

AS2Educate Safeguarding and Child Protection Policy

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Introduction

AS2Educate is committed to safeguarding and promoting the welfare of every child and young person and expects everyone working with or on behalf of the organisation to share this commitment.

Safeguarding is fundamental to everything we do. It underpins our culture, informs our decision-making and is embedded within every aspect of provision. We recognise that children can only achieve their full potential when they feel safe, valued, respected and supported.

As an independent Alternative Provision, AS2Educate works with children and young people who may have experienced trauma, adverse childhood experiences, disrupted education, unmet special educational needs, social, emotional and mental health difficulties, exploitation, family adversity or other complex vulnerabilities. We recognise that these experiences may increase safeguarding risks and require a compassionate, relational and trauma-informed approach.

Our safeguarding practice is child-centred and reflects the principle that the welfare of the child is paramount. We are committed to listening to children, understanding their lived experiences, promoting their voice in decision-making and working collaboratively with parents, carers, placing schools, local authorities and safeguarding partners to ensure that children receive the right help at the right time.

Safeguarding is everyone's responsibility. Every member of staff, regardless of role, has a duty to identify concerns, respond appropriately, share information and take prompt action where there are concerns about a child's welfare. No member of staff should ever assume that somebody else will take action.

AS2Educate uses Learntrek, its Management Information System (MIS), to securely record, monitor and manage safeguarding concerns, referrals, actions and outcomes, ensuring accurate record keeping, effective oversight and timely multi-agency working.

AS2Educate recognises that effective safeguarding extends beyond child protection and includes promoting children's physical and mental health, emotional wellbeing, attendance, behaviour, online safety, inclusion, equality and educational outcomes. We believe that positive relationships, high expectations, professional curiosity and early intervention are essential in helping children to remain safe and achieve their potential.

This Policy applies to all employees, volunteers, contractors, agency workers, visitors, governors or proprietors where applicable, and any other adult working with or on behalf of AS2Educate.

This Policy should be read alongside the full suite of AS2Educate safeguarding, behaviour, health and safety, human resources and information governance policies.

Safeguarding Policy Statement

AS2Educate is committed to maintaining a strong safeguarding culture where the safety, welfare and best interests of children are at the centre of all decision-making.

We will achieve this by:

- providing a safe, inclusive and nurturing learning environment where children feel listened to, respected and protected;
- maintaining a culture of vigilance in which safeguarding is understood to be everyone's responsibility;
- ensuring all staff receive appropriate safeguarding induction, training and supervision;
- identifying concerns early and providing appropriate early help wherever possible;
- responding promptly and effectively where children are suffering, or are likely to suffer, significant harm;
- working openly and collaboratively with children, families and partner agencies;
- maintaining effective safeguarding leadership and governance;
- operating safer recruitment practices for all employees and volunteers;
- promoting online safety and protecting children from harm both inside and outside the provision;
- ensuring safeguarding concerns are accurately recorded, stored securely and shared appropriately;
- continually reviewing safeguarding practice to ensure compliance with legislation, statutory guidance and local safeguarding arrangements; and
- fostering a trauma-informed, relational and restorative culture that supports children to develop resilience, confidence and positive relationships.

The welfare of the child will always be the primary consideration when making safeguarding decisions.

Safeguarding Culture

AS2Educate is committed to maintaining a proactive safeguarding culture where safeguarding is embedded within every aspect of provision. We recognise that safeguarding is not solely about responding to concerns, but about creating an environment where children feel safe, valued, listened to and respected, staff feel confident to raise concerns, and safeguarding practice is continually reviewed, challenged and strengthened through professional curiosity, reflective practice, quality assurance and continuous improvement.

Important Safeguarding Contacts

AS2Educate Safeguarding Leadership

Role	Name	Responsibilities	Contact
Provision Manager / Sole Director / Deputy Designated	Richard Fihosy	Strategic safeguarding leadership, governance, Deputy DSL, safer recruitment oversight, managing allegations, safeguarding	safeguarding@as2educate.co.uk Richard.fihosy@as2educate.co.uk 07399 732761 01462 542145

Safeguarding Lead (DDSL)		quality assurance and organisational compliance.	
Deputy Provision Manager / Designated Safeguarding Lead (DSL)	Claire Ames	Operational safeguarding lead, child protection, Early Help, multi-agency working, safeguarding referrals, safeguarding records, attendance and vulnerable students.	safeguarding@as2educate.co.uk claire.ames@as2educate.co.uk 07359 467512 01462 542145
Assistant Provision Manager – People & Culture, Human Resources and Health & Safety	Vishalie Yadav	Human Resources, Health and Safety, Single Central Record (Learntrek), safer recruitment administration, safeguarding administration and staff wellbeing.	vishalie.yadav@as2educate.co.uk 01462 542145
Assistant Provision Manager – Curriculum, Pastoral and Teaching	Karen Croft	Curriculum leadership, pastoral support, behaviour, attendance, teaching and learning, student welfare and supporting the implementation of safeguarding through high-quality pastoral practice.	karen.croft@as2educate.co.uk 01462 542145

External Contacts

National Contacts

Organisation / Role	Name	Contact details
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999, non-emergency 101
Channel Helpline	N/A	020 7340 7264

Non-Provision Contacts - Hertfordshire

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	LADO.Referral@hertfordshire.gov.uk lado_referral_form.docx (live.com) Strictly for professionals use only

Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services includes SOOHS (Out of Hours Service- Children's Services) – 0300 123 4043 https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx
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Non-Provision Contacts - Central Bedfordshire

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Central Bedfordshire: 0300 300 8142 or via secure email: LADO@centralbedfordshire.gov.uk https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people/2
Central Bedfordshire County Council Children's Social Care	Customer Service Centre	Call 0300 300 8585 immediately (office hours). For out of hours reports call 0300 300 8123. https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people

Non-Provision Contacts - Bedford Borough

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Bedford Borough: 01234 276 693 or via secure email: Lado@bedford.gov.uk https://www.bedford.gov.uk/social-care-and-health/children-and-families/safeguarding-children-partnership/local-authority Strictly for professionals use only
Bedford Borough Council Children's Social Care	Customer Service Centre	Tel: 01234 718700 (office hours) Tel: 0300 300 8123 (out of hours) https://www.bedford.gov.uk/social-care-and-health/children-and-families/safeguarding-children-harm-and-child-protection-0

All safeguarding concerns should be reported immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead.

If the concern relates to either safeguarding lead, staff must follow the procedures set out within this Policy for reporting concerns about senior leaders.

AS2Educate reviews local and national safeguarding practice reviews, Child Safeguarding Practice Reviews and thematic learning published by safeguarding partners. Lessons learned are incorporated into policy, training and practice where appropriate.

Legislative and Professional Framework

This Policy has been developed in accordance with current legislation, statutory guidance and recognised good practice. It reflects AS2Educate's responsibilities as an independent Alternative Provision to safeguard and promote the welfare of children and young people.

This Policy should be read alongside the following statutory guidance, all of which staff are expected to understand and apply within the context of their role:

- Keeping Children Safe in Education (KCSIE) 2026 (statutory guidance);
- Working Together to Safeguard Children 2026;
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers;
- The Prevent Duty Guidance;
- Working Together to Improve School Attendance;
- Searching, Screening and Confiscation;
- Behaviour in Schools;
- Relationships, Sex and Health Education Guidance;
- Alternative Provision Statutory Guidance;
- SEND Code of Practice; and
- relevant guidance issued by safeguarding partners within Hertfordshire, Central Bedfordshire, and Bedford Borough.

This Policy also reflects the requirements of, but is not limited to, the following legislation:

- Children Act 1989;
- Children Act 2004;
- Education Act 2002;
- Education (Independent School Standards) Regulations;
- Safeguarding Vulnerable Groups Act 2006;
- Counter-Terrorism and Security Act 2015;
- Female Genital Mutilation Act 2003;
- Serious Crime Act 2015;
- Sexual Offences Act 2003;
- Equality Act 2010;
- Human Rights Act 1998;
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Health and Safety at Work etc. Act 1974; and
- Rehabilitation of Offenders Act 1974.

AS2Educate recognises that safeguarding guidance evolves regularly. This Policy will therefore be reviewed annually and updated sooner where changes to legislation, statutory guidance or local safeguarding arrangements require amendments.

Definitions

For the purposes of this Policy, Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether this occurs within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- A child is anyone under the age of 18 years.
- Child Protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- Early Help means providing support as soon as a problem emerges, at any stage in a child's life, to improve outcomes and prevent concerns from escalating.
- Abuse may occur within the family, within an institutional or community setting, by adults or by other children. Abuse can take place online or offline and may involve a single incident or repeated acts.
 - Abuse is categorised into four broad forms:
 - Physical Abuse;
 - Emotional Abuse;
 - Sexual Abuse; and
 - Neglect.

Further guidance on recognising abuse and specific safeguarding concerns is provided later within this Policy.

Equality, Diversity and Inclusion

AS2Educate is committed to safeguarding every child regardless of their background, identity or individual circumstances.

Safeguarding practice will always be underpinned by the principles of equality, diversity, inclusion and anti-discriminatory practice.

We recognise that some children may be at greater risk of abuse, neglect or exploitation because of factors including, but not limited to:

- Special Educational Needs and Disabilities (SEND);
- social, emotional or mental health needs;
- disability;
- communication difficulties;
- being a Child Looked After or Previously Looked After;
- being a Young Carer;
- experiences of trauma or adverse childhood experiences;
- family circumstances;
- ethnicity, culture or faith;
- socioeconomic disadvantage;

- experiences of discrimination or prejudice;
- being absent from education; or
- other vulnerabilities identified through assessment.

Staff are expected to remain professionally curious, avoid assumptions and recognise that additional vulnerabilities may affect how children disclose abuse or present safeguarding concerns.

Reasonable adjustments will be made wherever necessary to ensure that safeguarding procedures are accessible and responsive to the individual needs of every child.

The Role of Alternative Provision

As an independent Alternative Provision, AS2Educate works collaboratively with placing schools, local authorities, parents, carers and partner agencies to ensure that safeguarding responsibilities are clearly understood and effectively discharged.

Many students attending AS2Educate have experienced disrupted education, trauma, adverse childhood experiences, exclusion, unmet SEND, emotional or mental health needs, or other complex vulnerabilities. These experiences may increase their safeguarding needs and require a coordinated, multi-agency response.

AS2Educate is committed to:

- maintaining a trauma-informed, relational approach to safeguarding;
- promoting positive relationships built on trust, consistency and respect;
- identifying safeguarding concerns at the earliest opportunity;
- ensuring effective communication with placing schools and local authorities;
- contributing fully to multi-agency safeguarding arrangements;
- supporting successful transitions into and out of Alternative Provision; and
- ensuring that safeguarding remains central to all educational, pastoral and therapeutic interventions.

Safeguarding responsibilities remain shared between AS2Educate, the placing school (where applicable), parents or carers and the relevant local authority. Clear communication and effective information sharing are essential to ensure children receive coordinated and appropriate support.

The Designated Safeguarding Lead (DSL) will ensure that safeguarding responsibilities remain clearly understood throughout each student's placement. This includes maintaining effective communication with the placing school, relevant local authority, parents or carers and partner agencies, sharing safeguarding information promptly and securely, participating in multi-agency meetings where appropriate, and ensuring that safeguarding records are transferred or received in accordance with statutory guidance. Where safeguarding responsibilities are shared between agencies, AS2Educate will work collaboratively to ensure that no child experiences delay or gaps in safeguarding support.

Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility.

All adults working with or on behalf of AS2Educate have an individual responsibility to safeguard children and to always act in the best interests of every student. No member of staff should assume that another person will take action if they have concerns about a child's welfare.

Whilst the Designated Safeguarding Lead has lead responsibility for safeguarding and child protection, safeguarding is embedded throughout the organisation and forms part of the responsibilities of every employee, volunteer, contractor and visitor.

The Provision Manager (Sole Director)

Richard Fihosy, as Provision Manager and Sole Director, has overall strategic responsibility for safeguarding and child protection within AS2Educate.

The Provision Manager will ensure that:

- safeguarding remains central to the culture, ethos and day-to-day operation of AS2Educate;
- all safeguarding arrangements comply with current legislation and statutory guidance;
- appropriate policies and procedures are implemented, monitored and reviewed regularly;
- sufficient time, funding, staffing and resources are available to enable safeguarding responsibilities to be carried out effectively;
- safer recruitment procedures are implemented consistently;
- all staff receive appropriate safeguarding induction, training and ongoing professional development;
- appropriate safeguarding supervision and support are available for staff;
- safeguarding concerns are managed appropriately and referrals are made promptly;
- effective quality assurance systems are in place to monitor safeguarding practice;
- appropriate action is taken following safeguarding audits, reviews or lessons learned;
- allegations against adults working with children are managed in accordance with statutory guidance;
- the Single Central Record is maintained and regularly audited; and
- AS2Educate fulfils its statutory safeguarding responsibilities as an independent Alternative Provision.

As Deputy Designated Safeguarding Lead (DDSL), Richard Fihosy will support the Designated Safeguarding Lead and undertake safeguarding duties whenever the DSL is unavailable, or additional safeguarding capacity is required.

Designated Safeguarding Lead (DSL)

Claire Ames is the Deputy Provision Manager and Designated Safeguarding Lead (DSL). The DSL has lead operational responsibility for safeguarding and child protection and has the appropriate status, authority, time, funding, training, skills and experience to fulfil this role effectively.

The Designated Safeguarding Lead will:

- Lead safeguarding practice
- act as the first point of contact for safeguarding and child protection concerns;
- receive and manage safeguarding referrals;
- make timely referrals to Children's Social Care, the Police, Early Help and other agencies where appropriate;
- maintain oversight of all safeguarding and child protection cases;
- promote a child-centred approach to safeguarding.
- Manage Safeguarding Records
- maintain confidential safeguarding records using Learntrek, AS2Educate's Management Information System (MIS);
- ensure all safeguarding concerns, disclosures, referrals, actions and outcomes are recorded accurately, factually and contemporaneously within Learntrek;
- monitor safeguarding records to identify patterns, themes, repeat concerns and emerging risks;
- ensure safeguarding records are transferred securely and without delay when students move education settings, in accordance with statutory guidance and data protection requirements.
- Work with external agencies
- participate in strategy meetings, child protection conferences, core groups and other multi-agency meetings;
- contribute to Early Help assessments and plans;
- liaise with placing schools, local authorities and safeguarding partners;
- support information sharing in accordance with statutory guidance.
- Support staff
- provide safeguarding advice and guidance;
- support staff managing safeguarding concerns;
- ensure safeguarding remains a standing agenda item where appropriate;
- contribute to safeguarding supervision and reflective practice.

Promote educational outcomes

The DSL will promote the educational outcomes of children who have experienced abuse, neglect or other adversity by:

- understanding the impact of safeguarding concerns upon learning;
- working collaboratively with education professionals;
- ensuring safeguarding supports educational engagement;
- contributing to attendance, behaviour and pastoral planning.

Quality Assurance

The Provision Manager, Designated Safeguarding Lead and Senior Leadership Team are collectively responsible for ensuring safeguarding arrangements remain effective, compliant with statutory guidance and responsive to emerging safeguarding risks. Safeguarding forms a standing agenda item within leadership meetings and informs strategic planning, quality assurance and organisational improvement.

