Health & Mental Health Services

RESET AP works with health professionals to support:

Information is shared appropriately to ensure coordinated care.

11.9 Education Providers

RESET AP liaises with:

This ensures continuity of education, safeguarding oversight, and support for transitions.

11.10 Domestic Abuse Services

RESET AP works with domestic abuse specialists to support children experiencing:

Staff recognise the impact of domestic abuse on behaviour, attendance, and mental health.

11.11 Exploitation Teams (CCE/CSE)

RESET AP collaborates with specialist teams to address:

Specialist input informs safety planning and targeted interventions.

11.12 Multi-Agency Meetings

RESET AP attends and contributes to:

The DSL ensures accurate, timely information is shared.

11.13 Information Sharing in Multi-Agency Work

Information is shared:

RESET AP prioritises safety over confidentiality when necessary.

11.14 Professional Challenge

RESET AP encourages staff to:

Professional challenge ensures robust safeguarding practice.

11.15 Contextual Safeguarding

RESET AP recognises that harm can occur:

Multi-agency intelligence informs contextual safeguarding strategies.

11.16 Monitoring & Review

Multi-agency working is reviewed through:

RESET AP continually strengthens partnership working.

Staff Training, Supervision & Professional Development

12.1 Overview

RESET AP recognises that safeguarding is only effective when staff are well-trained, confident, and supported in their roles. High-quality training and professional development ensure staff understand their responsibilities, recognise signs of harm, and respond appropriately to concerns. Safeguarding training is mandatory for all staff, volunteers, and contractors.

RESET AP follows statutory guidance including:

12.2 Induction Training

All new staff receive safeguarding induction before working with students. Induction includes:

Induction ensures staff understand their responsibilities from day one.

12.3 Mandatory Annual Safeguarding Training

All staff must complete annual safeguarding training covering:

Training is updated annually to reflect emerging risks and local intelligence.

12.4 Regular Safeguarding Updates

In addition to annual training, staff receive ongoing updates through:

Updates ensure staff remain vigilant and informed.

12.5 Specialist Training for DSLs

The DSL and Deputy DSLs receive advanced training including:

DSL training is refreshed every two years, with regular updates in between.

12.6 Safer Recruitment Training

At least one member of every recruitment panel must be trained in safer recruitment. Training covers:

This ensures safe hiring practices across RESET AP.

12.7 Behaviour Management & Positive Handling Training

Staff receive training in:

Training ensures staff manage behaviour safely and consistently.

12.8 Online Safety Training

Staff are trained to:

Online safety training is updated regularly due to rapidly evolving risks.

12.9 Prevent Duty Training

All staff receive Prevent training covering:

Training ensures staff can identify and respond to extremist influences.

12.10 Supervision & Support for Staff

RESET AP provides safeguarding supervision for staff, particularly those working closely with high-risk students. Supervision includes:

Supervision helps staff manage the emotional impact of safeguarding work.

12.11 Professional Development

RESET AP encourages staff to develop safeguarding expertise through:

Professional development strengthens safeguarding culture.

12.12 Monitoring Training Compliance

The DSL maintains a training log including:

Training compliance is monitored through safeguarding audits.

12.13 Evaluating Training Effectiveness

Training is evaluated through:

Adjustments are made to ensure training remains relevant and effective.

Safeguarding for Specific Groups

13.1 Overview

Certain groups of children are at increased vulnerability to harm due to their circumstances, needs, or experiences. RESET AP recognises these additional risks and ensures tailored, proactive safeguarding responses. Staff receive training to understand the complexities affecting these groups and to respond with sensitivity, vigilance, and trauma-informed practice.

