

Introduction

Team Educate is a for-profit organisation run by:

Mr Jake Welby (Director) registered company number 12316123

Team Educate is based at:

188 The Boathouse, Paintworks, Bristol, BS4 3DL (Head office)

Team Educate is managed by a board of trustees (the Board). One of the trustees has particular responsibility for safeguarding children.

The designated safeguarding officer (DSO) is Jake Welby (Director). The deputy safeguarding officer is Thomas Westray. The responsibilities of the above safeguarding officers are to ensure safeguarding policy and procedures are in place and understood by all staff and volunteers. They are also to ensure policies include the process for accurate confidential recording, storing, and sharing of information. Also, to maintain a record of staff training and training plan in relation to child protection and safeguarding and ensure effective measures are in place for safer recruitment and their working relationship with outside agencies.

All staff, trustees and volunteers will receive suitable training on child protection at least once every year.

The Board has adopted this safeguarding children policy and expects every adult working or helping at Team Educate to support it and comply with it. Consequently, this policy shall apply to all staff, managers, trustees, directors, volunteers, students, or anyone working on behalf of Team Educate. This should also be read in conjunction with our Recruitment, Selection and Vetting Policy.

This Policy

This policy is intended to protect children and young people who receive any service from us, including those who are the children of adults who may receive services from us.

As an organisation we believe that the welfare of the child is paramount and that no child or young person should experience abuse or harm and we are committed to the protection of children and young people and this policy is intended to provide guidance and overarching principles to those who represent us as volunteers or staff, to guide our approach to child protection and safeguarding. Team Educate also understands that it is everyone's responsibility under Working Together to Safeguard Children HM Government 2018 which can be found [here](#).

Promoting the welfare of children is everyone's responsible. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is the best interest of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt actions (KCSIE, 2025).

All staff and workers at Team Educate have duty and responsibility to safeguarding children and young people, irrespective of their role:

Safeguarding Officers

The Designated Safeguarding Officer for Team Educate is **Jake Welby (Director)**. The Safeguarding Officer is a senior member of staff who undertakes lead responsibility for safeguarding protection within the company. The Safeguarding Officer and Deputy Safeguarding Officer has a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

The DSO will also:

- ☞ Work with others – acting as a point of contact for outside agencies with regard to safeguarding
- ☞ Support and advise other staff in making referrals to other agencies
- ☞ When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member
- ☞ Raise awareness and understanding to the company's employees and workers around policies and practice in relation to safeguarding.

Contact Details of Safeguarding Officer:

Jake Welby (Director)

Email: jake@teameducate.co.uk

Phone Number: 0117 374 2547

Mobile: 07393 334809

Deputy Safeguarding Officer

Tom Westray

tom@teameducate.co.uk

Mobile: 07423 550964

Role of all Staff / workers

- ☞ All staff will read and understand part 1 of statutory guidance [Keeping Children Safe in Education \(2025\)](#), which can be found on our company website.
- ☞ In addition to this, all staff will be aware of the systems in place which support safeguarding including, reading this safeguarding / Child protection policy and the role of the Designated Safeguarding Officer (DSO)
- ☞ Know who to and how to contact the DSO and Deputy DSO
- ☞ All staff will be able to identify vulnerable learners and take action to keep them safe
- ☞ Be clear as to the setting's policies and procedures
- ☞ Record concerns appropriately and in timely manner using the settings safeguarding systems.
- ☞ Are aware of the need to raise to the senior team, any concerns they have about safeguarding practices they witness.