The DSL will:

- monitor safeguarding practice;
- review safeguarding records;
- contribute to safeguarding audits;
- identify training needs;
- support policy development;
- contribute to organisational learning following safeguarding incidents.

Deputy Designated Safeguarding Lead (DDSL)

Richard Fihosy is the Deputy Designated Safeguarding Lead.

The DDSL will:

- provide safeguarding advice when the DSL is unavailable;
- undertake referrals where required;
- support complex safeguarding cases;
- contribute to safeguarding audits and quality assurance;
- support safeguarding leadership across the organisation;
- ensure continuity of safeguarding arrangements during periods of absence or increased demand.

AS2Educate has robust safeguarding cover arrangements to ensure that safeguarding advice is always available during operational hours and that concerns are acted upon without delay.

Assistant Provision Manager – People & Culture, Human Resources and Health & Safety

Vishalie Yadav supports safeguarding through her leadership responsibilities for People & Culture, Human Resources and Health & Safety.

Responsibilities include:

- coordinating safer recruitment processes;
- maintaining the Single Central Record within Learntrek;
- ensuring appropriate pre-employment checks are completed;
- supporting staff wellbeing;
- coordinating safeguarding-related employment processes;
- supporting staff training and professional development;
- maintaining health and safety arrangements that contribute to safeguarding;
- working alongside Aversure regarding employment matters associated with safeguarding.

Assistant Provision Manager – Curriculum, Pastoral and Teaching

Karen Croft supports safeguarding through her leadership of curriculum, pastoral care and teaching and learning.

Responsibilities include:

- promoting a safe, inclusive and nurturing learning environment;
- supporting attendance, engagement and positive behaviour;
- monitoring student welfare and wellbeing;
- supporting the implementation of trauma-informed practice;
- identifying emerging safeguarding concerns through pastoral work;

- contributing to Early Help and multi-agency support where appropriate;
- ensuring safeguarding is reflected throughout the curriculum;
- working closely with the DSL to support vulnerable students.

Responsibilities of All Staff

Every member of staff has a responsibility to safeguard children.

All staff will:

- place the welfare of children at the centre of all decision-making;
- read and understand Part One of Keeping Children Safe in Education 2026 (or the appropriate version applicable to their role) as part of induction and annual safeguarding updates;
- know the identity of the DSL and Deputy DSL;
- recognise the signs and indicators of abuse, neglect and exploitation;
- maintain an attitude of professional curiosity;
- report safeguarding concerns immediately in accordance with this Policy;
- record safeguarding concerns accurately and without delay;
- contribute to Early Help where appropriate;
- maintain appropriate professional boundaries in accordance with the Staff Code of Conduct;
- complete mandatory safeguarding training;
- understand their responsibilities regarding online safety, filtering and monitoring;
- promote children's welfare through positive relationships and trauma-informed practice; and
- work collaboratively with colleagues and partner agencies to safeguard children.

Every member of staff has both an individual and collective responsibility to safeguard children and must never assume that another professional will take action.

Safeguarding Procedures

AS2Educate is committed to creating and maintaining a safeguarding culture in which concerns about children are recognised early, acted upon promptly and managed effectively.

Safeguarding is a continuous process rather than a single event. Staff are expected to remain professionally curious, build positive relationships with children and families, and identify concerns at the earliest possible opportunity.

Every member of staff has a duty to act immediately if they believe a child:

- is suffering, or is likely to suffer, significant harm;
- is in need of protection;
- may benefit from Early Help or Family Help services;
- is experiencing abuse, neglect or exploitation;
- is vulnerable because of attendance, behaviour, mental health or other welfare concerns; or
- is otherwise at risk of harm.

Concerns should never be ignored because they appear minor in isolation. Staff should consider the cumulative impact of concerns and recognise that small pieces of information may contribute to a wider safeguarding picture.

All safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead (DDSL).

Where there is an immediate risk of significant harm, staff must contact the Police and/or Children's Social Care without delay and then inform the DSL as soon as possible.

Professional Curiosity

AS2Educate promotes a culture of professional curiosity. Professional curiosity means respectfully exploring and questioning information, observations and behaviours rather than accepting explanations at face value.

Staff should:

- remain alert to changes in behaviour or presentation;
- ask appropriate questions where concerns arise;
- consider the child's lived experience;
- recognise the cumulative impact of multiple low-level concerns;
- challenge assumptions where appropriate;
- seek advice whenever unsure; and
- escalate concerns where they believe a child's needs are not being met.

Professional curiosity is essential in identifying abuse, neglect, exploitation and other safeguarding concerns at an early stage.

Listening to Children

Children should be encouraged and supported to express their wishes, feelings and experiences.

Decisions about safeguarding will, wherever appropriate, take account of the child's wishes, feelings, lived experience, age, understanding and individual circumstances, whilst recognising that a child's immediate safety will always take precedence where there is risk of harm.

AS2Educate recognises that children may disclose abuse in different ways and that some children may not disclose abuse directly.

When a child chooses to speak to a member of staff, they should feel:

- listened to;
- believed;
- respected;
- supported;
- reassured that they have done the right thing; and
- confident that appropriate action will be taken to keep them safe.

Staff should never promise confidentiality but should explain that information will only be shared with people who need to know in order to keep the child safe.

The child's wishes and feelings will always be considered when determining what action should be taken, although the welfare of the child will remain the paramount consideration.

Early Help

AS2Educate recognises Family Help as an important part of the safeguarding continuum, providing support to children and families when needs first emerge and before difficulties escalate or statutory child protection intervention becomes necessary. Local authorities may use different terminology for services within this continuum, including Early Help. AS2Educate will follow the arrangements and thresholds of the relevant local safeguarding partnership.

Early Help is support provided to children and families when difficulties first emerge and before statutory intervention becomes necessary.

Early Help may be appropriate where a child:

- displays emerging behavioural difficulties;
- experiences emotional or mental health concerns;
- has poor attendance;
- experiences difficulties at home;
- is affected by domestic abuse;
- has unmet SEND needs;
- is at risk of exploitation;
- experiences family conflict;
- requires additional support to engage with education; or
- presents with multiple low-level vulnerabilities.

Staff should discuss any concerns regarding Early Help with the Designated Safeguarding Lead at the earliest opportunity.

Staff should not delay making an Early Help request whilst waiting for concerns to escalate. Early intervention remains one of the most effective ways of improving outcomes for children and families.

The DSL will determine whether an Early Help or Family Help assessment, referral or other support is appropriate and will work collaboratively with the child, family, placing school, local authority and partner agencies.

AS2Educate recognises that effective Early Help relies upon positive relationships with families wherever this is safe and appropriate.

Family Help and Multi-Agency Working

AS2Educate is committed to working collaboratively with families and partner agencies to safeguard children and improve outcomes. AS2Educate recognises that effective safeguarding relies upon respectful professional challenge, timely information sharing and constructive multi-agency working, always placing the child's welfare above organisational interests.

We recognise that no single agency can safeguard children effectively in isolation. Where safeguarding concerns are identified, AS2Educate will work with:

- parents and carers;
- placing schools;
- Children's Social Care;
- Early Help or Family Help services;
- local authorities;
- Police;
- health professionals;
- Child and Adolescent Mental Health Services (CAMHS);
- youth justice services;
- SEND services;
- Virtual Schools;
- social workers;
- safeguarding partners; and
- other agencies involved with the child.

Information will be shared appropriately, proportionately and in accordance with statutory guidance to ensure that children receive coordinated support.

Where professional disagreements arise, AS2Educate will use the relevant local safeguarding partnership escalation procedures to ensure that children's welfare remains the overriding priority.

Information Sharing

Effective safeguarding depends upon timely, accurate and appropriate information sharing. AS2Educate will share information where necessary to safeguard children, in accordance with:

- the Data Protection Act 2018;
- UK GDPR;
- Information Sharing Advice for Practitioners;
- Working Together to Safeguard Children 2026; and
- the Information Governance, Data Protection and Privacy Policy.
- Staff should never allow concerns about data protection to prevent the sharing of information where a child is at risk of harm.
- Information sharing decisions should be:
 - necessary;
 - proportionate;
 - relevant;
 - accurate;
 - timely; and
 - securely recorded.

The Designated Safeguarding Lead will provide advice where staff are uncertain whether information should be shared.

Escalation of Concerns

AS2Educate expects all staff to act if they believe that a child is not receiving the support or protection they require.

If a member of staff feels that:

- a safeguarding referral has not been appropriately considered;
- the level of intervention is insufficient;
- professional disagreement exists between agencies; or
- a child remains at risk,

they must discuss their concerns immediately with the Designated Safeguarding Lead.

Where concerns remain unresolved, the Provision Manager and DSL will follow the escalation procedures published by the relevant safeguarding partnership.

Staff should never allow professional disagreement to prevent appropriate action being taken to safeguard a child.

Recognising Abuse, Neglect and Exploitation

All staff should be aware that abuse, neglect and exploitation can affect any child regardless of age, gender, ethnicity, culture, religion, disability, sexual orientation or family circumstances.

Children attending AS2Educate may have experienced trauma, adverse childhood experiences, disrupted education, unmet special educational needs, family adversity or other vulnerabilities that increase their risk of abuse or exploitation. Staff should therefore remain professionally curious and recognise that safeguarding concerns may present differently depending on the child's individual circumstances.

Abuse may occur:

- within the family;
- within the community;
- within institutions;
- online;
- by adults; or
- by other children (child-on-child abuse).

Abuse can occur as a single incident or through repeated acts over time. Staff should never assume that a child is safe simply because they appear happy, are achieving academically or have not disclosed concerns.

The Four Categories of Abuse

Physical Abuse

Physical abuse involves deliberately causing physical harm to a child.

This may include:

- hitting;
- shaking;
- throwing;
- poisoning;
- burning or scalding;
- drowning;
- suffocating; or
- otherwise causing physical injury.

Physical abuse may also be caused when a parent or carer fabricates or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on their emotional development.

This may include:

- conveying that a child is worthless or unloved;
- inappropriate expectations;
- intimidation or humiliation;
- exposure to domestic abuse;
- serious bullying;
- preventing normal social interaction;
- exploitation or corruption.

Children experiencing emotional abuse may present with anxiety, withdrawal, low self-esteem, emotional dysregulation or behavioural changes.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities.

Sexual abuse may involve:

- physical contact;
- non-contact activities;
- online abuse;
- grooming;
- exploitation;
- encouraging children to view sexual material;
- inappropriate sexual communication;
- creating or sharing nudes or semi-nudes, including self-generated intimate images, image-based abuse and digitally manipulated or AI-generated sexual imagery..

Sexual abuse can be perpetrated by adults or by other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

Neglect may include failure to:

- provide adequate food, clothing or shelter;
- protect a child from harm;
- ensure appropriate supervision;
- access appropriate medical treatment;
- meet educational needs;
- respond appropriately to emotional needs.

Neglect may occur during pregnancy through maternal substance misuse.

Indicators of Abuse

Staff should recognise that:

- indicators of abuse rarely occur in isolation;
- behavioural changes may have multiple causes;
- children may not disclose abuse immediately;
- disclosures may occur through behaviour rather than words;
- children with SEND may communicate concerns differently;
- cumulative low-level concerns may indicate significant safeguarding issues.

Staff should always consider the child's lived experience and the context in which concerns arise.

Responding to a Disclosure

If a child chooses to disclose abuse or neglect, staff should respond calmly, sensitively and professionally.

Staff should:

- listen carefully;
- remain calm;
- allow the child to speak freely;
- reassure the child that they have done the right thing;
- avoid expressing shock or disbelief;
- explain that the information must be shared with people who can help keep them safe;
- record the disclosure using the child's own words wherever possible; and
- report the concern immediately to the Designated Safeguarding Lead.

Staff must not:

- ask leading questions;
- investigate;
- interrupt unnecessarily;
- promise confidentiality;
- make assumptions;
- confront alleged perpetrators; or
- delay reporting the concern.

Recording Safeguarding Concerns

Accurate and timely recording is an essential part of effective safeguarding.

All safeguarding concerns must be recorded as soon as reasonably practicable and on the same working day wherever possible.

Records should include:

- the date and time;
- factual observations;
- the child's own words where appropriate;
- actions taken;
- people informed;
- any immediate safeguarding measures implemented;
- the name and signature of the person making the record.

Staff should distinguish clearly between fact, observation and professional opinion.

Records must be:

- factual;
- objective;
- legible;
- contemporaneous;
- signed and dated.

Safeguarding records will be maintained securely by the Designated Safeguarding Lead in accordance with the Information Governance, Data Protection and Privacy Policy and the Records Retention Schedule.

All safeguarding concerns, disclosures, referrals, actions and outcomes will be recorded securely within Learntrek, AS2Educate's Management Information System (MIS). Records will be completed as soon as reasonably practicable and, wherever possible, on the same working day. Access to safeguarding records is restricted to authorised safeguarding staff and managed in accordance with the Information Governance, Data Protection and Privacy Policy, the Data Protection Act 2018 and UK GDPR.

Taking Action

Any member of staff who has a safeguarding concern must act immediately.

Concerns should be reported to the Designated Safeguarding Lead (Claire Ames) or, in her absence, the Deputy Designated Safeguarding Lead (Richard Fihosy).

The Designated Safeguarding Lead will determine the most appropriate course of action, which may include:

- monitoring the concern;
- providing pastoral support;
- initiating Early Help or Family Help;
- consulting Children's Social Care;
- making a referral to Children's Social Care;
- contacting the Police;
- consulting other safeguarding professionals; or
- taking immediate action to protect the child.

If, at any time, a child is believed to be at immediate risk of significant harm, any member of staff has the authority and responsibility to make a referral directly to Children's Social Care and/or contact the Police. The Designated Safeguarding Lead must then be informed as soon as possible.

No member of staff should ever delay taking action because the Designated Safeguarding Lead is unavailable.

Children Potentially Requiring Additional Safeguarding Support

AS2Educate recognises that some children may require additional safeguarding support because of their individual circumstances.

Staff should be particularly vigilant where children:

- have Special Educational Needs and/or Disabilities (SEND);
- have social, emotional or mental health needs;
- are Children Looked After or Previously Looked After;
- are young carers;
- have experienced domestic abuse;
- experience poor attendance or are missing education;

- are vulnerable to child criminal exploitation or child sexual exploitation;
- are affected by substance misuse;
- experience homelessness;
- are privately fostered;
- are at risk of radicalisation;
- have experienced trauma or adverse childhood experiences;
- identify as LGBTQ+ and may experience additional vulnerabilities (whilst recognising that being LGBTQ+ is not itself a safeguarding concern);
- are experiencing mental health difficulties that may place them at increased risk of harm.

These vulnerabilities should never be considered in isolation and should inform professional judgement, risk assessment and safeguarding planning.

Specific Safeguarding Issues

AS2Educate recognises that safeguarding concerns can arise in many different forms and often overlap. Children attending Alternative Provision may be particularly vulnerable due to previous adverse childhood experiences, disrupted education, unmet needs, social isolation or exploitation.

Staff should remain vigilant to all safeguarding concerns and seek advice from the Designated Safeguarding Lead whenever they are uncertain.

The following safeguarding issues should be considered alongside the four categories of abuse.

Child-on-Child Abuse

AS2Educate recognises that children can abuse other children and that these behaviours can occur both inside and outside of the provision, including online.