13.2 Children with Special Educational Needs & Disabilities (SEND)

Children with SEND may be more vulnerable to:

RESET AP ensures:

13.3 Children with Social, Emotional & Mental Health Needs (SEMH)

SEMH needs can increase vulnerability to:

RESET AP provides:

13.4 Children Looked After (CLA) & Previously Looked After Children (PLAC)

CLA and PLAC may experience:

RESET AP ensures:

13.5 Young Carers

Young carers may face:

RESET AP supports young carers through:

13.6 Children Experiencing Domestic Abuse

Children living with domestic abuse may show:

RESET AP ensures:

13.7 Children at Risk of Criminal Exploitation (CCE)

Children may be targeted for:

Indicators include:

RESET AP provides:

13.8 Children at Risk of Sexual Exploitation (CSE)

Children may be groomed through:

Indicators include:

RESET AP ensures:

13.9 Children Missing Education (CME)

Missing education is a significant safeguarding risk. RESET AP monitors:

Concerns are reported to the DSL and Oldham CME procedures are followed.

13.10 Children with Family Members in Prison

These children may experience:

RESET AP provides:

13.11 Children Experiencing Poverty or Homelessness

Poverty can increase risk of:

RESET AP ensures:

13.12 Children with Substance Misuse in the Home

These children may experience:

RESET AP ensures:

13.13 Children with Communication Barriers

Children with limited communication may struggle to:

RESET AP adapts:

13.14 LGBTQ+ Children

LGBTQ+ children may face:

RESET AP ensures:

13.15 Monitoring & Review

Support for vulnerable groups is reviewed through:

Provision is adapted to meet emerging needs.

Managing Specific Safeguarding Issues

14.1 Overview

Certain safeguarding issues require specialised knowledge, immediate action, and strict adherence to statutory procedures. RESET AP ensures staff are trained to recognise, respond to, and report these concerns promptly. The DSL leads on all specific safeguarding issues and works closely with multi-agency partners.

14.2 Child Criminal Exploitation (CCE)

CCE involves the manipulation, coercion, or control of children into criminal activity, often linked to gangs or county lines.

Indicators

RESET AP Response
14.3 Child Sexual Exploitation (CSE)

CSE involves grooming, manipulation, or coercion for sexual purposes.

Indicators
RESET AP Response
14.4 Missing Children

Missing episodes significantly increase vulnerability to exploitation.

Indicators
RESET AP Response
14.5 Domestic Abuse

Children may experience harm through witnessing or being involved in domestic abuse.

Indicators
RESET AP Response
14.6 Female Genital Mutilation (FGM)

FGM is illegal and constitutes physical and emotional abuse.

Mandatory Reporting Duty

Staff must report **known cases** involving under-18s directly to the police.

Indicators
RESET AP Response
14.7 Forced Marriage (FM) & Honour-Based Abuse (HBA)

Forced marriage and honour-based abuse involve coercion, violence, or control linked to perceived honour.

Indicators
RESET AP Response
14.8 Radicalisation & Extremism

Children may be influenced by extremist ideologies or individuals.

Indicators
RESET AP Response
14.9 Harmful Sexual Behaviour (HSB)

HSB includes developmentally inappropriate, coercive, or abusive sexual behaviour.

Indicators
RESET AP Response
14.10 Peer-on-Peer Abuse

Includes bullying, sexual harassment, assault, coercion, and exploitation.

RESET AP Response
14.11 Online Abuse

Includes grooming, exploitation, coercion, harmful content, and cyberbullying.

RESET AP Response
14.12 Self-Harm & Suicidal Ideation

Self-harm is a safeguarding concern and may indicate underlying risk.

Indicators
RESET AP Response
14.13 Substance Misuse

Substance misuse increases vulnerability to harm and exploitation.

RESET AP Response
14.14 Bullying & Harassment

Bullying is treated as a safeguarding concern.

RESET AP Response
14.15 Trafficking & Modern Slavery

Children may be trafficked for exploitation.