Information or concerns about learners will be shared with the DSO where it is including those:

- ☞ Who need a social worker and may experience abuse or neglect
- ☞ Requiring mental health support
- ☞ May benefit from early help

- ☞ Where there is a radicalisation concern
- ☞ Where a crime may have been committed

What is child abuse / neglect

Child abuse is when anyone under the age of 18 is either being harmed or not properly looked after. There are four main categories of child abuse: Physical abuse, emotional abuse, sexual abuse, and neglect. Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. The circumstances of when a referral will be made to social care, can be seen in our flow chart listed at the bottom of this policy and by clicking [here](#). Please also see [appendix A](#) for "dealing with a disclosure of abuse" and [appendix B](#) for "types of abuse and neglect"

The risks to children

Nearly every child grows up in a safe and happy environment and it is important not to exaggerate or overestimate the dangers. Nevertheless, there are situations where children need protection from child abuse which includes:

- ☞ Sexual abuse
- ☞ Grooming
- ☞ Physical and emotional abuse and neglect
- ☞ Domestic violence
- ☞ Inappropriate supervision by staff or volunteers
- ☞ Bullying, cyber bullying, acts of violence and aggression within our schools and campuses
- ☞ Victimisation
- ☞ Self-harm
- ☞ Unsafe environments and activities
- ☞ Crime
- ☞ Exploitation

Universality of Protection

We recognise that:

- ☞ The welfare of the child is paramount
- ☞ All children regardless of race, gender, religious belief, disability, age, sexual orientation, ethnicity, or identity have a right to equal protection from harm.
- ☞ Some children are more vulnerable to harm as a result of their circumstances, prior experiences, communication needs or level of dependency.
- ☞ Working with children, young people, their parents and/or guardians, carers or other agencies is essential to protecting their wellbeing.

Safeguarding children at events / activities

1. There are three kinds of events/activities:
 - 1.1 those open to adults and children of all ages,
 - 1.2 those for children accompanied by a 'parent',

1.3 those for unaccompanied children, which are sometimes run alongside other events/activities.

2. At events and activities open to all ages, children under 16 must be accompanied throughout by an adult over the age of 18 who not only brings the child but also takes the child home again afterwards. Young people aged 16 or 17 may attend unaccompanied if they bring the written consent and mobile telephone number of one of their parents.

3. At events and activities for children accompanied by a 'parent', children under 16 must be supervised throughout the event by an adult over the age of 18 who not only brings the child to the event but also takes the child home again afterwards. If a lone adult brings more than one child, then the children will have to stay together, so that the one adult can supervise them. Young people aged 16 or 17 may attend unaccompanied if they bring the written consent and mobile telephone number of one of their parents.

4. At events and activities for unaccompanied children, children under the age of 16 must be enrolled by a responsible adult before being left with the event leader. The enrolment must record the child's name, age and address and the names and addresses of the child's parents, plus the parents' mobile telephone numbers. Young people aged 16 or 17 may attend unaccompanied if they bring the written consent and mobile telephone number of one of their parents.

5. Both event and activities are to be defined broadly to include any occasions where Team Educate will be providing a service.

6. Disclosure and barring

Team Educate offers the following activities for children

1. Integration of staff in school settings
2. All activities offered by Team Educate therefore requires adult participants or adult leaders, to undergo an enhanced DBS and/or police checks under the Safeguarding Vulnerable Groups Act 2006. The required level of checking (if any) will broadly reflect the degree and frequency of unsupervised access given to other people's children. Team Educate also conducts a Prohibition Check for all workers, before a candidate is cleared for work.
3. The Board will take very seriously any allegation of impropriety on the part of any member of Team Educate. A member of Team Educate who discovers anything amiss should get in touch immediately with the following:

Mr Jake Welby (Director)
4. The Board will review the allegation and the likely risk to children and, if appropriate, will consider banning the member from future events or revoking his or her membership or both, but only in full accordance with the rules and procedures of Team Educate.

Health and safety aspects of safeguarding children

Before starting any event for unaccompanied children, the Board will carry out a risk assessment and then take steps to minimise all risks to health and safety. Parents and children will be made aware of any particular risks and of the steps to be taken to minimise those risks. The Board will keep a record of all risk assessments.

Sufficient adults must be present at any event for unaccompanied children to enable one adult to deal with any emergency while another adult supervises the children not directly affected by the emergency.