Child-on-child abuse will never be dismissed as "banter", "part of growing up" or "children being children."

It may include:

- physical abuse;
- bullying (including prejudice-based and discriminatory bullying);
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- initiation or hazing-type violence;
- coercive or controlling behaviour;
- image-based abuse;
- online abuse; and
- abuse within intimate personal relationships.

All reports of child-on-child abuse will be taken seriously and managed in accordance with the Safeguarding and Child Protection Policy, Behaviour Policy and relevant statutory guidance.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group exploits a child for criminal activity.

Examples include:

- county lines;
- drug supply;
- organised crime;
- theft;
- forced criminality;
- violence;
- carrying weapons; or
- financial exploitation.

Children may appear to consent to exploitation but cannot legally consent to their own abuse.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse where children receive something, or are promised something, in exchange for sexual activity.

This may include:

- gifts;
- money;
- accommodation;
- affection;
- alcohol;
- drugs;
- status; or
- protection.

Exploitation may occur online or in person.

Serious Violence

Staff should be alert to indicators that a child may be at risk of serious violence.

Indicators may include:

- unexplained injuries;
- possession of weapons;
- involvement with gangs;
- changes in friendships;
- increased absence;
- unexplained money;
- carrying drugs;
- intimidation or fear; and
- involvement in criminal activity.

Domestic Abuse

Children may experience domestic abuse directly or indirectly.

Exposure to domestic abuse can have a significant impact upon:
emotional wellbeing;

- behaviour;
- mental health;
- attendance;
- relationships; and
- educational outcomes.

Where domestic abuse concerns are identified, staff will follow safeguarding procedures and work with appropriate agencies.

Mental Health

AS2Educate recognises that mental health problems can, in some circumstances, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and may themselves develop into safeguarding concerns, including where there is self-harm, suicidal ideation or risk of suicide. Staff are well placed to observe children and identify changes in behaviour, presentation, attendance or emotional wellbeing that may indicate a safeguarding or mental health concern. Staff should not attempt to diagnose mental health conditions unless appropriately qualified to do so. Where concerns arise, they must be shared promptly with the Designated Safeguarding Lead or Deputy DSL so that appropriate safeguarding action, support and referral can be considered.

Staff should understand that:

- mental health difficulties are not safeguarding concerns in themselves;
- however, they may indicate that safeguarding intervention is required;
- safeguarding and mental health should always be considered together.

Where concerns arise, the Designated Safeguarding Lead will coordinate appropriate support.

Online Safety

Technology is an integral part of children's lives and presents both opportunities and safeguarding risks.

Online risks include:

- | | |
|---|---|
| • grooming; | and image-based abuse, including |
| • exploitation; | digitally manipulated or AI-generated |
| • cyberbullying; | imagery; |
| • online abuse; | • gaming risks; |
| • radicalisation; | • livestreaming; |
| • inappropriate content; | • online relationships; |
| • misinformation; | • financial scams; and |
| • making or sharing nudes or semi-nudes, self-generated intimate images | • emerging technologies, including artificial intelligence. |

Online safety forms part of the whole safeguarding culture at AS2Educate.

Further information is contained within the Online Safety, ICT Acceptable Use and Information Governance, Data Protection and Privacy Policies.

Filtering and Monitoring

AS2Educate has appropriate filtering and monitoring arrangements in place to safeguard children whilst enabling safe access to educational resources.

Filtering and monitoring systems are proportionate to the age, needs and vulnerabilities of the students attending the provision and are reviewed regularly to ensure they remain effective.

AS2Educate uses Senso Cloud to support its filtering and monitoring arrangements. Senso Cloud provides real-time monitoring of students' use of school devices, helping to identify potential safeguarding concerns such as exposure to harmful content, indicators of self-harm, bullying, inappropriate language, online exploitation, radicalisation and other behaviours that may place a child at risk. Alerts generated through Senso Cloud are reviewed promptly by authorised staff and, where appropriate, referred to the Designated Safeguarding Lead (DSL) for further assessment and action in accordance with this Policy.

The Senior Leadership Team will ensure that:

- appropriate filtering systems are maintained;
- Senso Cloud monitoring alerts are reviewed and acted upon promptly;
- staff understand how filtering and monitoring support safeguarding;
- safeguarding concerns identified through monitoring are investigated without delay;
- filtering arrangements do not unnecessarily restrict teaching and learning;
- systems are reviewed following any safeguarding incident involving technology; and
- filtering and monitoring arrangements are regularly evaluated to ensure they remain effective and proportionate.

Filtering and monitoring are recognised as one element of AS2Educate's wider safeguarding arrangements and do not replace effective supervision, professional curiosity or staff vigilance.

Further information is available within the Online Safety Policy, ICT Acceptable Use Policy and Information Governance, Data Protection and Privacy Policy.

Children Absent from Education and Children Missing Education (CME) (CME)

AS2Educate recognises that children being absent from education, particularly where absence is repeated, prolonged or unexplained, can be an important safeguarding warning sign. Persistent or unexplained absence may indicate abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, county lines activity, mental health difficulties, domestic abuse, forced marriage or other safeguarding concerns.

Staff must remain professionally curious about patterns of absence and should not view attendance concerns solely as an educational or behavioural matter. Where patterns of absence raise safeguarding concerns, these must be reported to the DSL or DDSL and considered alongside all other information known about the child.

AS2Educate will work closely with parents and carers, placing schools, local authorities and other professionals to understand the reasons for absence, identify emerging safeguarding concerns and ensure appropriate action is taken:

- abuse;
- neglect;
- exploitation;
- radicalisation;
- criminal activity;
- forced marriage;
- female genital mutilation;
- child sexual exploitation; and
- child criminal exploitation.

Attendance concerns will be monitored closely.

Where appropriate, referrals will be made to:

- placing schools;
- local authorities;
- Children's Social Care; and
- other relevant agencies.

Further information can be found within the Attendance Policy.

Elective Home Education

Where AS2Educate becomes aware that a student may be moving to Elective Home Education, the Designated Safeguarding Lead will work collaboratively with the placing school and local authority to ensure safeguarding responsibilities are appropriately discharged.

Safeguarding concerns will always be shared prior to any educational transition.

Children Looked After and Previously Looked After Children

Children who are looked after or previously looked after often have additional safeguarding vulnerabilities.

AS2Educate will work closely with:

- Virtual Schools;
- social workers;
- placing authorities;
- foster carers;
- residential providers;
- parents; and
- other professionals

to promote children's safety, wellbeing and educational outcomes.

Preventing Radicalisation

AS2Educate recognises its duties under the Counterterrorism and Security Act 2015. Staff will receive Prevent training appropriate to their role and understand how to recognise indicators that a child may be vulnerable to radicalisation or extremist ideology.

Concerns will be referred to the Designated Safeguarding Lead and managed in accordance with local safeguarding procedures.

Other Specific Safeguarding Issues

Staff should also remain alert to safeguarding concerns including:

- female genital mutilation (FGM);
- forced marriage;
- honour-based abuse;
- modern slavery;
- trafficking;
- fabricated or induced illness;
- private fostering;
- substance misuse;
- homelessness;
- making or sharing nudes or semi-nudes, self-generated intimate images and image-based abuse; missing episodes and absconding;
- discriminatory abuse;
- hate crime; and
- any emerging safeguarding risks identified through local or national safeguarding updates.

The Designated Safeguarding Lead will ensure that staff receive regular safeguarding updates, so they remain aware of current and emerging safeguarding issues.

Online Safety

AS2Educate recognises that technology is an integral part of children's education, communication and daily lives. Whilst digital technologies provide significant educational and social benefits, they also present safeguarding risks which require effective management.

Online safety is viewed as a safeguarding issue rather than simply an ICT matter and is embedded throughout the curriculum, staff training and organisational culture.

Children may be exposed to risks including:

- online grooming;
- child sexual exploitation;
- child criminal exploitation;
- cyberbullying;
- online harassment;
- coercion and control;
- exposure to harmful or inappropriate content;
- radicalisation and extremist material;
- misinformation and disinformation;
- online fraud and financial exploitation;
- gaming-related risks;
- live streaming;
- online challenges and harmful trends.
- making or sharing nudes or semi-nudes and self-generated intimate images;
- image-based abuse, including non-consensual intimate imagery, digitally manipulated imagery, deepfakes and AI-generated sexual content;
- wider artificial intelligence (AI) generated content and emerging technology-related safeguarding risks;

Staff remain vigilant to online risks both within and outside the educational environment and recognise that online abuse may occur alongside other forms of abuse.

Where concerns arise regarding a child's online safety, these will be managed in accordance with this Policy and referred to the Designated Safeguarding Lead.

Filtering and Monitoring

AS2Educate has appropriate filtering and monitoring arrangements in place to safeguard children whilst enabling safe access to educational resources.

Filtering and monitoring systems are proportionate to the age, needs and vulnerabilities of the students attending the provision and are reviewed regularly to ensure they remain effective.

The Senior Leadership Team will ensure that:

- appropriate filtering systems are maintained;
- monitoring systems identify safeguarding concerns at the earliest opportunity;
- staff understand how filtering and monitoring support safeguarding;
- safeguarding concerns identified through monitoring are investigated promptly;
- filtering arrangements do not unnecessarily restrict teaching and learning;

- systems are reviewed following any safeguarding incident involving technology.
- Filtering and monitoring are recognised as one element of AS2Educate's wider safeguarding arrangements and do not replace effective supervision, professional curiosity or staff vigilance.

Further information is available within the Online Safety Policy, ICT Acceptable Use Policy and Information Governance, Data Protection and Privacy Policy.

Safeguarding Through the Curriculum

AS2Educate believes that safeguarding is strengthened when children are equipped with the knowledge, confidence and resilience to recognise risk, seek help and make informed decisions.

Safeguarding themes are embedded throughout the curriculum and pastoral provision in an age-appropriate manner.

This includes learning relating to:

- healthy and respectful relationships;
- consent and personal boundaries;
- online safety and digital resilience;
- recognising abuse and exploitation;
- emotional wellbeing and mental health;
- diversity, equality and inclusion;
- bullying and discriminatory behaviour;
- substance misuse;
- criminal exploitation;
- knife crime and serious violence;
- personal safety;
- British Values;
- the Prevent Duty;
- healthy lifestyles; and
- how to seek help and support.

Curriculum content is adapted to reflect the individual needs, developmental stage and vulnerabilities of students attending AS2Educate.

Safeguarding Awareness and Student Support

AS2Educate is committed to creating an environment where safeguarding information is visible, accessible and easy for students to understand. We recognise that children and young people may not always feel ready to speak directly to a trusted adult and may first seek information independently before asking for help.

AS2Educate actively seeks student voice when reviewing safeguarding arrangements, online safety, wellbeing provision and pastoral support. Feedback from students contributes to continuous improvement and helps ensure safeguarding arrangements remain responsive to their experiences and needs.

To support this, AS2Educate maintains a dedicated Student Safety Wall, located in a prominent area of the provision where it is accessible to all students throughout the school day.

The Safety Wall provides age-appropriate information designed to help students recognise safeguarding concerns, understand healthy relationships and know how and where to access support.

Information displayed includes, but is not limited to:

- safeguarding and child protection;
- mental health and emotional wellbeing;
- bullying, discrimination and prejudice;
- online safety and digital wellbeing;
- healthy and unhealthy relationships;
- consent and personal boundaries;
- child criminal exploitation and county lines;
- child sexual exploitation;
- domestic abuse;
- substance misuse;
- self-harm and suicide prevention;
- knife crime and serious violence;
- attendance and education;
- equality, diversity and inclusion; and
- other emerging safeguarding issues relevant to children and young people.

The Safety Wall also provides contact details for a range of external organisations and support services, enabling students to access confidential advice and support both during and outside the school day.

These may include:

- Childline;
- NSPCC;
- YoungMinds;
- The Mix;
- Kooth (where available);
- Shout 85258;
- CEOP;
- Crimestoppers Fearless;
- NHS Mental Health Services;
- Samaritans; and
- other local safeguarding and wellbeing services.

The content of the Safety Wall is reviewed regularly by the Designated Safeguarding Lead to ensure that information remains current, relevant and reflective of local and national safeguarding priorities.

Staff actively promote the use of the Safety Wall through pastoral support, curriculum activities, assemblies, one-to-one discussions and safeguarding education, encouraging students to seek help whenever they are worried about themselves or someone else.

The Safety Wall forms part of AS2Educate's wider safeguarding culture and complements the organisation's trauma-informed approach, helping students to recognise concerns, understand their rights, build resilience and develop the confidence to seek support from trusted adults and appropriate external services.

Staff Training and Professional Development

AS2Educate recognises that effective safeguarding depends upon knowledgeable, confident and well-supported staff.

All employees will receive safeguarding training appropriate to their role and responsibilities.

Safeguarding training includes:

- safeguarding induction before commencing unsupervised work with children;
- reading and understanding Keeping Children Safe in Education Part One (or the appropriate version for their role);
- annual safeguarding updates;
- regular safeguarding briefings throughout the year;
- Prevent Duty training;
- online safety awareness;
- child-on-child abuse;
- child criminal exploitation;
- child sexual exploitation;
- trauma-informed practice;
- professional curiosity;
- information sharing;
- low-level concerns;
- managing allegations;
- Positive Handling (where appropriate);
- mental health awareness; and
- any emerging safeguarding themes identified nationally or locally.

Training forms part of AS2Educate's wider commitment to continuous professional development and will be delivered in accordance with the Staff Induction, Probation and Employee Retention Policy.

AS2Educate is a member of The Safeguarding Network, which provides the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and wider staff team with access to high-quality safeguarding advice, statutory guidance updates, webinars, training resources and continuing professional development (CPD). Membership supports AS2Educate in maintaining current safeguarding knowledge, responding to emerging safeguarding risks, implementing best practice and ensuring compliance with national safeguarding guidance. Resources and updates from The Safeguarding Network are used to inform staff safeguarding training, policy development, safeguarding supervision and continuous professional learning throughout the academic year.

Where statutory or mandatory training is required by AS2Educate, it will be funded by the organisation and completed during paid working time or through additional paid hours where necessary, in accordance with employees' contracts of employment.

Safer Recruitment

AS2Educate is committed to safer recruitment practices that help prevent unsuitable individuals from working with children.

All members of AS2Educate's Senior Leadership Team (SLT) have successfully completed accredited Safer Recruitment training and are responsible for ensuring that recruitment processes are conducted in accordance with statutory guidance, safeguarding legislation and best practice. Recruitment panels will include at least one member of staff who has completed appropriate Safer Recruitment training, in line with the requirements of Keeping Children Safe in Education.

Recruitment procedures are undertaken in accordance with:

- Keeping Children Safe in Education;
- the Recruitment and Safer Recruitment Policy;
- employment legislation; and
- safeguarding best practice.
- Safer recruitment arrangements include:
 - robust selection procedures;
 - safer recruitment trained interview panels;
 - structured interviews;
 - safeguarding interview questions;
 - online searches of shortlisted candidates;
 - verification of identity;
 - verification of qualifications;
 - right to work checks;
 - Enhanced Disclosure and Barring Service (DBS) checks;
 - Barred List checks where applicable;
 - prohibition from teaching checks where appropriate;
 - Section 128 checks where applicable;
 - overseas criminal record checks where required;
 - satisfactory references;
 - induction and probation processes; and
 - ongoing safeguarding training.