RESET AP Response
14.16 Monitoring & Review

Specific safeguarding issues are reviewed through:

- Working Together to Safeguard Children
- Local authorities Safeguarding Partnership procedures
- KCSIE statutory guidance
- Early Help and MASH protocols
- **Shared responsibility:** Safeguarding is everyone's duty.
- **Timeliness:** Concerns are shared promptly to prevent escalation.
- **Transparency:** Information is shared openly with professionals unless doing so places a child at risk.
- **Respect:** All agencies are valued for their expertise.
- **Child-centred practice:** The child's voice, safety, and welfare are central.
- **Professional curiosity:** Staff ask questions, challenge respectfully, and seek clarity.
- **Accountability:** Decisions and actions are recorded and reviewed.
- Local authorities MASH
- Early Help teams
- Children's Social Care
- Police
- Health professionals (GPs, CAMHS, school nurses)
- Youth justice services

- Education providers
- Housing services
- Domestic abuse services
- Exploitation teams (CCE/CSE specialists)
- Mental health and wellbeing services
- Voluntary and community organisations
- Identifying emerging needs
- Completing Early Help assessments
- Attending Team Around the Family (TAF) meetings
- Contributing to plans and reviews
- Working collaboratively with parents/carers
- Monitoring progress and escalating concerns where necessary
- Make immediate referrals to Oldham MASH
- Provide detailed, factual information
- Follow up in writing within required timescales
- Engage in strategy discussions
- Attend multi-agency meetings
- Implement actions agreed by MASH
- Record all decisions and outcomes
- Attending CIN, CP, and CLA meetings
- Sharing relevant information
- Contributing to assessments and plans
- Supporting statutory interventions
- Implementing safety plans
- Monitoring attendance, behaviour, and wellbeing
- Reporting concerns immediately
- Criminal exploitation
- County lines
- Missing episodes
- Domestic abuse
- Online offences
- Community safety concerns
- Knife crime and gang activity
- Mental health needs

- Emotional wellbeing
- Physical health concerns
- Substance misuse
- Trauma responses
- Self-harm and suicidal ideation
- Mainstream schools
- Alternative provisions
- Virtual schools
- SEND teams
- Attendance officers
- Coercive control
- Violence
- Emotional harm
- Trauma
- Instability
- Grooming
- County lines involvement
- Sexual exploitation
- Peer exploitation
- Missing episodes
- High-risk behaviours
- Strategy meetings
- Child Protection conferences
- Core groups
- Child in Need meetings
- Early Help reviews
- TAF meetings
- PEP meetings for CLA
- Multi-agency risk panels
- In line with GDPR and safeguarding legislation
- On a need-to-know basis
- To protect children from harm
- With clear rationale recorded
- Challenge decisions respectfully

- Escalate concerns if they believe a child remains at risk
- Use local authorities escalation procedures
- Record all challenges and outcomes
- In the community
- Online
- In peer groups
- In public spaces
- Through exploitation networks
- Safeguarding audits
- DSL supervision
- Feedback from partners
- Analysis of outcomes
- Review of intervention effectiveness
- KCSIE
- Working Together to Safeguard Children
- Local authorities Safeguarding Partnership procedures
- Safeguarding & Child Protection Policy
- DSL and Deputy DSL contact details
- Code of Conduct
- Whistleblowing procedures
- Behaviour and physical intervention expectations
- Online safety and Acceptable Use Policy
- Reporting concerns and escalation routes
- Professional boundaries
- Site safety and emergency procedures
- Recognising abuse, neglect, and exploitation
- Reporting concerns
- Early Help and MASH thresholds
- CCE/CSE and contextual safeguarding
- Domestic abuse and coercive control
- Mental health and trauma-informed practice
- Online safety and digital safeguarding
- Peer-on-peer abuse and harmful sexual behaviour
- Prevent Duty and extremism

- Safer working practices
- Briefings
- Staff meetings
- DSL communications
- Policy updates
- Local authority alerts
- National safeguarding developments
- Multi-agency working
- Thresholds and statutory processes
- Managing disclosures
- Record keeping and chronologies
- Early Help and MASH referrals
- LADO procedures
- Trauma-informed practice
- Online safety and exploitation
- Supervision and case management
- Contextual safeguarding
- Prevent Duty and Channel referrals
- Vetting and pre-employment checks
- Interviewing for safeguarding attitudes
- Identifying gaps or anomalies in employment history
- Managing disclosures
- Maintaining the Single Central Record
- Trauma-informed behaviour management
- De-escalation strategies
- Safe physical intervention (where appropriate)
- Recording and reporting incidents
- Supporting students after dysregulation
- Recognise online risks
- Respond to online incidents
- Support students with digital safety
- Follow Acceptable Use policies
- Manage device-related safeguarding concerns
- Extremism and radicalisation