Policy on the prevention of bullying

We will not tolerate the bullying of children either by adults or by other children. If any incident of child-on-child bullying should arise at a Team Educate event, those involved will be separated immediately and the parents of the children involved will be asked to deal with the matter. The Board will review all incidents of child-on-child bullying and assess the likely future risk to children. If appropriate, the Board will consider banning a child from future events, but only in full accordance with the rules and procedures of Team Educate. Allegations of adults bullying children will be dealt with under paragraph 6.3 above.

Photographing children

No photos will be taken or published of any child attending an event or activity unless prior written permission is sought from a person with parental responsibility. If any person has any concerns regarding any person taking photos at an event or activity, that person should contact Team Educate immediately.

Managing behaviour, discipline and acceptable restraint

1. Adults supervising children at Team Educate events must never use any form of corporal punishment. If physical restraint is absolutely necessary to prevent injury to any person or to prevent serious damage to property, then the minimum necessary restraint may be used — but for that purpose only.
2. Unacceptable behaviour at Team Educate events for unaccompanied children will generally be stopped by separating the children from each other and from the group. The miscreants will be suitably supervised and will be returned as soon as possible to the care of their parents.
3. Team Educate may apply a further disciplinary sanction; namely the banning of the child from one or more future events over the following 18 months. Any such sanction would be determined and applied by the following officer:

Mr Jake Welby (Director)

4. A parent who is aggrieved by this ban may appeal to Team Educate who will hear the views of all relevant persons. The decision of Team Educate is then final. Any such appeals should be made to, and will be determined by the following officer:

Mr Jake Welby (Director)

Dress and appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However, staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake; this also applies to online or virtual teaching or when working with small groups on site (in the case of

Schools who remain open to vulnerable children or those of critical workers). Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. In online engagement, is similar to the clothing they would wear on a normal school day

One to one Situations

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers. During the current school closures, the DfE suggests that if there is only one vulnerable child or child of a critical worker, the school should consider closing, and liaise with the local authority to identify alternative provision; e.g., at a hub school. If the school must remain open with only one or two children, there should be more than one member of staff to meet fire safety, first aid, supervision and other emergency procedures.

This means school leaders should:

- ☞ Keep pupil numbers under constant review
- ☞ Ensure that risk assessments and emergency procedures are reviewed in the event of lone working / very small numbers on site
- ☞ Liaise with the LA on suitable alternative provision if the school needs to close due to very low pupil numbers
- ☞ Ensure that wherever possible there is visual access and/or an open door in one to one situations

This means that staff should:

- ☞ Work one to one with a child only where absolutely necessary and with the knowledge and consent of senior leaders and parents/carers
- ☞ Be aware of relevant risk assessments, policies and procedures

Home visits and working from care address'

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits.

In the current situation, some settings may ask staff to undertake welfare visits, particularly in the EYFS or to primary age children. Settings should take into account the advice of their local authority early years service and / or MAP when deciding whether these home visits are proportionate and desirable. Staff will normally undertake home visits with a colleague. Staff undertaking welfare visits should always try to give parents / carers advance warning unless there is good reason not to; e.g. because the visit has been prompted by safeguarding concerns and / or is at the request of children's social care. In these cases, one of the staff undertaking

the visit should be a Designated safeguarding officer or deputy safeguarding person. The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency services or partner agencies should be contacted.

For tutoring at young persons care address, the same precautions need to be taken. We require all staff to observe social distancing at all times except in an emergency, never enter a home without the parent or carer's consent or when the parent is absent. Our tutors must always make detailed records including times of arrival and departure and ensure any behaviour or situation which gives rise to concern is discussed with their manager. They are to also make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent and ensure that staff have access to a mobile telephone and an emergency contact number.

Use of technology for online / virtual teaching

There has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for staff and school leaders.

All settings should review their online safety and acceptable use policies and amend these if necessary, ensuring that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.

When selecting a platform for online / virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff, safeguarding officers and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:

- ☞ Think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- ☞ Staff and pupils should be in living / communal areas – no bedrooms
- ☞ Staff and pupils should be fully dressed
- ☞ Filters at a child's home may be set at a threshold which is different to the school
- ☞ Resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a

child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.