The Single Central Record (SCR) is maintained securely within Learntrek, AS2Educate's Management Information System (MIS).

Responsibility for maintaining the Single Central Record rests with Vishalie Yadav, Assistant Provision Manager – People & Culture, Human Resources and Health & Safety.

The Single Central Record is subject to regular quality assurance and audit by the Provision Manager, Designated Safeguarding Lead and Assistant Provision Manager to ensure ongoing compliance with statutory requirements.

Further information is contained within the Recruitment and Safer Recruitment Policy.

Visitors, Contractors and Volunteers

AS2Educate recognises that all adults entering the provision have a responsibility to safeguard children.

Appropriate safeguarding arrangements are in place for visitors, contractors, agency staff, volunteers and other adults working on behalf of AS2Educate.

Visitors will:

- sign in and out;
- wear appropriate identification;
- receive safeguarding information where appropriate;
- be supervised where necessary;
- always comply with safeguarding procedures.

Contractors, agency staff and volunteers will be subject to appropriate safeguarding checks proportionate to the nature of their role and level of contact with children.

No adult will be permitted unsupervised access to children unless the appropriate safeguarding checks have been completed.

Whistleblowing

AS2Educate promotes a culture of openness, transparency and accountability.

Staff are expected to raise concerns where they believe that:

- safeguarding procedures are not being followed;
- a child is at risk of harm;
- professional standards are not being maintained;
- unsafe practice is occurring; or
- wrongdoing or misconduct has taken place.

Concerns should normally be raised with the Provision Manager or the Designated Safeguarding Lead.

Where this is not appropriate, staff should follow the Whistleblowing Policy, which includes routes for raising concerns externally where necessary.

No employee will suffer detriment for raising a genuine safeguarding concern in good faith.

Responding to Safeguarding Concerns

Every member of staff has a responsibility to act immediately if they have concerns about a child's welfare.

Safeguarding concerns may arise through:
a direct disclosure by a child;

- observations of injuries or behaviour;
- concerns raised by another child;
- concerns raised by parents, carers or professionals;
- online activity;
- attendance or behaviour patterns;
- information received from another agency; or
- professional curiosity and emerging patterns of concern.

No concern is too small to report. Staff should always seek advice if they are unsure whether a concern requires action.

Responding to a Disclosure

Where a child chooses to disclose abuse, neglect or another safeguarding concern, staff should respond in a calm, supportive and reassuring manner.

Staff should:

- listen carefully without interruption;
- remain calm and avoid expressing shock or disbelief;

- reassure the child that they have done the right thing by speaking to someone;
- explain that the information cannot remain confidential and will need to be shared with those who can help keep them safe;
- allow the child to speak freely using their own words;
- ask only open questions where clarification is absolutely necessary;
- record the disclosure accurately using the child's own words wherever possible; and
- report the concern immediately to the Designated Safeguarding Lead.

Staff must not:

- promise confidentiality;
- investigate the concern;
- ask leading or probing questions;
- examine injuries;
- make assumptions or judgements;
- confront alleged perpetrators; or
- delay reporting the concern.

Reporting Safeguarding Concerns

All safeguarding concerns must be reported immediately to:

Claire Ames

Deputy Provision Manager and Designated Safeguarding Lead (DSL)

Email:

- safeguarding@as2educate.co.uk
- claire.ames@as2educate.co.uk

Telephone:

- 07359 467512
- 01462 542145

In her absence:

Richard Fihosy

Provision Manager, Sole Director and Deputy Designated Safeguarding Lead (DDSL)

Email:

- safeguarding@as2educate.co.uk
- Richard.fihosy@as2educate.co.uk

Telephone:

- 07399 732761
- 01462 542145

Where neither safeguarding lead is immediately available and there is concern that a child is at risk of immediate harm, staff must:

- contact Children's Social Care directly;
- contact the Police where appropriate; and
- inform the DSL as soon as reasonably practicable afterwards.

Staff should never delay taking action because the Designated Safeguarding Lead is unavailable.

The Role of the Designated Safeguarding Lead Following a Concern

Upon receiving a safeguarding concern, the Designated Safeguarding Lead will:

- review all available information;
- consider the child's wishes and feelings;

- assess the level of risk;
- consult with Children's Social Care where appropriate;
- determine whether Early Help or Family Help is appropriate;
- make referrals to Children's Social Care where the threshold is met;
- liaise with placing schools and local authorities where appropriate;
- coordinate multi-agency working;
- ensure safeguarding records are updated; and
- determine what support should be provided to the child whilst any enquiries continue.

The Designated Safeguarding Lead will ensure that safeguarding decisions remain child-centred and proportionate to the level of identified risk.

The Designated Safeguarding Lead will ensure that all safeguarding decisions, referrals, actions and outcomes are recorded within Learntrek and reviewed regularly to monitor ongoing risk, identify patterns and ensure timely follow-up.

Immediate Risk of Harm

If a child is believed to be at immediate risk of significant harm, staff must take immediate action to safeguard the child.

This may include:

- contacting the Police by calling 999;
- contacting Children's Social Care;
- arranging emergency medical treatment;
- ensuring the child remains supervised where appropriate;
- preserving evidence where necessary; and
- informing the Designated Safeguarding Lead as soon as possible.

The safety and welfare of the child will always take precedence over organisational procedures.

Early Help and Family Help Referrals

Where concerns do not meet the threshold for statutory child protection intervention but indicate that additional support is required, the Designated Safeguarding Lead will consider whether an Early Help or Family Help assessment should be initiated.

This may involve working collaboratively with:

- parents and carers;
- placing schools;
- local authorities;
- health professionals;
- SEND services;
- Child and Adolescent Mental Health Services (CAMHS);
- youth services;
- family support services; and
- other appropriate agencies.

The effectiveness of Early Help interventions will be monitored and reviewed regularly. Where concerns escalate, referrals to Children's Social Care will be made without delay.

Children in Need and Child Protection Plans

Where a student is subject to a Child in Need Plan or Child Protection Plan, AS2Educate will work proactively with all relevant agencies to promote the child's safety, wellbeing and educational progress.

The Designated Safeguarding Lead will:

- attend or contribute to Child Protection Conferences, Child in Need meetings and Core Group meetings;
- provide written reports where required;
- share relevant safeguarding information promptly;
- monitor the child's attendance, behaviour and welfare;
- ensure agreed safeguarding actions are implemented within the provision; and
- maintain effective communication with placing schools and local authorities.

Escalation and Professional Challenge

AS2Educate recognises that there may be occasions where professionals disagree about the level of safeguarding intervention required.

Where staff believe that a child remains at risk or that safeguarding concerns have not been addressed appropriately, they are expected to raise those concerns.

The Designated Safeguarding Lead and Provision Manager will:

- seek clarification where required;
- challenge decisions respectfully and professionally;
- use local safeguarding partnership escalation procedures where appropriate; and
- continue to advocate for the best interests of the child.

Professional challenge is recognised as an important aspect of effective safeguarding practice and contributes to improved outcomes for children.

Record Keeping

Accurate, timely and confidential safeguarding records are essential to protecting children. All safeguarding concerns will be recorded as soon as reasonably practicable and, wherever possible, before the end of the working day.

Records will include:

- date and time of the concern;
 - factual observations;
 - the child's own words where appropriate;
 - actions taken;
 - referrals made;
 - decisions reached;
 - professionals involved;
 - follow-up actions; and
 - the name and signature of the person completing the record.
- Safeguarding records will:
- be factual, accurate and contemporaneous;
 - distinguish clearly between fact, opinion and professional judgement;
 - be stored separately from educational records where appropriate;

- be maintained securely on the AS2Educate secure Google Drive;
- be accessible only to authorised staff with a legitimate safeguarding responsibility; and
- be retained in accordance with the Information Governance, Data Protection and Privacy

Policy and Records Retention Schedule.

Individual safeguarding records, chronologies, concerns, actions and outcomes are maintained securely within Learntrek, AS2Educate's Management Information System (MIS). Learntrek provides a secure chronology of safeguarding activity, enabling effective case management, oversight, monitoring and multi-agency working.

Supporting safeguarding documentation, including referral forms, external agency correspondence, strategy meeting records, Child Protection Conference reports, Early Help documentation, safeguarding plans, policies, audits, training records, meeting minutes and other safeguarding governance documentation, is maintained securely on the AS2Educate secure Google Drive. Access to both Learntrek and the secure Google Drive is restricted to authorised personnel with a legitimate safeguarding responsibility and managed in accordance with the Data Protection Act 2018, UK GDPR and AS2Educate's Information Governance, Data Protection and Privacy Policy.

Where a student transfers to another education setting, safeguarding records will be transferred securely and without delay, with receipt confirmed by the receiving setting.

Confidentiality

Information relating to safeguarding concerns is confidential and will only be shared on a need-to-know basis to protect children and comply with statutory safeguarding responsibilities.

Information will be shared lawfully and proportionately in accordance with:

- Working Together to Safeguard Children;
- Keeping Children Safe in Education;
- the Data Protection Act 2018;
- UK GDPR; and
- the Information Governance, Data Protection and Privacy Policy.

Concerns about confidentiality must never prevent the sharing of information where this is necessary to safeguard a child.

Managing Allegations and Low-Level Concerns About Adults Working with Children

AS2Educate recognises that maintaining a strong safeguarding culture includes ensuring that concerns about the behaviour of adults working with children are managed promptly, fairly and consistently.

All concerns relating to the conduct of employees, volunteers, agency staff, contractors or any other adult working with or on behalf of AS2Educate will be managed in accordance

with statutory guidance and the Managing Allegations and Low-Level Concerns Against Staff, Volunteers and Other Adults Policy.

The welfare of children will always be the primary consideration.

At the same time, AS2Educate recognises that adults who are the subject of an allegation are entitled to be treated fairly, consistently and with appropriate support throughout any investigation.

Allegations That Meet the Harm Threshold

An allegation may meet the statutory harm threshold where an adult has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour outside work that presents a transferable safeguarding risk.

Any allegation meeting the harm threshold will be referred to the Local Authority Designated Officer (LADO) without delay and managed in accordance with statutory guidance.

Reporting Allegations

Any member of staff who receives information or has concerns that an adult may have behaved inappropriately towards a child must report the matter immediately.

Reports should be made to:

- Richard Fihosy – Provision Manager and Deputy Designated Safeguarding Lead, or
- Claire Ames – Deputy Provision Manager and Designated Safeguarding Lead where appropriate.

Where the allegation concerns the Provision Manager, the matter must be referred directly to the Designated Safeguarding Lead and the Local Authority Designated Officer (LADO). Staff must never investigate allegations themselves or discuss concerns with colleagues who do not have a legitimate safeguarding need to know.

Low-Level Concerns

AS2Educate actively promotes a culture in which staff feel confident to report low-level concerns regarding professional conduct.

A low-level concern is behaviour that does not meet the statutory harm threshold but is inconsistent with the Staff Code of Conduct or expected professional standards.

Examples may include:

- over-familiarity;
- inappropriate language;
- inappropriate use of social media;
- inconsistent professional boundaries;
- unnecessary physical contact;
- favouritism;

- inappropriate communication with students; or
- behaviour that causes another member of staff to feel uneasy.

All low-level concerns will be:

- reported to the Provision Manager;
- recorded confidentially;
- reviewed proportionately;
- considered alongside any previous concerns to identify patterns of behaviour;
- used to inform supervision, appraisal or professional development where appropriate; and
- retained in accordance with statutory guidance and AS2Educate's Information Governance, Data Protection and Privacy Policy.

Where patterns of behaviour indicate that the harm threshold may have been met, the matter will be referred to the Local Authority Designated Officer without delay.

Safer Working Practice

All adults working within AS2Educate are expected to maintain the highest standards of professional conduct and to act as positive role models for children and young people.

Staff must:

- maintain clear professional boundaries;
- treat all students with dignity and respect;
- avoid behaviour that could be misinterpreted;
- work in an open and transparent manner;
- always follow safeguarding procedures;
- challenge unsafe practice where necessary;
- comply with the Staff Code of Conduct; and
- report any concerns regarding the conduct of colleagues.

Safer working practice protects both children and adults and forms an integral part of AS2Educate's safeguarding culture.

Further guidance is contained within the Staff Code of Conduct, Managing Allegations and Low-Level Concerns Policy, Whistleblowing Policy and Positive Handling Policy.

Safeguarding Training and Staff Development

Safeguarding Induction

All new employees, agency staff, volunteers and regular contractors receive safeguarding induction before commencing unsupervised work with children. Induction includes:

- Safeguarding and Child Protection Policy;
- Staff Code of Conduct;
- Keeping Children Safe in Education (Part One or Annex A, as appropriate);
- Whistleblowing Policy;
- Behaviour and Positive Handling expectations;

- Online Safety;
- Recording and reporting safeguarding concerns;
- Identification of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL); and
- Local safeguarding procedures.

Mandatory Safeguarding Training

All staff will complete safeguarding training appropriate to their role.

Training includes:

- annual safeguarding updates;
- child protection;
- child-on-child abuse;
- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- Prevent;
- online safety;
- trauma-informed practice;
- professional curiosity;
- information sharing;
- attendance and children missing education;
- low-level concerns;
- mental health awareness; and
- any emerging safeguarding themes identified nationally or locally.

Mandatory safeguarding training forms part of AS2Educate's wider staff induction and professional development programme.

Continuing Professional Development (CPD)

AS2Educate is a member of The Safeguarding Network, which provides the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and wider staff team with access to high-quality safeguarding advice, statutory guidance updates, webinars, training resources and continuing professional development (CPD). Membership supports AS2Educate in maintaining current safeguarding knowledge, responding to emerging safeguarding risks, implementing best practice and ensuring compliance with national safeguarding guidance. Resources and updates from The Safeguarding Network are used to inform staff safeguarding training, policy development, safeguarding supervision and continuous professional learning throughout the academic year.

Safeguarding updates are shared regularly through:

- staff meetings;
- safeguarding briefings;
- half-termly staff supervision;
- policy updates;
- safeguarding newsletters and alerts;
- external training opportunities; and
- lessons learned from local and national safeguarding reviews.

Designated Safeguarding Lead Training

The DSL and DDSL will undertake specialist safeguarding training appropriate to their responsibilities and will update their knowledge regularly through:

- formal safeguarding training;
- The Safeguarding Network;
- local safeguarding partnership briefings;
- professional networking;
- conferences and webinars;
- statutory guidance updates; and
- ongoing professional reading and research.

Safeguarding Supervision

AS2Educate recognises that safeguarding responsibilities can be complex and emotionally demanding. Appropriate supervision and professional support are essential to ensure that safeguarding practice remains effective, reflective and child centred.

The Designated Safeguarding Lead (DSL) receives appropriate safeguarding supervision and reflective professional support to enable them to fulfil their statutory responsibilities effectively. Supervision provides an opportunity to discuss complex safeguarding cases, reflect on decision-making, consider professional wellbeing and identify any additional support or training needs.

Safeguarding also forms part of:

- regular Senior Leadership Team meetings;
 - half-termly staff supervision meetings;
 - safeguarding discussions and case reviews;
 - debriefs following significant safeguarding incidents;
 - annual appraisals; and
 - ongoing professional development and reflective practice.
- These arrangements support continuous improvement, strengthen safeguarding practice, promote staff wellbeing and help ensure that children receive timely, effective and consistent safeguarding support.