- Online radicalisation
- Recognising concerning behaviour
- Reporting Prevent concerns
- Channel referral processes
- Case discussion
- Emotional support
- Professional reflection
- Guidance on decision-making
- Review of record keeping
- Identification of training needs
- External training
- Local authority workshops
- Multi-agency forums
- Specialist courses (CCE/CSE, trauma, mental health)
- Peer learning
- Mentoring and coaching
- Dates of training
- Type of training completed
- Staff attendance
- Renewal dates
- Outstanding training needs
- Staff feedback
- Incident analysis
- Observations of practice
- Multi-agency feedback
- Review of safeguarding trends
- Communication barriers
- Social isolation
- Dependency on adults
- Difficulty recognising unsafe situations
- Increased likelihood of being bullied or exploited
- Challenges expressing concerns or disclosures
- Staff understand individual needs
- Communication is adapted

- Additional supervision is provided where needed
- Safety plans reflect SEND vulnerabilities
- Behaviour changes are recognised as potential safeguarding indicators
- Multi-agency support is coordinated
- Risk-taking behaviour
- Exploitation
- Peer pressure
- Emotional dysregulation
- Self-harm or suicidal ideation
- Difficulty forming safe relationships
- Trauma-informed practice
- Mentoring and emotional support
- Targeted interventions
- Safety planning
- Mental health referrals
- Close monitoring of attendance, behaviour, and wellbeing
- Attachment difficulties
- Trauma histories
- Placement instability
- Increased risk of exploitation
- Emotional vulnerability
- Strong communication with social workers and Virtual School
- Attendance at PEP meetings
- Consistent routines and relationships
- Early identification of risk
- Tailored emotional support
- Clear information sharing
- Emotional strain
- Fatigue
- Social isolation
- Increased responsibility
- Barriers to attendance and engagement
- Early Help referrals

- Flexible support
- Emotional wellbeing interventions
- Coordination with external agencies
- Anxiety or hypervigilance
- Aggression or withdrawal
- Poor concentration
- Emotional dysregulation
- Fear of conflict
- Immediate reporting to DSL
- Safety planning
- Emotional support
- Multi-agency involvement
- Monitoring of attendance and behaviour
- County lines activity
- Drug distribution
- Weapon carrying
- Gang involvement
- Missing episodes
- Unexplained money or items
- Association with older peers
- Fear of retaliation
- Sudden behaviour changes
- Targeted interventions
- Police partnership
- Safety planning
- Multi-agency coordination
- Online platforms
- Peer networks
- Adults offering gifts or affection
- Sexualised behaviour
- Older partners
- Hotel use
- Secrecy
- Emotional distress

- Immediate DSL response
- Specialist exploitation support
- Multi-agency involvement
- Trauma-informed practice
- Attendance patterns
- Lateness
- Sudden disengagement
- Unexplained absences
- Stigma
- Emotional distress
- Instability
- Increased vulnerability
- Emotional support
- Mentoring
- Multi-agency coordination
- Neglect
- Exploitation
- Poor mental health
- Unstable living conditions
- Early Help involvement
- Practical support where possible
- Monitoring of wellbeing
- Neglect
- Emotional harm
- Instability
- Exposure to unsafe adults
- Immediate DSL response
- Multi-agency involvement
- Safety planning
- Express concerns
- Report abuse
- Understand risk
- Communication methods
- Teaching strategies