This means that senior leaders should:

- ☞ review and amend their online safety and acceptable use policies to reflect the current situation
- ☞ Ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them
- ☞ Have clearly defined operating times for virtual learning
- ☞ Consider the impact that virtual teaching may have on children and their parents/ carers / siblings
- ☞ Determine whether there are alternatives to virtual teaching in 'real time' – e.g., using audio only, prerecorded lessons, existing online resources
- ☞ Be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons
- ☞ Take into account any advice published by the local authority, MAP or their online safety / monitoring software provider

This means that staff should:

- ☞ Adhere to their establishment's policy
- ☞ Be fully dressed ▪ ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose
- ☞ Avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session
- ☞ Only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so
- ☞ Be able to justify images of pupils in

This means adults should NOT:

- ☞ contact pupils outside the operating times defined by senior leaders
- ☞ Take or record images of pupils for their personal use
- ☞ Record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- ☞ Engage online while children are in a state of undress or semi-undress

First Aid and Medication

In exceptional circumstances, the Managing Health & Safety at Work Regulations do allow an organisation to function without any member of staff being trained in 'First Aid at Work'. If a school has no trained first aider due to COVID-19, it is the responsibility of school leaders and / or the employer to identify a senior person on site each day to lead on any crisis or serious incident including the provision of first aid. This decision should be supported by a risk

assessment that takes into account the number of staff, children and / or other visitors on site, the proximity of emergency services, any particular risks presented, etc. Risks should be minimised as much as possible, for example by not undertaking high risk or adventurous activities.

Staff whose 'first aid at work' training is about to or has expired since 16th March 2020 should be aware that the HSE has agreed an extension of 3 months for renewal. Depending on the ages of the children accessing the provision, there may need to be at least one person trained in paediatric first aid at all times when children are on site.

An education setting should:

- ☞ Ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid if relevant
- ☞ If there is no member of staff available who has completed 'first aid at work' training, identify a senior person to be responsible each day
- ☞ Review and update first aid, medicines in school and crisis / emergency policies and relevant risk assessments
- ☞ Refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures should have their employment rights protected. For further information on Whistleblowing, please refer to our **Team Educate Whistle Blowing Policy**.

Concerns, complaints, and allegation procedures

All concerns, complaints, and allegations of abuse against or by staff are noted by Jake Welby (Director) who will report this to the Local Authority Designated Officer (LADO) of the Bristol Safeguarding board and / or relevant LADO. For any complaints or allegations against the safeguarding officer, please refer to our whistleblowing policy.

Information Sharing

Team Educate is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for the Data protection Act 2018 and General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be spread as "special category personal data".

Team Educates staff are aware that:

- ☞ That "safeguarding" and "individuals at risk" is a processing condition that allows practitioners to share special category personal data.
- ☞ Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- ☞ To gain consent would place the child at risk,
- ☞ It cannot be reasonably expected that a practitioner gains consent,
- ☞ Of, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent

There are also times when Team Educate will not provide a child's personal data when the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt, Team Educate will seek legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need of safeguarding and promote the welfare and protect the safety of children and young adults.

Referrals

Team Educate will work together with appropriate agencies to safeguarding and promote the welfare of children or vulnerable adult including identifying and responding to their needs. This is in compliance with the statutory guidance [Working Together to Safeguarding Children 2023](#).

Referrals in these cases should be made the by the DSO to Children's Social Care in the Local Authority in which that child resides. The list of safeguarding contact and other key agencies are listed [here](#).

Where the child already has a social worker, the request for the service should go immediately to the social worker involved, or in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School.

Team Educate as an employment business is a 'personnel supplier' and has a legal requirement under the **Safeguarding Vulnerable Groups Act 2006** to refer information to the DBS about individuals who have either harmed, or placed at risk of harm, a child or vulnerable adult.