Safeguarding Records

Maintaining accurate, timely and confidential safeguarding records is essential to protecting children and ensuring effective multi-agency working.

The Designated Safeguarding Lead is responsible for ensuring that safeguarding records are:

- factual, accurate and contemporaneous;
- clear, concise and evidence based;
- completed as soon as reasonably practicable following a concern or disclosure;
- signed, dated and attributable to the person making the record;
- reviewed regularly to identify patterns or emerging concerns;
- transferred securely when a student moves to another education setting; and
- retained in accordance with statutory guidance and AS2Educate's Information Governance, Data Protection and Privacy Policy and Records Retention Schedule.

Safeguarding records will be maintained separately from the main student record where appropriate and will only be accessible to authorised members of staff with a legitimate safeguarding responsibility.

Information will be shared on a need-to-know basis where it is necessary to safeguard a child or comply with statutory safeguarding duties.

Individual safeguarding records are maintained securely within Learntrek, AS2Educate's Management Information System (MIS), which provides a confidential and auditable record of safeguarding concerns, disclosures, referrals, actions and outcomes.

Supporting safeguarding documentation, including policies, procedures, audit reports and safeguarding governance records, is maintained securely on the AS2Educate secure Google Drive, with access restricted to authorised personnel.

Information Sharing and Confidentiality

Effective safeguarding relies upon appropriate information sharing between professionals. AS2Educate will share information lawfully, proportionately and in accordance with statutory guidance to safeguard children and promote their welfare.

Information will be shared in accordance with:

- Working Together to Safeguard Children 2026;
- Keeping Children Safe in Education 2026;
- the Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR); and
- AS2Educate's Information Governance, Data Protection and Privacy Policy.

Staff should understand that data protection legislation does not prevent the sharing of information where there are genuine safeguarding concerns.

Where appropriate, information will be shared with:

- parents and carers;
- placing schools;
- local authorities;
- Children's Social Care;
- the Police;
- health professionals;
- safeguarding partners; and
- other agencies involved in safeguarding the child.

Information sharing decisions will always place the welfare and best interests of the child at the centre of decision making.

Monitoring, Quality Assurance and Continuous Improvement

AS2Educate is committed to maintaining a culture of continuous safeguarding improvement.

AS2Educate will review safeguarding practice following significant safeguarding incidents, learning reviews, complaints, audits, inspections or changes to legislation to identify learning opportunities and strengthen safeguarding practice.

The Provision Manager, Designated Safeguarding Lead and Senior Leadership Team will regularly monitor safeguarding arrangements to ensure they remain effective, compliant with statutory guidance and responsive to the needs of students.

Monitoring activities will include:

- safeguarding audits;
- review of safeguarding records;
- review of referrals to external agencies;

- analysis of safeguarding themes and trends;
- attendance and persistent absence monitoring;
- behaviour and pastoral monitoring;
- child-on-child abuse monitoring;
- online safety incidents;
- filtering and monitoring reports;
- allegations and low-level concerns;
- safer recruitment compliance;
- Single Central Record audits;
- safeguarding training compliance;
- staff supervision and safeguarding discussions;
- student voice;
- parent and carer feedback where appropriate; and
- lessons learned from safeguarding incidents.
- regular review and analysis of safeguarding information recorded within Learntrek to identify emerging themes, repeat concerns and opportunities for early intervention.

The findings of monitoring activities will be used to:

- improve safeguarding practice;
- identify emerging risks;
- inform staff training;
- review policies and procedures;
- strengthen quality assurance; and
- support continuous organisational improvement.

Policy Review

This Policy will be reviewed:

- annually;
- following publication of revised statutory guidance;
- following significant safeguarding incidents;
- following changes to legislation;
- following recommendations from safeguarding reviews or inspections; or
- where organisational changes require amendment.

The review will be led by:

- Richard Fihosy
Provision Manager, Sole Director and Deputy Designated Safeguarding Lead
- and
- Claire Ames
Deputy Provision Manager and Designated Safeguarding Lead.

Staff will be informed of significant changes and provided with updated safeguarding training where required.

AS2Educate - Annual Safeguarding and Child Protection Declaration**Academic Year: September 2026 – August 2027****Employee Name:****Job Role:****Date:**

Return completed declaration to Claire Ames – Designated Safeguarding Lead

Annual Safeguarding Declaration

Safeguarding and promoting the welfare of children is everyone's responsibility. As part of AS2Educate's annual safeguarding update, all employees, volunteers, agency staff, contractors and regular visitors are required to read the documents listed below and confirm that they understand their safeguarding responsibilities.

Where additional clarification or support is required, staff must seek advice from the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Required Reading

Document	Date Read	Initials
AS2Educate Safeguarding and Child Protection Policy		
Keeping Children Safe in Education (KCSIE) 2026 – Part One		
Keeping Children Safe in Education (KCSIE) 2026 – Full Guidance – DSL and DDSL		
Staff Code of Conduct		
Managing Allegations and Low-Level Concerns Against Staff, Volunteers and Other Adults Policy		
Whistleblowing Policy		
Online Safety / ICT Acceptable Use Policy		
Behaviour Policy and Positive Handling Policy		

Knowledge Check**Please complete the details below without referring to the policy.**

Safeguarding Role	Name
Designated Safeguarding Lead (DSL)	
Deputy Designated Safeguarding Lead (DDSL)	

Declaration of Understanding

Please tick each statement to confirm your understanding.

Statement	Yes	No
I have read and understood the safeguarding documents listed above.	☐	☐
I understand that safeguarding and promoting the welfare of children is everyone's responsibility.	☐	☐
I know how to recognise and respond to safeguarding concerns.	☐	☐
I understand my duty to report any safeguarding concern immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead (DDSL).	☐	☐
I understand how to respond appropriately if a child makes a disclosure.	☐	☐
I understand my responsibilities regarding professional boundaries and the Staff Code of Conduct.	☐	☐
I understand the procedures for reporting allegations or low-level concerns about adults working with children.	☐	☐
I understand my responsibilities regarding online safety, filtering and monitoring, and the appropriate use of technology.	☐	☐
I understand that safeguarding information must be shared appropriately to protect children whilst maintaining confidentiality in accordance with statutory guidance.	☐	☐
I know where safeguarding policies, procedures and guidance are stored and how to access them.	☐	☐
I know who to contact if I require further safeguarding advice or support.	☐	☐

Annual KCSIE Knowledge Quiz

As part of AS2Educate's annual safeguarding compliance programme, all staff are required to complete the Keeping Children Safe in Education (KCSIE) 2026 Knowledge Quiz following completion of the required reading.

The quiz is designed to confirm staff understanding of statutory safeguarding guidance and identify any areas where further support or training may be required.

☐ I confirm that I have completed the KCSIE 2026 Knowledge Quiz.

Quiz Completion Date:

Score (completed by DSL):

☐ Additional safeguarding support required

☐ Additional safeguarding training completed

Access to Safeguarding Information

I understand that safeguarding policies, statutory guidance and supporting documentation are available:

- via the AS2Educate Secure Google Drive;
- within the staff handbook and policy folders;
- through Learntrek, where appropriate;
- from the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL);
- through safeguarding briefings, supervision and staff meetings; and
- through updates and resources provided via The Safeguarding Network.

Employee Declaration

I confirm that I have read and understood the safeguarding documentation listed above and understand my individual responsibilities for safeguarding and promoting the welfare of children and young people at AS2Educate.

I understand that I must report any safeguarding concern immediately, follow the procedures outlined within the AS2Educate Safeguarding and Child Protection Policy, and seek advice from the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) whenever I am unsure.

I understand that completion of this declaration and the annual **Keeping Children Safe in Education (KCSIE) 2026 Knowledge Quiz** forms part of AS2Educate's mandatory annual safeguarding training and compliance programme.

Employee Signature	
Date	

DSL/DDSL Review

Knowledge Check Completed:

- ☐ Correct
- ☐ Further clarification required

Annual KCSIE Quiz:

- ☐ Completed
- ☐ Further support required

Additional Actions:

Reviewed by

Role

Signature

Date

Appendix A - Local Safeguarding Contacts

Internal Safeguarding Contacts

Role	Name	Responsibilities	Contact
Provision Manager / Sole Director / Deputy Designated Safeguarding Lead	Richard Fihosy	Strategic safeguarding leadership, Deputy DSL, governance, allegations management, safeguarding oversight	<i>Insert telephone</i> <i>Insert email</i>
Deputy Provision Manager / Designated Safeguarding Lead	Claire Ames	Operational safeguarding lead, child protection, Early Help, referrals, safeguarding records	<i>Insert telephone</i> <i>Insert email</i>
Assistant Provision Manager – People & Culture, HR & Health & Safety	Vishalie Yadav	SCR, HR, safer recruitment, safeguarding administration	<i>Insert contact</i>
Assistant Provision Manager – Curriculum, Pastoral & Teaching	Karen Croft	Curriculum, behaviour, attendance, pastoral support, safeguarding through education	<i>Insert contact</i>

External Contacts

National Contacts

Organisation / Role	Name	Contact details
NSPCC Helpline	N/A	Call: 0800 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999, non-emergency 101
Channel Helpline	N/A	020 7340 7264

Non-Provision Contacts - Hertfordshire

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	LADO.Referral@hertfordshire.gov.uk lado_referral_form.docx (live.com) Strictly for professionals use only
Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services includes SOOHS (Out of Hours Service- Children's Services) – 0300 123 4043 https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx

Non-Provision Contacts - Central Bedfordshire

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Central Bedfordshire: 0300 300 8142 or via secure email: LADO@centralbedfordshire.gov.uk https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people/2
Central Bedfordshire County Council Children's Social Care	Customer Service Centre	Call 0300 300 8585 immediately (office hours). For out of hours reports call 0300 300 8123. https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people

Non-Provision Contacts - Bedford Borough

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Bedford Borough: 01234 276 693 or via secure email: Lado@bedford.gov.uk https://www.bedford.gov.uk/social-care-and-health/children-and-families/safeguarding-children-partnership/local-authority Strictly for professionals use only
Bedford Borough Council Children's Social Care	Customer Service Centre	Tel: 01234 718700 (office hours) Tel: 0300 300 8123 (out of hours) https://www.bedford.gov.uk/social-care-and-health/children-and-families/safeguarding-children-harm-and-child-protection-0

Appendix B - Categories of Abuse and Possible Indicators

Purpose

This appendix provides guidance to assist staff in recognising the possible indicators of abuse and neglect. It is not intended to be an exhaustive list, and the presence of one or more indicators does not necessarily mean that abuse has occurred. Staff should exercise professional curiosity, consider the wider context, and always report concerns to the Designated Safeguarding Lead (DSL) in accordance with the AS2Educate Safeguarding and Child Protection Policy.

All staff should remember that:

- abuse, neglect and exploitation can occur in any family, culture or community;
- children may display one or several indicators;
- changes in behaviour are often more significant than individual signs;
- safeguarding concerns should always be recorded on Learntrek, AS2Educate's Management Information System (MIS), with any referral documentation stored securely on the AS2Educate Secure Google Drive in accordance with the Information Governance Policy.

The Four Categories of Abuse

Physical Abuse

Definition

Physical abuse is the deliberate causing of physical harm to a child. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical abuse may also be caused when a parent or carer fabricates or induces illness in a child.

Possible Indicators

Physical indicators may include:

- unexplained bruises, burns or injuries;
- injuries inconsistent with the explanation provided;
- frequent injuries;
- untreated medical needs;
- injuries in unusual locations;
- bite marks;
- fractures;
- repeated accidents with inconsistent explanations

Behavioural indicators may include:

- flinching when approached;
- fear of physical contact;
- reluctance to change clothing;
- aggressive behaviour;
- withdrawn behaviour;
- fear of going home;
- over-compliance;
- wearing excessive clothing to hide injuries.

Staff Response

Staff should:

- remain professionally curious;
- record observations factually;
- avoid asking leading questions;
- report concerns immediately to the DSL;
- record concerns promptly on Learntrek.

Emotional Abuse

Definition

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and adverse effects on their emotional development.

It may include:

- conveying to a child that they are worthless;
- inappropriate expectations;
- humiliation;
- intimidation;
- isolation;
- bullying (including online);
- serious exploitation or corruption.
- Possible Indicators
- low self-esteem;
- excessive anxiety;
- self-harm;
- eating difficulties;
- developmental delay;
- lack of confidence;
- attention-seeking behaviour;
- extreme compliance;
- sudden changes in behaviour;
- reluctance to speak;
- poor emotional regulation.

Staff Response

Staff should consider whether behaviour may reflect unmet emotional needs or wider safeguarding concerns and should seek advice from the DSL at the earliest opportunity.

Sexual Abuse

Definition

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening.

Abuse may occur:

- in person;
- online;
- through grooming;
- through exploitation;
- between adults and children;
- between children (child-on-child abuse).
- Possible Indicators
- sexualised behaviour inappropriate for age;
- sexually transmitted infections;
- pregnancy;
- unexplained gifts;
- secrecy regarding online activity;
- sudden behavioural change;
- fear of particular individuals;
- depression or anxiety;
- self-harm;
- running away;
- unexplained money or possessions.

Staff Response

Any concern regarding sexual abuse must be treated as a safeguarding matter and referred immediately to the DSL.

Neglect

Definition

Neglect is the persistent failure to meet a child's basic physical and psychological needs.

It may involve failure to provide:

- food;
- clothing;
- shelter;
- supervision;
- healthcare;
- emotional warmth;
- education.
- Possible Indicators
- persistent hunger;
- poor hygiene;
- inappropriate clothing;
- untreated medical conditions;
- poor attendance;
- tiredness;
- developmental delay;
- repeated lateness;
- inadequate supervision.

Staff Response

Neglect often develops over time. Staff should monitor patterns, maintain professional curiosity and share concerns promptly.

Safeguarding Considerations

In addition to the four categories of abuse, staff should remain alert to wider safeguarding concerns including:

- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Child-on-Child Abuse
- Harmful Sexual Behaviour
- Domestic Abuse
- Serious Violence
- Missing Education
- Online Safety
- Mental Health
- Self-Harm
- Suicide and Suicidal Ideation
- Radicalisation and Extremism
- Honour-Based Abuse
- Forced Marriage
- Female Genital Mutilation (FGM)
- Modern Slavery
- Trafficking
- Homelessness
- Substance Misuse
- Private Fostering
- Young Carers

Professional Curiosity

Staff should always ask themselves:

- Has something changed?
- Does the explanation fit the observed behaviour or injury?
- What is the child communicating through their behaviour?
- What information do I already know?
- Is there a pattern emerging?
- What might I be missing?
- What would happen if I took no action?

Professional curiosity is an essential safeguarding responsibility and supports the early identification of abuse, neglect and exploitation.

Recording and Reporting

Where abuse or neglect is suspected, staff must:

- Ensure the child is safe.
- Listen carefully without asking leading questions.
- Reassure the child appropriately.
- Report concerns immediately to the Designated Safeguarding Lead.
- Record concerns factually and objectively on Learntrek as soon as possible, using the child's own words where appropriate.
- Upload any referral documentation or supporting safeguarding records to the secure AS2Educate Google Drive in accordance with organisational procedures.
- Maintain confidentiality and share information only with those who need to know.