- Support plans
- Bullying
- Discrimination
- Identity-related distress
- Family conflict
- Inclusive practice
- Safe spaces
- Emotional support
- Anti-bullying measures
- Safeguarding audits
- Multi-agency feedback
- Behaviour and attendance data
- Student voice
- Staff observations
- Missing episodes
- Unexplained money, clothing, or items
- Association with older peers
- Carrying weapons
- Fear of retaliation
- Sudden behaviour changes
- Being found out of area
- Immediate DSL involvement
- Risk assessment and safety planning
- Police and MASH referral where appropriate
- Partnership with exploitation teams
- Targeted interventions and mentoring
- Monitoring attendance and behaviour
- Older partners
- Hotel use
- Sexualised behaviour
- Secrecy
- Emotional distress
- Online grooming
- Immediate DSL action

- Referral to MASH and specialist CSE teams
- Trauma-informed support
- Safety planning
- Multi-agency coordination
- Patterns of absence
- Late returns
- Disengagement
- Sudden changes in routine
- Immediate reporting to DSL
- Contact with parents/carers
- Police involvement where necessary
- CME procedures
- Return-home interviews (via LA)
- Review of risk and safety plans
- Anxiety or hypervigilance
- Aggression or withdrawal
- Poor concentration
- Emotional dysregulation
- Immediate DSL involvement
- Referral to MASH where appropriate
- Safety planning
- Emotional support and mentoring
- Multi-agency coordination
- Disclosure
- Family history
- Planned travel to high-risk countries
- Behavioural changes
- Immediate DSL involvement
- Police notification (mandatory)
- MASH referral
- Safety planning
- Sensitive, trauma-informed support
- Family pressure
- Sudden travel plans

- Restrictions on freedom
- Fear of family reactions
- Treat as urgent safeguarding concern
- DSL involvement
- Police and MASH referral
- Safety planning
- Confidentiality maintained to protect the child
- Concerning language or behaviour
- Accessing extremist content
- Isolation from peers
- Sudden ideological changes
- DSL assessment
- Prevent referral where appropriate
- Channel involvement
- Curriculum and mentoring support
- Monitoring and review
- Sexualised language or actions
- Boundary violations
- Peer-on-peer incidents
- Online sexual behaviour
- DSL involvement
- Use of Brook Traffic Light Tool
- MASH referral where required
- Safety planning for all students involved
- Targeted interventions
- Immediate DSL involvement
- Separate support for victim and perpetrator
- Clear recording
- Safety planning
- Multi-agency involvement where necessary
- Restorative or disciplinary action as appropriate
- DSL assessment
- Device management in line with statutory guidance
- Police involvement where required

- Safety planning
- Targeted online safety interventions
- Injuries
- Emotional distress
- Withdrawal
- Concerning statements
- Immediate DSL involvement
- Mental health referral
- Safety planning
- Multi-agency coordination
- Ongoing monitoring
- DSL involvement
- Early Help or specialist referrals
- Targeted interventions
- Monitoring and support
- Investigation by staff and DSL
- Support for victim
- Intervention for perpetrator
- Monitoring and review
- Parental involvement
- Immediate DSL involvement
- Police and MASH referral
- Multi-agency coordination
- Safety planning
- DSL supervision
- Safeguarding audits
- Multi-agency feedback
- Analysis of trends
- Staff training updates

Whistleblowing, Complaints & Escalation Procedures

15.1 Overview

RESET AP is committed to maintaining a culture of openness, transparency, and accountability. Staff, students, parents/carers, and external professionals must feel confident to raise concerns about safeguarding, conduct, or organisational practice without fear of reprisal. Whistleblowing and complaints procedures are essential to ensuring that concerns are addressed promptly, fairly, and in accordance with statutory guidance.

15.2 Whistleblowing

Whistleblowing enables staff to raise concerns about:

RESET AP promotes a culture where staff feel safe to speak out.

15.2.1 Who Can Raise a Whistleblowing Concern
15.2.2 How to Raise a Whistleblowing Concern

Concerns should be raised with: **Trustee Paul Shaw**

Concerns may be raised verbally or in writing. All concerns are treated seriously.

15.2.3 Protection for Whistleblowers

RESET AP ensures:

Whistleblowing is protected under the Public Interest Disclosure Act.

15.3 Complaints Procedure

RESET AP encourages early resolution of concerns through open communication. Complaints may relate to:

15.3.1 Informal Resolution

Where appropriate, concerns should first be raised informally with:

Many concerns can be resolved quickly through discussion.