Where Team Educate supplies or introduces a work seeker to a client, and the client subsequently removes the work seeker from carrying out 'regulated activity' because the client believes that the person has engaged in '[relevant conduct](#)' or the '[harm test](#)' is satisfied, Team Educate must provide information to the DBS about this matter. Additionally, if Team Educate decides to withdraw our services from the work seeker because we believe that the work seeker engaged in 'relevant conduct' or that the 'harm test' is satisfied, we must provide information to the DBS about this.

'Relevant conduct' is defined as:

- ☞ Conduct which endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult,
- ☞ Conduct which, if repeated against a child or vulnerable adult would endanger or would be likely to endanger him,

- ☞ Conduct involving sexual material relating to children (including possession of such material),
- ☞ Conduct involving sexually explicit images depicting violence against human beings,
- ☞ Conduct of a sexual nature involving a child or vulnerable adult.

Team Educate has a duty to refer information to the DBS if the 'harm test' is satisfied, i.e. if Team Educate thinks that that the person may:

- ☞ Harm a child or vulnerable adult,
- ☞ Cause a child or vulnerable adult to be harmed,
- ☞ Put a child or vulnerable adult at risk of harm,
- ☞ Attempt to harm a child or vulnerable adult,
- ☞ Incite another to harm a child or vulnerable adult.

To ensure compliance with the DBS referral rules, we have processes in place to ensure that all staff are aware of the legal duty to make a DBS referral where necessary and know the process for doing so. When required, Team Educate also have a legal duty to bring this to the attention of The Local Authority Designated Officer (LADO) as well as other relevant parties (Social Workers, Police). Any disclosures made to a Team Educate employee, will be dealt with by Jake Welby – Designated Safeguarding Officer.

All staff are clear about recording and reporting concerns to the DSO in a timely way. In the case a child is in immediate danger, staff should phone the police. All staff aware of and follow the procedures to respond to a concern about a child or young person.

Relevant Contact Information

If a child is at immediate risk, please call the Police on 999

If you have concerns about a child / young person:

NSPCC 24-hour helpline: 0808 800 5000 (free from a landline)

NSPCC Text Helpline: 88858 (service is free and anonymous)

Police: 101 (non-emergency calls)

Childline: 0800 1111

Local Authority Designated Officer (LADO) Nicola Laird: 0117 9037795

If you are concerned about the well-being of a child, contact the **First Response Team** on 0117 903 6444 (Bristol) and out of Hours Emergency Duty Team on 01454 615165

To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental carer consent): <https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response>

To raise concerns and ask for advice about radicalisation (also contact first response):

Prevent Duty – 01278 649228

Email: PreventSW@avonandsomerset.police.uk

To liaise with specialist safeguarding police unit:

Lighthouse Safeguarding Unit – 01278 649228

Families in Focus (Targeted Support) – for advice and guidance about whether to make a referral

South: 0117 903777

East Central 0117 3576460

North: 0117 3521499

Other Policies

This safeguarding policy should be read together with the following policies and resources:

- ☞ Whistleblowing Policy
- ☞ Modern Slavery Policy
- ☞ Equal Opportunities Policy
- ☞ Disciplinary, Dismissal and Grievance
- ☞ Complaints Procedure Policy

All of the above policies can be obtained by asking a staff member of Team Educate

Legal Framework

This policy has been drawn up in accordance with the following:

- ☞ Children Act 1989
- ☞ United Convention of the Rights of the Child 1991
- ☞ General Data Protection Regulation
- ☞ Human Rights Act 1998
- ☞ Sexual Offences Act 2003
- ☞ Children Act 2004
- ☞ Safeguarding Vulnerable Groups Act 2006
- ☞ Protection of Freedoms Act 2012
- ☞ Children and Families Act 2014
- ☞ Special educational needs and disability (SEND) code of practice - Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014
- ☞ Information sharing: advice for practitioners providing safeguarding services
- ☞ Working together to safeguard children (2019)
- ☞ Bristol Safeguarding Partnership Procedures

This policy applies to: All trustees, staff, and volunteers. All child and parents are informed of the policy and procedures as appropriate

NOTE: This Policy was approved by the following Safeguarding officer on 02/09/2021 and is due for review every 1 year: Mr Jake Welby (Director)

Policy reviewed and updated by:

Jake Welby (Director)

18/08/2025

Appendix A – Dealing with a disclosure of abuse

When a child tells me about abuse they have suffered, what must I remember?