Remember - Safeguarding is everyone's responsibility.

No member of staff should ever assume that someone else will report a concern. If you are worried about a child, you must act immediately and follow the AS2Educate Safeguarding and Child Protection Policy. Early reporting allows concerns to be assessed promptly and helps ensure children receive the support and protection they need.

Appendix C - Associated Safeguarding Policies, Procedures and Statutory Guidance

Purpose

Safeguarding is underpinned by a wide range of policies, procedures and statutory guidance. This Safeguarding and Child Protection Policy should be read alongside the documents listed below, which together form the AS2Educate safeguarding framework.

The Senior Leadership Team is responsible for ensuring that these documents remain current, are reviewed in accordance with organisational requirements and statutory guidance and are readily accessible to all staff.

All employees are expected to familiarise themselves with the policies relevant to their role and always comply with them.

Where appropriate, policies are reviewed annually or sooner in response to changes in legislation, statutory guidance or organisational need.

AS2Educate Safeguarding Policies

Policy / Procedure	Purpose
Safeguarding and Child Protection Policy	The primary safeguarding policy outlining statutory duties, reporting procedures and safeguarding responsibilities in accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026).
Staff Code of Conduct	Sets expectations for professional conduct, safeguarding practice, safer working practice, online conduct, mobile phone use, professional boundaries and staff behaviour.
Safer Recruitment Policy	Sets out safer recruitment procedures, pre-employment checks, online searches, references, DBS requirements and maintenance of the Single Central Record (SCR).
Managing Allegations Against Staff and Low-Level Concerns Policy	Procedures for responding to allegations against adults working with children, low-level concerns and liaison with the Local Authority Designated Officer (LADO).
Whistleblowing Policy	Enables staff to raise safeguarding or professional concerns without fear of detriment.
Complaints Policy	Procedures for responding to complaints, including safeguarding-related complaints.
Disciplinary and Grievance Policies	Professional conduct, misconduct, grievance and employment procedures.
Attendance Policy	Promoting attendance, identifying safeguarding concerns linked to persistent absence and children missing education.
Behaviour Policy and Student Code of Conduct	Expectations for student behaviour, restorative practice, relational approaches and safeguarding responses to behaviour.
Anti-Bullying Policy	Prevention and response to bullying, prejudice-based bullying, discriminatory behaviour and child-on-child abuse.

Online Safety, Filtering, Monitoring and Acceptable Use Policy	Safe use of technology, online safety education, cyber security, filtering and monitoring arrangements, including Senso Cloud.
Information Governance and Data Protection Policy	Confidentiality, GDPR compliance, information sharing, records management and secure storage of safeguarding information.
Educational Visits and Off-Site Visits Policy	Safeguarding arrangements for educational visits and off-site activities.
Health and Safety Policy	Safe working practices, premises management and emergency arrangements.
First Aid and Supporting Students with Medical Conditions Policy	Procedures for first aid, medication, healthcare plans and supporting students with medical needs.
Positive Behaviour Support, Physical Intervention and Positive Handling Policy	Safe and lawful use of reasonable force and restrictive interventions where necessary.
SEND Policy	Supporting students with Special Educational Needs and Disabilities, recognising additional safeguarding vulnerabilities.
Curriculum Policy	Explains how safeguarding, personal development, RSHE, British Values, online safety and protective behaviours are embedded within the curriculum.
Equality, Diversity and Inclusion Policy	Promoting equality, inclusion and safeguarding students with protected characteristics.

AS2Educate Safeguarding Systems

AS2Educate uses a range of secure systems to support effective safeguarding practice.

System	Purpose
Learntrek Management Information System (MIS)	Recording safeguarding concerns, chronologies, actions, outcomes and maintaining the Single Central Record (SCR).
Secure Google Drive	Secure storage of safeguarding referral documentation, multi-agency correspondence, safeguarding governance records, audits, supervision records and confidential safeguarding documentation.
Senso Cloud	Filtering, monitoring and online safeguarding system used to identify potential online safety concerns and support the organisation's monitoring responsibilities.
Microsoft 365 / Google Workspace	Secure communication and document management.

Statutory Guidance

The following statutory guidance underpins this policy:

- Keeping Children Safe in Education (DfE, 2026)

- Working Together to Safeguard Children (2026)
- Children Act 1989 and 2004
- Education Act 2002
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Human Rights Act 1998
- Domestic Abuse Act 2021
- Online Safety Act 2023
- Information Sharing Advice for Safeguarding Practitioners
- Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings

Leadership Responsibilities

The Senior Leadership Team is responsible for ensuring that:

- safeguarding policies are reviewed at least annually or sooner where legislation changes;
- all staff receive safeguarding induction and regular safeguarding updates;
- staff complete mandatory safeguarding training, including annual Keeping Children Safe in Education (KCSIE) updates;
- safeguarding policies are readily available to staff, governors (where applicable), parents, carers and other stakeholders;
- safeguarding forms a standing agenda item within leadership meetings, quality assurance activities, staff supervision and organisational development;
- lessons learned from safeguarding incidents, audits, inspections and safeguarding reviews inform continuous improvement.

Appendix D – Safeguarding Training Matrix

AS2Educate is committed to ensuring that all staff receive safeguarding training appropriate to their role and responsibilities in accordance with Keeping Children Safe in Education (KCSIE 2026), Working Together to Safeguard Children (2026) and other relevant statutory guidance.

Safeguarding training is viewed as a continuous process rather than a single event. All staff receive safeguarding updates throughout the year through staff meetings, safeguarding briefings, newsletters, learning reviews, policy updates, safeguarding alerts, The Safeguarding Network and professional development activities.

Training Standard	Staff Group	Mandatory Training
Group 1 – Essential Awareness	All employees including teaching staff, support staff, administration staff, Assistant Provision Managers, Provision Manager, volunteers, contractors, agency staff, visitors working regularly within the provision and anyone working directly with children.	• Safeguarding Induction (before working with students) • Read and sign to confirm understanding of the Safeguarding & Child Protection Policy annually • Read Part One of KCSIE 2026 annually • Complete the annual KCSIE 2026 Knowledge Quiz • Whole staff safeguarding training (minimum every three years or sooner if guidance changes) • Annual safeguarding update training • Half-termly safeguarding updates and safeguarding spotlight quizzes • Online Safety and Cyber Security Awareness • Professional Boundaries and Staff Code of Conduct
Group 2 – Safeguarding Practice	All staff who work directly with children and families, including teachers, pastoral staff, Assistant Provision Managers, Deputy Provision Manager, DSL, Deputy DSL and support staff.	• Whole staff safeguarding training • Annual safeguarding updates • Prevent Duty Training (every 3 years) • Safer Working Practice training (recommended every 3 years) • Child-on-Child Abuse training • Online Safety and Filtering & Monitoring awareness (including Senso Cloud) • Trauma-informed Practice and Relational Practice CPD • Half-termly safeguarding quizzes and updates

Group 3 – Designated Safeguarding Leads and Specialist Staff	Claire Ames (Deputy Provision Manager & Designated Safeguarding Lead), Richard Fihosy (Provision Manager & Deputy DSL), Karen Croft (Assistant Provision Manager – Curriculum, Pastoral and Teaching), Vishalie Yadav (Assistant Provision Manager – People & Culture, HR and Health & Safety), and any member of SLT with safeguarding responsibilities.	• Accredited Designated Safeguarding Lead Training upon appointment • DSL Refresher Training every two years (or sooner if required) • Annual DSL Update Training • Regular DSL Network meetings and CPD through The Safeguarding Network • Prevent Lead Training (where applicable) • Managing Allegations Against Staff and Low-Level Concerns Training (every four years) • Multi-agency safeguarding training where appropriate • Half-termly safeguarding updates and quizzes
Group 4 – Senior Leadership and Strategic Safeguarding	Richard Fihosy (Sole Director & Provision Manager), Claire Ames (Deputy Provision Manager & DSL), Karen Croft (Assistant Provision Manager), Vishalie Yadav (Assistant Provision Manager)	• Safer Recruitment Training (renewed every 3 years or sooner if legislation changes) • Managing Allegations Against Staff • Prevent Duty Training • DSL Annual Updates • KCSIE Annual Updates • Information Sharing and GDPR refresher training • Safeguarding Network leadership briefings • Attendance at safeguarding conferences, webinars and relevant CPD events where appropriate
Group 5 – Safer Recruitment	All members of the Senior Leadership Team involved in recruitment and selection processes.	• Accredited Safer Recruitment Training (renewed every three years) • Recruitment and Safer Recruitment Policy updates • KCSIE Part Three updates • Equality, Diversity and Inclusion recruitment training
Group 6 – Continuous Professional Development	All employees	• Safeguarding updates provided throughout the year through staff meetings, newsletters, safeguarding briefings and professional discussions

		• Relevant safeguarding updates issued following changes to legislation or statutory guidance • Annual review of safeguarding policies • Participation in whole-team safeguarding CPD and reflective practice sessions • Access to safeguarding resources, webinars and guidance through The Safeguarding Network • Opportunities to undertake additional safeguarding CPD relevant to individual roles
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Leadership Responsibilities

The Senior Leadership Team is responsible for ensuring that:

- safeguarding training remains compliant with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026);
- all staff complete mandatory safeguarding induction before working with students;
- safeguarding training records are maintained and monitored;
- safeguarding forms part of the induction, probation, supervision, appraisal and professional development processes;
- staff receive safeguarding updates whenever legislation or organisational procedures change;
- DSLs maintain their knowledge through regular engagement with The Safeguarding Network, local safeguarding partnerships, professional reading, webinars and safeguarding conferences;
- safeguarding training is quality assured and reviewed as part of the annual safeguarding audit.

Appendix E – Information Sharing and Confidentiality

Purpose

Effective information sharing is fundamental to safeguarding and promoting the welfare of children and young people. Timely, accurate and proportionate information sharing enables concerns to be identified early, appropriate support to be provided and children to be protected from harm.

AS2Educate is committed to sharing information appropriately with relevant professionals and agencies where it is necessary to safeguard children or promote their welfare.

Information Sharing

Information sharing will be undertaken in accordance with:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (2026)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HM Government)
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

The Data Protection Act 2018 and UK GDPR do not prevent the lawful sharing of information where this is necessary to safeguard or promote the welfare of a child. Concerns about data protection must never delay or prevent appropriate safeguarding action.

Where staff are unsure whether information should be shared, they should seek advice from the Designated Safeguarding Lead (DSL) or Deputy DSL. However, seeking advice must not delay action where a child is believed to be at immediate risk of harm.

Information Sharing at AS2Educate

Safeguarding information will be shared only with those professionals who have a legitimate need to know and where it is lawful, necessary and proportionate to do so. This may include Children's Social Care, Police, Health Services, Early Help or Family Help services, education providers and other safeguarding partners.

All safeguarding concerns, decisions and actions must be recorded promptly and factually within Learntrek, AS2Educate's Management Information System (MIS). Supporting documentation, including referrals and multi-agency correspondence, will be stored securely within the AS2Educate Secure Google Drive with access restricted to authorised safeguarding personnel.

Confidentiality

Safeguarding information is confidential and must only be shared on a need-to-know basis. Staff must not discuss safeguarding matters outside professional contexts or use personal email accounts, messaging services or unauthorised devices to share confidential information.

Where appropriate, children, parents and carers will be informed that information is being shared. However, consent is not required where seeking consent would place a child at greater risk, prejudice a safeguarding enquiry or prevent appropriate action being taken.

Professional Responsibility

Every member of staff has a responsibility to recognise safeguarding concerns, record them accurately, share information appropriately and maintain confidentiality. Failure to share relevant information may place a child at increased risk of harm.

Further guidance is available from the Designated Safeguarding Lead, the AS2Educate Information Governance and Data Protection Policy, and the HM Government publication Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

Appendix F – Preventing Radicalisation, Extremism and the Prevent Duty

Purpose

Protecting children from radicalisation and extremism forms part of AS2Educate's wider safeguarding responsibilities. In accordance with Keeping Children Safe in Education (KCSIE 2026), the Counterterrorism and Security Act 2015, the Prevent Duty Guidance and Working Together to Safeguard Children (2026), all staff have a responsibility to identify children who may be susceptible to radicalisation and to take appropriate safeguarding action.

AS2Educate recognises that radicalisation is a safeguarding issue. Children may be vulnerable to extremist influences through personal circumstances, online activity, peer groups, family influences or wider community factors. As with all safeguarding concerns, there is no single profile of a child who may be at risk, and professional curiosity should always be exercised when concerns arise.

Understanding Radicalisation

Radicalisation is the process through which a person comes to support extremist ideologies or terrorism. Extremism is the vocal or active opposition to the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also includes calls for the death of members of the Armed Forces.

KCSIE 2026 recognises that children may increasingly encounter extremist material online through social media, gaming platforms, livestreaming services, encrypted messaging applications, recommendation algorithms, misinformation, disinformation and AI-generated content. Children may not recognise that they are being groomed or manipulated.

Recognising Concerns

There is no single indicator that confirms radicalisation. Staff should remain alert to significant changes in a child's behaviour, presentation, beliefs or online activity that appear unusual or concerning. This may include increasing isolation, intolerance of others, an unhealthy fixation on particular ideologies, accessing extremist material online, justifying violence or displaying sudden changes in language, friendships or behaviour.

These behaviours should always be considered within the wider context of the child's circumstances and alongside any other safeguarding concerns.

Responding to Concerns

Any concern regarding radicalisation or extremism must be treated as a safeguarding concern.

Staff must report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), who will assess the information, consider any wider safeguarding concerns and determine whether advice or referral to external agencies is required. Concerns must be recorded promptly and factually within Learntrek, with supporting documentation securely stored within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy.

Staff should never attempt to investigate concerns themselves or challenge a child regarding extremist views.

Prevent and Channel

The Prevent Duty aims to safeguard children who may be susceptible to radicalisation before they become involved in terrorism or extremist activity.

Where appropriate, the DSL may make a referral to Channel, a voluntary multi-agency safeguarding programme that provides early intervention and support to individuals who are vulnerable to radicalisation. Channel is a safeguarding process and not a criminal investigation.

AS2Educate's Commitment

AS2Educate promotes a culture of respect, inclusion, equality and tolerance through its curriculum, pastoral support and safeguarding practice. Students are encouraged to develop critical thinking skills, recognise misinformation and online manipulation, understand British Values, respect diversity and know how to seek help if they are worried about themselves or others.

All staff receive safeguarding and Prevent training appropriate to their role, with the Designated Safeguarding Lead maintaining specialist knowledge through ongoing professional development, local safeguarding partnerships and The Safeguarding Network.

Appendix G – Female Genital Mutilation (FGM), Forced Marriage and Honour-Based Abuse

Purpose

Female Genital Mutilation (FGM), Forced Marriage and Honour-Based Abuse (HBA) are recognised forms of child abuse and violence against women and girls. They are serious safeguarding concerns that may cause significant physical, emotional and psychological harm and constitute abuse under the Children Act 1989.

In accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026), all staff at AS2Educate have a responsibility to recognise potential indicators of these forms of abuse, respond appropriately and report concerns without delay.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons. It has no health benefits and is illegal in the UK under the Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015.