15.3.2 Formal Complaints

If informal resolution is not appropriate or unsuccessful, a formal complaint may be submitted in writing to the Strategic Lead. The complaint will be:

Where the complaint involves safeguarding, the DSL will be informed immediately.

15.3.3 Complaints About the Strategic Lead

Complaints about the Strategic Lead must be directed to the Trustee **Paul Shaw.**

15.4 Escalation Procedures

Escalation ensures concerns are addressed when staff believe:

15.4.1 Internal Escalation

Staff should escalate concerns to:

All escalation attempts must be recorded.

15.4.2 External Escalation

If internal escalation does not resolve the concern, staff may escalate to: Trustee Paul Shaw

RESET AP supports staff in making external escalations when necessary.

15.5 Managing Allegations Against Staff

Concerns about staff behaviour must be reported immediately to the Strategic Lead. If the concern relates to the Strategic Lead, it must be reported to the Trustee Paul Shaw.

RESET AP follows statutory procedures including:

No internal investigation will begin until advised by the LADO.

15.6 Low-Level Concerns

Low-level concerns include:

RESET AP ensures:

15.7 Complaints or Concerns Raised by Students

Students may raise concerns about:

RESET AP ensures:

15.8 Complaints or Concerns Raised by Parents/Carers

Parents/carers may raise concerns verbally or in writing. RESET AP ensures:

15.9 Monitoring & Review

Whistleblowing, complaints, and escalation procedures are reviewed through:

Policy Governance, Review & Implementation

16.1 Overview

This Safeguarding & Child Protection Policy underpins all aspects of practice at RESET AP. Effective governance ensures the policy is understood, implemented, monitored, and reviewed regularly to maintain high standards of safeguarding and compliance with statutory requirements.

RESET AP is committed to:

16.2 Trustee Responsibilities

Trustee is responsible for:

Governance oversight is documented and reviewed regularly.

16.3 Strategic Lead Responsibilities

The Strategic Lead ensures:

The Strategic Lead provides termly safeguarding reports to governance.

16.4 DSL Responsibilities in Policy Implementation

The DSL is responsible for:

The DSL ensures the policy is embedded in daily practice.

16.5 Staff Responsibilities

All staff must:

Staff sign to confirm they have read and understood the policy.

16.6 Policy Review Cycle

The Safeguarding & Child Protection Policy is:

The DSL leads the review process, with approval from the Proprietor/Governing Body.

16.7 Monitoring & Quality Assurance

Safeguarding practice is monitored through:

Findings inform policy updates and practice improvements.

16.8 Implementation Across the Organisation

RESET AP ensures the policy is implemented through:

Safeguarding is embedded in all aspects of provision.

16.9 Accessibility of the Policy

The policy is:

Accessibility supports transparency and accountability.

16.10 Linked Policies

This policy should be read alongside:

Together, these policies form RESET AP's safeguarding framework.

16.11 Policy Approval

This Safeguarding & Child Protection Policy is formally approved by:

Trustee: Name: Paul Shaw

Signature: P Shaw

Date: 17/10/26

Strategic Lead: Name: Karen Birch

Signature: K Birch

Date: 17/10/26

Designated Safeguarding Lead: Name: Karen Birch

Signature: K Birch

Date: 17/10/26

16.12 Staff Declaration

All staff must sign to confirm they have:

Staff Name: _____ **Signature:** _____
Date: _____

16.13 Final Statement

RESET AP is committed to safeguarding and promoting the welfare of all children. This policy reflects our dedication to creating a safe, supportive, and protective environment where every child can thrive.