- ☞ Stay Calm
- ☞ Do not communicate shock, anger or embarrassment
- ☞ Reassure the child. Tell them that you are pleased that they are speaking to you.
- ☞ Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to deal with this. State who this will be and why.
- ☞ Encourage the child to talk but do not ask “leading questions” or press for information. Use ‘Tell me, Explain to me, Describe to me’ (TED) questioning.
- ☞ Listen and remember.
- ☞ Check you have understood correctly what the child is trying to tell you.
- ☞ Praise the child for telling you. Communicate that they have a right to be safe and protected.
- ☞ It is inappropriate to make any comments about the alleged offender.
- ☞ Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- ☞ At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- ☞ As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinion or interpretations.

NB it is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- ☞ The 5 ‘R’s are helpful in understanding what professionals’ duties are in relation to responding to an incident
- Recognise – Respond- Reassure-Refer- Record

Appendix B – Types of abuse and neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch <https://tacklechildabuse.campaign.gov.uk/>

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school, college and agency staff should be aware that abuse, neglect and child protection issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- ☞ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- ☞ being more prone to peer group isolation than other children;
- ☞ the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- ☞ Communication barriers and difficulties in overcoming these barriers

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as soon as possible.

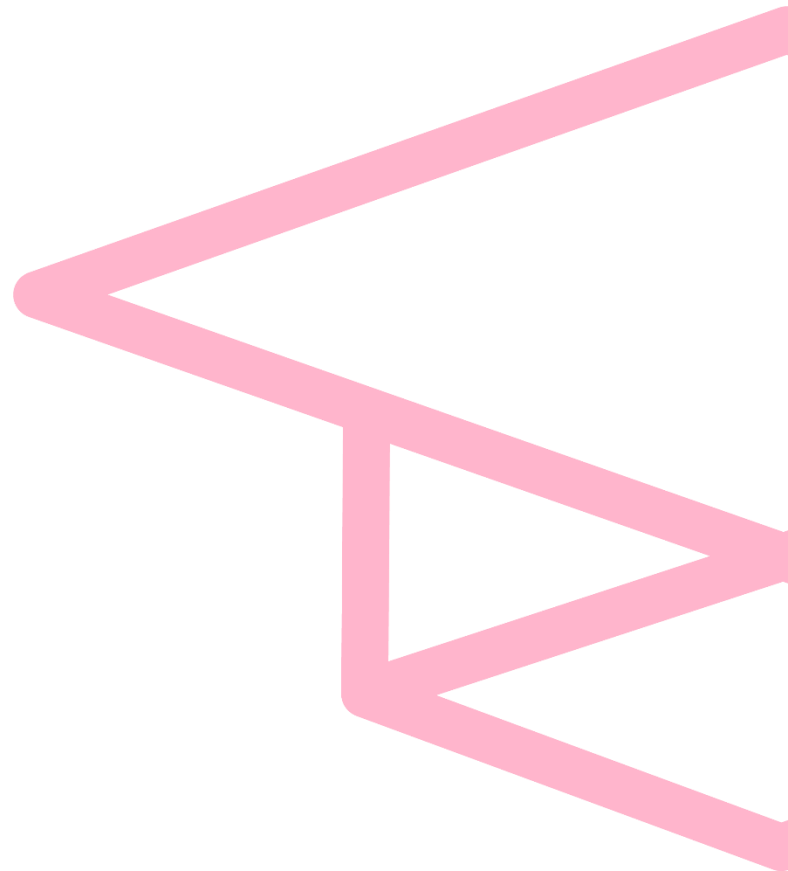
Physical Abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