FGM is usually carried out on girls between infancy and the age of 15, although it can occur at any age. It is often linked to cultural, religious or social beliefs and may be planned during school holidays when children are taken abroad.

Staff should remain professionally curious where there are concerns that a child may be at risk, including where there is a known family history of FGM, discussion of a special ceremony or extended overseas travel, or where a child discloses concerns or presents with unexplained pain, difficulty walking or prolonged absence following travel.

Mandatory Reporting Duty

Teachers have a legal duty to report to the police where, in the course of their professional duties, they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

All concerns, whether known or suspected, must also be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will coordinate safeguarding action, make appropriate referrals to Children's Social Care and ensure all concerns are recorded promptly within Learntrek, with supporting documentation securely stored within the AS2Educate Secure Google Drive.

Forced Marriage

Forced marriage differs from an arranged marriage because one or both parties do not, or cannot, give free and informed consent. Force may be physical, emotional, psychological, financial or sexual and may involve coercion, threats or intimidation.

Children may be taken overseas under false pretences or experience significant pressure from family or community members. Staff should remain alert to concerns where a child discusses an impending marriage, expresses fear of travelling abroad, experiences restrictions on their freedom or shows signs of anxiety linked to family expectations.

Forced marriage is a criminal offence and should always be managed as a safeguarding concern.

Honour-Based Abuse (HBA)

Honour-Based Abuse is a collection of practices used to control behaviour within families or communities to protect perceived cultural, religious or family honour. It may include physical violence, emotional abuse, coercive control, forced marriage, FGM, threats, intimidation or other harmful practices.

Children experiencing Honour-Based Abuse may appear withdrawn, anxious or fearful, have restricted social interaction, experience excessive family control or disclose concerns about family expectations. Staff should never assume that abuse is justified because it is presented as part of cultural or religious practice.

Responding to Concerns

Any concern relating to FGM, Forced Marriage or Honour-Based Abuse must be treated as an immediate safeguarding concern.

Staff should listen carefully, reassure the child appropriately, avoid asking leading questions and report concerns immediately to the DSL or Deputy DSL. Staff must never attempt to mediate with family members or alert those who may place the child at increased risk. All concerns, decisions and actions must be recorded factually within Learntrek, with appropriate referrals made in accordance with local safeguarding procedures and statutory guidance.

AS2Educate's Commitment

AS2Educate is committed to promoting equality, protecting children from all forms of abuse and fostering a culture in which students feel safe to seek help. Through safeguarding education, Personal Development, Relationships, Sex and Health Education (RSHE) and pastoral support, students are encouraged to understand healthy relationships, personal rights, consent and where to access help if they are worried about themselves or others. All staff receive safeguarding training that includes awareness of FGM, Forced Marriage and Honour-Based Abuse, ensuring they understand their responsibilities to identify concerns, act promptly and safeguard children effectively.

Appendix H – Self-Generated Intimate Images, Image-Based Abuse and AI-Generated Content

Purpose

The creation, possession and sharing of self-generated intimate images involving children is a safeguarding concern that requires a proportionate, child-centred response. In accordance with Keeping Children Safe in Education (KCSIE 2026), Working Together to Safeguard Children (2026) and the Department for Education's guidance Sharing Nudes and Semi-Nudes, AS2Educate recognises that these incidents can occur both consensually and non-consensually and increasingly involve digitally manipulated or AI-generated images.

Children involved in these incidents should be regarded primarily as victims who may require safeguarding, education and emotional support rather than criminalisation.

Understanding the Risks

The sharing of intimate images may occur within relationships, as a result of peer pressure, coercion, exploitation, bullying or online grooming. Increasingly, children are also vulnerable to image-based abuse involving AI-generated or digitally manipulated images, sometimes referred to as "deepfakes" or "deep nudes". These images may be created without the knowledge or consent of the child and can cause significant emotional harm even where no original image exists. KCSIE 2026 recognises these emerging technologies as an important safeguarding risk that education settings must address.

Children may also be targeted by offenders who groom them online, persuade them to create intimate images and then use those images to threaten, blackmail or exploit them financially or sexually. This behaviour, often referred to as financially motivated sexual extortion (sextortion), should always be treated as a safeguarding concern requiring immediate intervention.

Recognising Concerns

A child may disclose that an image has been shared or staff may become aware of concerns through another student, a parent, online monitoring systems such as Senso Cloud, social media or external agencies.

Children affected by image-based abuse may appear anxious, withdrawn, distressed, reluctant to attend education, fearful of using technology or worried about images being circulated more widely. Staff should remain professionally curious and recognise that changes in behaviour may indicate wider safeguarding concerns including exploitation, bullying or coercion.

Responding to Concerns

All incidents involving intimate images should be managed as safeguarding concerns and reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Staff should not view, copy, print, forward or store images unless there is an immediate safeguarding reason to do so and only in accordance with national guidance. Where an image has already been viewed in order to assess immediate risk, this should be recorded together with the reasons why. Staff must never ask a child to produce or send an image.

The DSL will assess each incident individually, considering the child's age, understanding, vulnerability, consent, any evidence of coercion or exploitation and the potential level of harm. Where appropriate, referrals will be made to Children's Social Care, the Police or other safeguarding partners.

All concerns, decisions and actions must be recorded promptly and factually within Learntrek, with any supporting documentation securely stored within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy.

Supporting Children

Children affected by the sharing of intimate images, image-based abuse or AI-generated content may experience embarrassment, anxiety, loss of confidence, bullying, social isolation and significant emotional distress. AS2Educate will provide appropriate pastoral and safeguarding support, working closely with parents, carers and external agencies where this is in the child's best interests.

Responses will always be proportionate, child-centred and trauma-informed, recognising that many incidents arise through coercion, exploitation or poor decision-making rather than malicious intent.

AS2Educate's Commitment

AS2Educate is committed to promoting safe online behaviours through its curriculum, Relationships, Sex and Health Education (RSHE), Personal Development programme and Online Safety curriculum. Students are taught about healthy relationships, consent, digital citizenship, image-based abuse, the risks associated with sharing intimate images, the impact of AI-generated content and where to seek help if they are worried about themselves or another person.

Through filtering and monitoring systems, including Senso Cloud, together with regular online safety education, AS2Educate works proactively to reduce online risks whilst encouraging students to report concerns without fear of judgement or blame. Safeguarding concerns relating to online activity are managed in accordance with the AS2Educate Safeguarding and Child Protection Policy and current statutory guidance.

Appendix I – Child Criminal Exploitation (CCE), County Lines and Serious Violence

Purpose

Child Criminal Exploitation (CCE), County Lines and Serious Violence are recognised safeguarding concerns that can have a significant impact on a child's safety, wellbeing and future life chances. In accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026), AS2Educate recognises that children who are criminally exploited are victims of abuse and exploitation and should be safeguarded accordingly. Children cannot consent to their own exploitation and should never be viewed primarily as offenders.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or organised group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. Exploitation may involve physical contact, but it can also occur entirely online through social media, gaming platforms, encrypted messaging services or other digital technology.

Children may be exploited in return for money, gifts, status, protection, drugs, alcohol, affection or a sense of belonging. In many cases they do not recognise that they are being exploited and may appear to participate willingly. Exploitation frequently overlaps with other safeguarding concerns, including Child Sexual Exploitation (CSE), modern slavery, trafficking, missing education and serious violence.

County Lines

County Lines is a form of Child Criminal Exploitation involving organised criminal networks transporting and supplying illegal drugs using dedicated mobile phone lines or other communication methods. Children are commonly exploited to transport or store drugs, money or weapons and may be subjected to intimidation, violence, sexual violence, threats or debt bondage to maintain control.

Although traditionally associated with travel between different geographical areas, county lines activity can also occur within local communities. Recruitment increasingly takes place through online platforms and social media, making early identification particularly important. Where there are concerns that a child has been exploited through county lines, consideration should also be given to potential modern slavery and trafficking referrals through the National Referral Mechanism (NRM).

Recognising Concerns

Children experiencing criminal exploitation may display significant changes in behaviour, attendance, presentation or relationships. They may have unexplained money or possessions, become secretive about their activities, associate with older individuals or known offenders, regularly go missing, carry multiple mobile phones or begin carrying weapons. Some children may appear anxious, withdrawn, fearful or reluctant to discuss where they have been, whilst others may present with unexplained injuries or become involved in violence, drug-related activity or offending behaviour.

These indicators should always be considered alongside the child's wider circumstances, recognising that exploitation often occurs alongside trauma, neglect, mental health difficulties and other safeguarding concerns.

Serious Violence

KCSIE 2026 recognises serious violence as an important safeguarding issue that may be linked to criminal exploitation, peer conflict or organised crime. Staff should remain alert to concerns regarding weapon carrying, threats of violence, assaults or significant changes in behaviour that may indicate a child is at risk.

Where concerns arise, the Designated Safeguarding Lead (DSL) will assess the risk to the child and others, consider any wider safeguarding information and work with relevant agencies to develop appropriate safety, support and intervention plans. Early identification and intervention remain central to reducing the risk of serious harm.

Responding to Concerns

Any concerns regarding Child Criminal Exploitation, County Lines or Serious Violence must be treated as safeguarding concerns and reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Staff should not investigate concerns themselves or assume that criminal behaviour indicates a child has chosen to offend. Instead, they should listen, reassure the child where appropriate and report concerns without delay. All safeguarding concerns, actions and decisions must be recorded promptly and factually within Learntrek, with supporting documentation securely stored within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy.

The DSL will work with Children's Social Care, Police, Youth Justice Services and other safeguarding partners, making referrals where appropriate to ensure children receive protection, support and intervention.

AS2Educate's Commitment

AS2Educate is committed to identifying vulnerability at the earliest opportunity and providing a safe, supportive and trauma-informed environment for children at risk of exploitation. Through safeguarding education, Personal Development, Relationships, Sex and Health Education (RSHE), online safety and strong pastoral support, students are encouraged to recognise exploitation, understand healthy relationships, develop resilience and know how to seek help for themselves or others.

All staff receive safeguarding training that includes awareness of Child Criminal Exploitation, County Lines and Serious Violence, enabling them to identify concerns, exercise professional curiosity and respond promptly in accordance with statutory safeguarding guidance.

Appendix J – Child Sexual Exploitation (CSE) and Contextual Safeguarding

Purpose

Child Sexual Exploitation (CSE) is a form of child sexual abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the child needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator. In accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026), AS2Educate recognises that children who are sexually exploited are victims of abuse and should always be safeguarded and supported accordingly. A child can never consent to their own exploitation, even where they believe they are making a choice. Recent guidance also places greater emphasis on organised networks, victim recognition and the links between CSE, child criminal exploitation and modern slavery.

Understanding Child Sexual Exploitation

Child Sexual Exploitation can affect any child, regardless of age, gender, ethnicity, disability or background. Exploitation may occur through contact with a single perpetrator, within peer groups or through organised criminal networks and can take place both in person and online. Children may be groomed through social media, online gaming, messaging platforms or other digital technologies before exploitation occurs.

Many children do not recognise that they are being exploited and may believe they are in a consensual relationship. Others may be manipulated through affection, gifts, money, accommodation, alcohol, drugs, status or perceived protection. CSE frequently overlaps with other safeguarding concerns, including child criminal exploitation, missing education, serious violence, mental health difficulties, domestic abuse and harmful sexual behaviour.

Recognising Concerns

There is no single indicator that a child is experiencing sexual exploitation. Staff should remain professionally curious where a child presents with significant changes in behaviour, unexplained gifts or money, older friendships or relationships, repeated missing episodes, poor attendance, substance misuse, declining mental health, self-harm, sexualised behaviour or increasing secrecy around their online activity.

Children may also experience exploitation through the creation or sharing of self-generated intimate images, coercion into sexual activity online, image-based abuse or financially motivated sexual extortion. These behaviours should always be considered within the wider safeguarding context and not viewed in isolation. KCSIE 2026 recognises the growing role of online exploitation, AI-generated content and image-based abuse within child sexual exploitation.

Contextual Safeguarding

AS2Educate recognises that harm does not occur solely within the family home. Children may be exposed to abuse and exploitation within peer groups, neighbourhoods, public spaces, transport networks and online environments. Understanding the contexts in which harm occurs is essential to effective safeguarding.

Staff should consider the child's relationships, online activity, friendships, family circumstances and wider community when assessing safeguarding concerns. Information sharing and effective multi-agency working are central to identifying patterns of exploitation and reducing future risk.

Responding to Concerns

Any concern relating to Child Sexual Exploitation must be treated as a safeguarding concern and reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Staff should listen carefully, reassure the child appropriately, avoid asking leading questions and never attempt to investigate concerns themselves. The Designated Safeguarding Lead will assess the information, consider any wider safeguarding concerns and, where appropriate, make referrals to Children's Social Care, the Police or other safeguarding partners.

All safeguarding concerns, decisions and actions must be recorded promptly and factually within Learntrek, AS2Educate's Management Information System (MIS). Referral documentation, professional reports and multi-agency correspondence will be securely stored within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy.

AS2Educate's Commitment

AS2Educate is committed to creating a safe, inclusive and trauma-informed environment where children feel listened to, respected and able to seek help. Through safeguarding education, Relationships, Sex and Health Education (RSHE), Personal Development, online safety education and strong pastoral support, students are supported to recognise healthy and unhealthy relationships, understand consent, identify exploitation and know how to access help for themselves or others.

All staff receive regular safeguarding training on Child Sexual Exploitation, online safety, child-on-child abuse and emerging safeguarding risks, enabling them to identify concerns early, exercise professional curiosity and respond confidently in accordance with statutory safeguarding guidance. Safeguarding practice is further strengthened through regular updates, multi-agency learning and continuing professional development via The Safeguarding Network

Appendix K – Mental Health, Emotional Wellbeing and Self-Harm

Purpose

AS2Educate recognises that positive mental health and emotional wellbeing are fundamental to children's safety, learning and development. In accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026), all staff should understand that mental health concerns may be an indicator that a child has experienced, or is at risk of, abuse, neglect, exploitation or trauma. While poor mental health does not automatically constitute a safeguarding concern, it should always be considered alongside the child's wider circumstances and any other safeguarding information.

Understanding Mental Health and Wellbeing

Children may experience a wide range of emotional and mental health difficulties at different stages of their lives. These may arise from adverse childhood experiences, family difficulties, bereavement, bullying, exploitation, online harms, abuse or other significant life events. Children attending Alternative Provision may be particularly vulnerable due to previous trauma, disrupted education, adverse experiences or unmet needs.

Staff should be professionally curious where there are significant or sustained changes in a child's behaviour, presentation, attendance, relationships, emotional regulation or engagement with learning. Concerns should never be considered in isolation and should always be explored within the wider safeguarding context.

Self-Harm and Suicide Risk

Self-harm and suicidal thoughts should always be taken seriously and responded to promptly, sensitively and without judgement. A child may self-harm for many reasons and this behaviour should never be viewed simply as attention-seeking. Any disclosure of suicidal thoughts, suicide plans or significant self-harm requires an immediate safeguarding response.

Where there is an immediate risk to life, staff must contact the emergency services without delay before informing the Designated Safeguarding Lead (DSL). Where the risk is not immediate, concerns must be reported to the DSL or Deputy DSL as soon as possible so that appropriate support, risk assessment and referrals can be considered.