- Unsafe practice
- Misconduct
- Failure to follow safeguarding procedures
- Concerns about staff behaviour
- Organisational culture that may place children at risk
- Attempts to cover up wrongdoing
- All staff
- Volunteers
- Contractors
- Agency workers
- External professionals working with RESET AP
- The DSL
- The Strategic Lead
- The Proprietor (if concern relates to senior leadership)
- No staff member is victimised for raising a concern
- Confidentiality is maintained wherever possible
- Concerns are investigated promptly
- Staff are supported throughout the process
- Staff conduct
- Provision or practice
- Decisions made by the organisation
- Communication with parents/carers
- Safeguarding procedures
- The relevant staff member
- The DSL
- The Strategic Lead
- Acknowledged
- Investigated
- Responded to within agreed timescales
- Recorded and monitored
- A safeguarding concern has not been acted upon
- A child remains at risk despite intervention
- Multi-agency decisions are unsafe or insufficient
- Professional disagreement exists

- DSL
- Deputy DSL
- Strategic Lead
- Proprietor
- Oldham MASH
- Children's Social Care
- Police
- LADO (for concerns about staff)
- Ofsted (for concerns about organisational practice)
- Immediate contact with the LADO
- Suspension or alternative duties where appropriate
- Full cooperation with investigations
- Support for both staff and students involved
- Clear record keeping
- Boundary issues
- Inappropriate comments
- Over-familiar behaviour
- Minor breaches of the Code of Conduct
- All low-level concerns are reported to the DSL
- Patterns are monitored
- Early intervention prevents escalation
- Records are kept securely
- Staff behaviour
- Peer behaviour
- Safety on site
- Emotional wellbeing
- Bullying or harassment
- Students are listened to
- Concerns are taken seriously
- DSL involvement where required
- Appropriate support is provided
- Records are maintained
- Concerns are acknowledged promptly
- Communication is professional and respectful

- DSL involvement where safeguarding is indicated
- Clear records are kept
- Outcomes are shared appropriately
- Safeguarding audits
- Governance oversight
- Analysis of trends
- Staff feedback
- Multi-agency input
-
- Strong leadership
- Transparent governance
- Continuous improvement
- Accountability at all levels
- A culture where safeguarding is prioritised
- Approving the Safeguarding & Child Protection Policy
- Ensuring compliance with statutory guidance (KCSIE, Working Together, local procedures)
- Monitoring safeguarding practice through reports, audits, and data
- Ensuring the DSL has adequate time, authority, and resources
- Overseeing safer recruitment and staff training
- Ensuring allegations against staff are managed appropriately
- Reviewing safeguarding trends and risk areas
- Ensuring safeguarding is embedded across the organisation
- Safeguarding is prioritised across all areas of provision
- Staff understand and follow the policy
- DSLs are supported and supervised
- Safeguarding concerns are responded to promptly
- Policies are updated in line with new legislation
- Safeguarding culture is strong, consistent, and visible
- Regular communication with the Proprietor/Governing Body
- Operational implementation of the policy
- Ensuring staff understand procedures
- Delivering training and updates

- Managing safeguarding records
- Coordinating multi-agency work
- Monitoring safeguarding trends
- Reviewing risk assessments and safety plans
- Ensuring compliance with statutory guidance
- Read and understand the Safeguarding & Child Protection Policy
- Follow procedures consistently
- Report concerns immediately
- Attend training and updates
- Maintain professional boundaries
- Promote a safe environment
- Contribute to safeguarding culture
- Reviewed **annually**
- Updated immediately following changes in legislation or local procedures
- Reviewed after significant safeguarding incidents
- Informed by safeguarding audits, multi-agency feedback, and staff input
- Internal audits
- DSL supervision
- Training compliance checks
- Review of safeguarding records
- Analysis of trends and patterns
- Feedback from students, staff, and parents/carers
- Multi-agency feedback
- Ofsted inspection outcomes
- Staff induction
- Annual training
- Regular briefings
- Clear communication channels
- Visible safeguarding information
- Consistent behaviour and supervision practices
- Curriculum and mentoring delivery

- Multi-agency collaboration
- Available to all staff
- Shared with parents/carers on request
- Accessible to external professionals
- Provided in alternative formats where required
- Reviewed with students in an age-appropriate way
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Health & Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Positive Handling Policy
- SEND Policy
- GDPR/Data Protection Policy
- Read the policy
- Understood their responsibilities
- Agreed to follow procedures