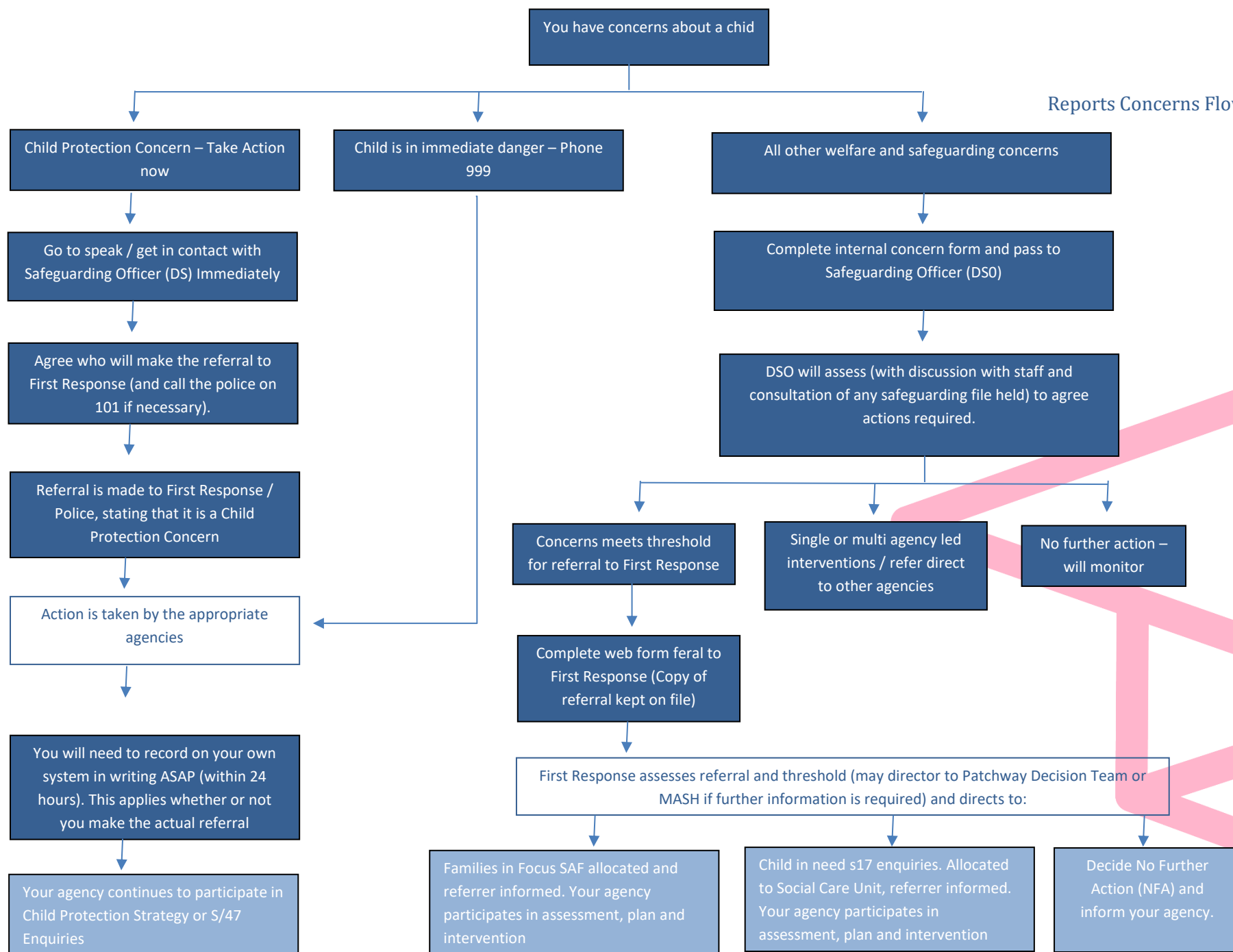
Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



Reports Concerns Flow Chat



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No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessment and plans. Chases referrals if not kept informed this is our responsibility