Responding to Concerns

Staff should listen calmly, reassure the child that they have done the right thing by speaking up and avoid making promises of confidentiality. Concerns should be reported immediately to the DSL or Deputy DSL and recorded factually within Learntrek, AS2Educate's Management Information System (MIS). Supporting documentation, risk assessments and professional correspondence will be stored securely within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy.

The DSL will work collaboratively with parents or carers, health professionals, Children's Social Care and other agencies where appropriate to ensure that children receive timely and appropriate support. Decisions regarding information sharing will always be made in the child's best interests and in accordance with statutory safeguarding guidance.

Promoting Positive Mental Health

AS2Educate is committed to creating a safe, inclusive and trauma-informed learning environment where emotional wellbeing is promoted and children feel valued, listened to and supported. Mental health and wellbeing are embedded throughout the curriculum, Relationships, Sex and Health Education (RSHE), Personal Development, pastoral support and daily interactions with staff.

Students are encouraged to develop resilience, emotional literacy, healthy coping strategies and positive relationships, whilst understanding how and where to access help if they are worried about themselves or another person. Staff receive regular safeguarding and wellbeing training to ensure they can identify emerging concerns, respond appropriately and contribute to a whole-provision approach to promoting mental health and safeguarding.

Appendix L – Professional Curiosity, Early Intervention and Contextual Safeguarding

Purpose

AS2Educate is committed to developing a safeguarding culture in which every member of staff remains professionally curious, responds to concerns at the earliest opportunity and works collaboratively with colleagues and partner agencies to safeguard children and young people.

In accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children (2026), safeguarding is everyone's responsibility. Effective safeguarding depends upon staff recognising concerns early, asking appropriate questions, sharing information promptly and always maintaining a child-centred approach.

Professional Curiosity

Professional curiosity is the willingness to look beyond the presenting issue, explore concerns further and consider whether there may be underlying safeguarding risks affecting a child.

Staff should not rely solely on what they are told but should consider the child's presentation, behaviour, attendance, relationships, emotional wellbeing and wider circumstances. Children do not always disclose abuse directly, and changes in behaviour or engagement may indicate that additional support or safeguarding intervention is required. Professional curiosity involves asking appropriate questions, listening carefully, recognising patterns over time and seeking advice whenever concerns remain.

Early Identification and Early Help

Children benefit most when concerns are recognised and addressed before they escalate. Staff should never wait until concerns reach the threshold for statutory intervention before sharing information with the Designated Safeguarding Lead (DSL). Early discussion enables appropriate support to be considered through pastoral intervention, Family Help, Early Help or referral to external agencies where required.

The welfare of the child must always remain the overriding consideration.

Contextual Safeguarding

AS2Educate recognises that children may experience abuse, exploitation or harm in a range of contexts beyond the family home. These may include peer groups, neighbourhoods, public spaces, transport networks, online environments or through relationships with adults or other young people.

Understanding the contexts in which harm occurs enables more effective safeguarding, risk assessment and intervention. Staff should consider all aspects of a child's life when assessing concerns and contribute relevant information to multi-agency safeguarding assessments where appropriate.

Professional Challenge

Safeguarding requires staff to feel confident in raising concerns, seeking clarification and professionally challenging decisions where they believe a child may remain at risk. AS2Educate promotes an open safeguarding culture where staff are encouraged to discuss concerns, seek advice and escalate issues appropriately. Professional challenge should always be respectful, evidence-informed and focused on achieving the best possible outcomes for children.

Reflection and Continuous Improvement

Safeguarding practice at AS2Educate is continually reviewed through safeguarding supervision, leadership meetings, safeguarding audits, training, reflective practice and lessons learned from safeguarding incidents. Staff are encouraged to reflect on safeguarding practice, share learning and contribute to the continuous development of the organisation's safeguarding culture.

Regular safeguarding updates, annual training, policy reviews and professional development through The Safeguarding Network help ensure that safeguarding knowledge remains current and responsive to emerging risks, including online harms, child exploitation, artificial intelligence and wider contextual safeguarding issues.

AS2Educate's Commitment

AS2Educate is committed to fostering a safeguarding culture where children feel safe, valued, listened to and respected, and where staff are confident to identify concerns, act without delay and work collaboratively to protect children from harm. Every member of staff has a professional responsibility to remain vigilant, exercise professional curiosity and contribute to a culture of continuous safeguarding improvement.

Appendix M – Responding to a Disclosure of Abuse

Purpose

Children and young people may choose to disclose abuse, neglect or exploitation to a trusted adult at any time. Such disclosures may be made directly, indirectly or through changes in behaviour, emotional presentation or communication. Staff should recognise that many children do not disclose abuse immediately and may only share limited information initially.

In accordance with Keeping Children Safe in Education (KCSIE 2026), all staff have a responsibility to respond calmly, sensitively and professionally, ensuring that the child feels listened to, believed and supported.

Responding to a Disclosure

When a child makes a disclosure, staff should remain calm, listen carefully and allow the child to speak in their own words without interruption. Children should never be asked leading questions or encouraged to provide detailed accounts beyond what they freely choose to disclose. Staff should reassure the child that they have done the right thing by speaking up and explain honestly that the information cannot be kept confidential because it may need to be shared with professionals who can help keep them safe.

It is important that staff do not express shock, disbelief, anger or personal opinions about what has been disclosed or about any individual involved. Children should never be made to feel responsible for the abuse they have experienced.

Staff should remember that disclosure is often a process rather than a single conversation. A child may share information gradually, may stop talking or may later retract what they have said. This should not prevent concerns from being reported or acted upon.

Recording and Reporting

Following any disclosure, staff must make a factual, accurate and contemporaneous record using the child's own words wherever possible. Records should distinguish clearly between what the child has said, what the member of staff has observed, and any actions taken.

All safeguarding concerns must be recorded promptly within Learntrek, AS2Educate's Management Information System (MIS). Supporting documentation, body maps, referrals and professional correspondence will be securely stored within the AS2Educate Secure Google Drive in accordance with the Information Governance and Data Protection Policy. The concern must be reported immediately to Claire Ames, Designated Safeguarding Lead (DSL), or Richard Fihosy, Deputy Designated Safeguarding Lead (DDSL). Staff must never investigate concerns themselves or delay reporting whilst seeking additional information. Where there is an immediate risk of significant harm, emergency services or Children's Social Care should be contacted without delay in accordance with the Safeguarding and Child Protection Policy.

Supporting Staff

Listening to a disclosure of abuse can be emotionally challenging. AS2Educate recognises the importance of supporting staff following safeguarding incidents through debriefing, supervision and access to senior leaders. Staff should seek support from the DSL or a member of the Senior Leadership Team whenever required, whilst maintaining appropriate confidentiality.

Appendix N – Allegations, Low-Level Concerns and Professional Conduct

Purpose

AS2Educate is committed to maintaining the highest standards of professional conduct and safeguarding practice. Any allegation or concern regarding the behaviour of an adult working with children must be taken seriously and managed promptly, fairly and in accordance with Keeping Children Safe in Education (KCSIE 2026).

This appendix should be read alongside the Managing Allegations Against Staff and Low-Level Concerns Policy, Staff Code of Conduct, Safer Recruitment Policy and Whistleblowing Policy.

Allegations That Meet the Harm Threshold

An allegation must be managed under statutory safeguarding procedures where an adult working with children has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicates they may pose a risk of harm; or
- behaved, either within or outside work, in a way that suggests they may not be suitable to work with children.

Where such concerns arise, they must be reported immediately to the Provision Manager or, where the allegation relates to the Provision Manager, directly to the Sole Director. The Local Authority Designated Officer (LADO) will be contacted without delay for advice, and no internal investigation will commence until appropriate consultation has taken place.

Formal disciplinary investigations and hearings are undertaken independently by Avensure HR, ensuring fairness, impartiality and independence whilst maintaining a positive and collaborative culture within AS2Educate.

Low-Level Concerns

AS2Educate recognises that maintaining a culture in which low-level concerns are identified and shared openly is essential to safeguarding children and maintaining professional standards.

A low-level concern is any behaviour that is inconsistent with the Staff Code of Conduct but does not meet the threshold for referral to the LADO. Such concerns may involve professional boundaries, inappropriate language, conduct outside work or other behaviour that gives cause for concern.

All staff are encouraged to report low-level concerns promptly. Concerns will be managed proportionately, recorded confidentially and used to identify patterns of behaviour that may require support, guidance or further action.

Low-level concerns regarding staff should normally be reported to the Designated Safeguarding Lead or Provision Manager. Concerns regarding the DSL should be reported directly to Richard Fihosy. Where concerns relate to Richard Fihosy, they should be reported

directly to the independent HR adviser at Avensure HR, who will advise on the appropriate course of action and liaise with the LADO where necessary.

Recording and Confidentiality

All allegations and low-level concerns will be recorded securely, managed confidentially and retained in accordance with statutory guidance, the Data Protection Act 2018 and UK GDPR. Safeguarding-related records will be maintained within Learntrek, with supporting documentation securely stored on the AS2Educate Secure Google Drive where appropriate. Records will be reviewed to identify emerging themes or patterns of behaviour that may require further safeguarding action.

Creating a Safe Culture

AS2Educate promotes an open and transparent safeguarding culture where staff feel confident to raise concerns without fear of victimisation. Professional challenge, reflective practice and early intervention are encouraged to ensure that concerns are addressed promptly and that children remain at the centre of all decision-making.

All staff receive regular safeguarding training, safer working practice guidance and updates on professional conduct through induction, annual safeguarding training, supervision, appraisal and ongoing professional development.

Appendix N

AS2Educate Safeguarding Quality Assurance and Audit Checklist

Purpose

This audit supports AS2Educate in evaluating the effectiveness of its safeguarding arrangements, ensuring compliance with statutory guidance, identifying areas for continuous improvement and maintaining a strong safeguarding culture.

The audit should be completed termly by the Provision Manager (Richard Fihosy) and the Designated Safeguarding Lead (Claire Ames). Findings should be recorded, actions identified, responsibilities allocated and progress reviewed at the next audit.

Audit Details

Audit Date	Autumn	Spring	Summer
Completed by			
Reviewed by			
Actions Outstanding from Previous Audit			

Section 1 – Leadership and Governance

Audit Item	Yes	No	Action Required
Safeguarding Policy reviewed and compliant with current statutory guidance	☐	☐	
Policy review date current	☐	☐	
DSL and DDSL details correct	☐	☐	
Safeguarding responsibilities clearly understood by SLT	☐	☐	
Safeguarding remains a standing agenda item at leadership meetings	☐	☐	
Safeguarding risks reviewed regularly	☐	☐	

Section 2 – Staff Training

Audit Item	Yes	No	Action Required
All staff completed safeguarding induction	☐	☐	
KCSIE Part One read and signed annually	☐	☐	
Annual safeguarding training completed	☐	☐	
Prevent training current	☐	☐	
Online Safety training completed	☐	☐	
Positive Handling training current (where applicable)	☐	☐	
Staff receive safeguarding updates throughout the year	☐	☐	
The Safeguarding Network updates shared with staff	☐	☐	
Training records up to date	☐	☐	

Section 3 – Designated Safeguarding Lead

Audit Item	Yes	No	Action Required
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DSL training current	☐	☐	
Deputy DSL training current	☐	☐	
DSL receives regular safeguarding CPD	☐	☐	
Membership of The Safeguarding Network maintained	☐	☐	
Safeguarding supervision taking place	☐	☐	

Section 4 – Safeguarding Recording

Audit Item	Yes	No	Action Required
All safeguarding concerns recorded on Learntrek	☐	☐	
Records are factual and contemporaneous	☐	☐	
Chronologies maintained	☐	☐	
Actions and referrals recorded	☐	☐	
Safeguarding files reviewed regularly	☐	☐	
Transfers completed securely where required	☐	☐	

Section 5 – Early Help and Child Protection

Audit Item	Yes	No	Action Required
Early Help referrals monitored	☐	☐	
Child Protection Plans monitored	☐	☐	
Child in Need Plans monitored	☐	☐	
Core Groups attended	☐	☐	
Conferences attended	☐	☐	
Professional challenge recorded where appropriate	☐	☐	

Section 6 – Attendance and Welfare

Audit Item	Yes	No	Action Required
Persistent absence monitored	☐	☐	
Children Missing Education procedures followed	☐	☐	
Absconding incidents reviewed	☐	☐	
Behaviour trends monitored	☐	☐	
Mental Health concerns monitored	☐	☐	

Section 7 – Safer Recruitment

Audit Item	Yes	No	Action Required
Single Central Record complete	☐	☐	
SCR audited	☐	☐	
DBS checks completed	☐	☐	
Identity checks complete	☐	☐	
Right to Work checks complete	☐	☐	
References verified	☐	☐	

Online searches completed	☐	☐	
Safer Recruitment training current	☐	☐	

Section 8 – Online Safety

Audit Item	Yes	No	Action Required
Filtering system effective	☐	☐	
Monitoring system effective	☐	☐	
Online Safety curriculum delivered	☐	☐	
ICT Acceptable Use Agreements signed	☐	☐	
Online incidents reviewed	☐	☐	

Section 9 – Health, Safety and Premises

Audit Item	Yes	No	Action Required
Health and Safety concerns reviewed	☐	☐	
Risk Assessments current	☐	☐	
Visitor procedures effective	☐	☐	
Emergency procedures understood	☐	☐	
First Aid arrangements adequate	☐	☐	

Section 10 – Student Voice and Safeguarding Culture

Audit Item	Yes	No	Action Required
Student Safety Wall reviewed and updated	☐	☐	
External support information current	☐	☐	
Students know who to speak to	☐	☐	
Safeguarding curriculum reviewed	☐	☐	
Student feedback obtained	☐	☐	
Students feel safe within provision	☐	☐	

Section 11 – Allegations and Low-Level Concerns

Audit Item	Yes	No	Action Required
Low-level concerns recorded appropriately	☐	☐	
Patterns reviewed	☐	☐	
LADO referrals made where required	☐	☐	
Staff Code of Conduct followed	☐	☐	

Section 12 – Quality Assurance and Continuous Improvement

Audit Item	Yes	No	Action Required
Policies reviewed	☐	☐	
Lessons learned implemented	☐	☐	

Staff informed of safeguarding updates	☐	☐	
Training needs identified	☐	☐	
Emerging safeguarding themes discussed	☐	☐	
Actions from previous audit completed	☐	☐	

Summary of Findings

Strengths Identified

Areas for Development

Actions Required

Action	Lead	Target Date	Completed

Review and Sign-Off

We confirm that this audit has been completed and reviewed to evaluate the effectiveness of safeguarding arrangements within AS2Educate.

Name	Role	Signature	Date
Richard Fihosy	Provision Manager / Sole Director / Deputy Designated Safeguarding Lead		
Claire Ames	Deputy Provision Manager / Designated Safeguarding Lead		

Reviewed by:	Richard Fihosy and Claire Ames
Date:	March 2024. Update of previous Policy September 2022
Reference	SCPC version 2
Ratified by:	SLT
Review:	Annual
Next Review:	Autumn Term 2027
Review Date 02.09.24	Sections • Update to whole policy to reflect Keeping children safe in education 2024 update • Update of DSL Claire Ames phone number • Update of DSL's email addresses • Contact details updated for MH Support teams
09/09/25	Full Policy review to reflect KCSiE 2025 update
Sep 26	Full Policy Review