Safeguarding and Child Protection Policy and Procedures

For Stride360 Ltd

Summary:	Safeguarding Policy and Procedures.
Effective from:	19th February 2026
Responsible Officers:	Simone Lyons
Review Date:	September 2026
Review Date:	
Review Date:	
Review Date:	
Review Date:	
Applies to:	
Keeping Children Safe in Education	
Working Together to Safeguard Children	
Prevent Duty departmental advice for school and childcare providers	
Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers	
Multi agency statutory guidance on female genital mutilation	
Children Missing Education guidance for local authorities	
Swindon Safeguarding Partnership Policy on resolution of professional disagreements relating to the safeguarding and protection of children	
What to do if you're worried a child is being abused: advice for practitioners	
Alternative Provision Statutory Guidance	
Non-school alternative provision: voluntary national standards	

Contents Page

Page number	Title
3	Quick Reference Contacts Guide
Part 1 - Procedures	
4	Our commitment to safeguarding
5	Worried about a child/young person
7	Record-keeping
8	When parents/carers are contacted
8	Safeguarding Arrangements Across Provision Types
10	Worried about the actions of an adult who works/volunteers with children/young people
12	Attendance and behaviour
14	Additional support for young people
Part 2 - Policy	
15	Our safeguarding policy
15	Whistleblowing
15	Low-Level Concerns
16	Managing Allegations
19	Safer Recruitment Procedures
20	Visitors at Stride360
21	Site Safety
22	Risk Assessments and Safety Planning
23	Online Safety
24	Working Alone and Transporting Young People
Appendices	
25	Appendix 1 - Definitions of abuse
26	Appendix 2 – Specific safeguarding themes and issues
27	Child on child abuse
28	Sexual abuse
29	Exploitation and serious violent crime
29	Honour-based abuse, including Female Genital Mutilation
30	Radicalisation
31	Domestic Abuse
31	Neglect
33	Appendix 3 - Safeguarding concern/incident/disclosure form template
35	Appendix 4 - Body map template
37	Appendix 5 – Template for recording concerns/allegations about adults working/volunteering with children and young people

Quick Reference Contacts Guide

	Name	Contact details
Directors	Micheal Jones	07507302008
	Louis McGrory	07549890634
Designated Safeguarding Lead	Simone Lyons	07353786555 / safeguarding@stride360.co.uk
Deputy DSL	Leah Burt	Michael Jones
	Kieren Kirby	Louis McGrory

Local Authority Contact Details	
Multi-Agency Safeguarding Hub	01793464646 / contactchildrenandfamilies@swindon.gov.uk Emergency Duty Service: 01793 436699 (After 4.40pm Mon to Thurs & after 4pm Fridays)
Swindon Safeguarding Partnership	01793463803 / safeguardingpartnership@swindon.gov.uk

Prevent	07766368339
Local Authority Designated Officer	01793463854
Police	101 /999
NSPCC Whistle-blowing Helpline	0800 028 0285
Disclosure & Barring Service:	01325 953795 / PO Box 181, Darlington, DL1 9FA dbsdispatch@dbs.gsi.gov.uk

Our Commitment To Safeguarding

Here at STRIDE360 we ensure that:-

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and /or sexual identity, have the right to protection from abuse
- All suspicions and allegations of abuse are taken seriously and responded to swiftly and in line with agreed procedures

We take seriously our responsibility to protect and safeguard the welfare of the children and young people in its care.

Keeping Children Safe In Education defines safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding is everyone's responsibility.

We endeavour to safeguard children and young people by:-

- ensuring adults who work and volunteer are provided, at regular intervals, with quality safeguarding training to ensure that they are equipped to identify the signs and indicators of abuse and neglect

- providing clear procedures for adults and children and young people to follow if they are worried about a child or young person.

- sharing information about concerns with parents and carers and where necessary, with agencies who need to know eg social care

- following safer recruitment guidelines

- providing clear guidance and expectations about adult behaviour, through a code of conduct and ensuring on-going vigilance

Part 1 - Procedures

Worried About A Child or Young Person

Concerns about a child's welfare can arise in many different contexts; children may be abused in a family, by those known to them. They may be abused by an adult or adults, or another child or children within their family network; this is also referred to as familial abuse.

The risk of harm may come from outside the home (ROTH); this is also referred to as extra-familial harm.
This includes:-

- Exploitation by criminal and organised crime groups or individuals (such as county lines and financial exploitation)
- Serious violence
- Modern slavery and trafficking
- Online harm
- Sexual exploitation
- Teenage relationship abuse
- The influences of extremism, which could lead to radicalisation

Children may experience extra-familial harm from other children and/or from adults; it may take place in school or other educational settings, within community/public spaces and/or online.

You may be worried about a child/young person because you have seen or heard something. You may have noticed a change in their behaviour. You may not have received a direct disclosure, but you have over-heard a conversation which worries you. You may have seen a mark on a child/young person which worries you or noticed a change in behaviour.

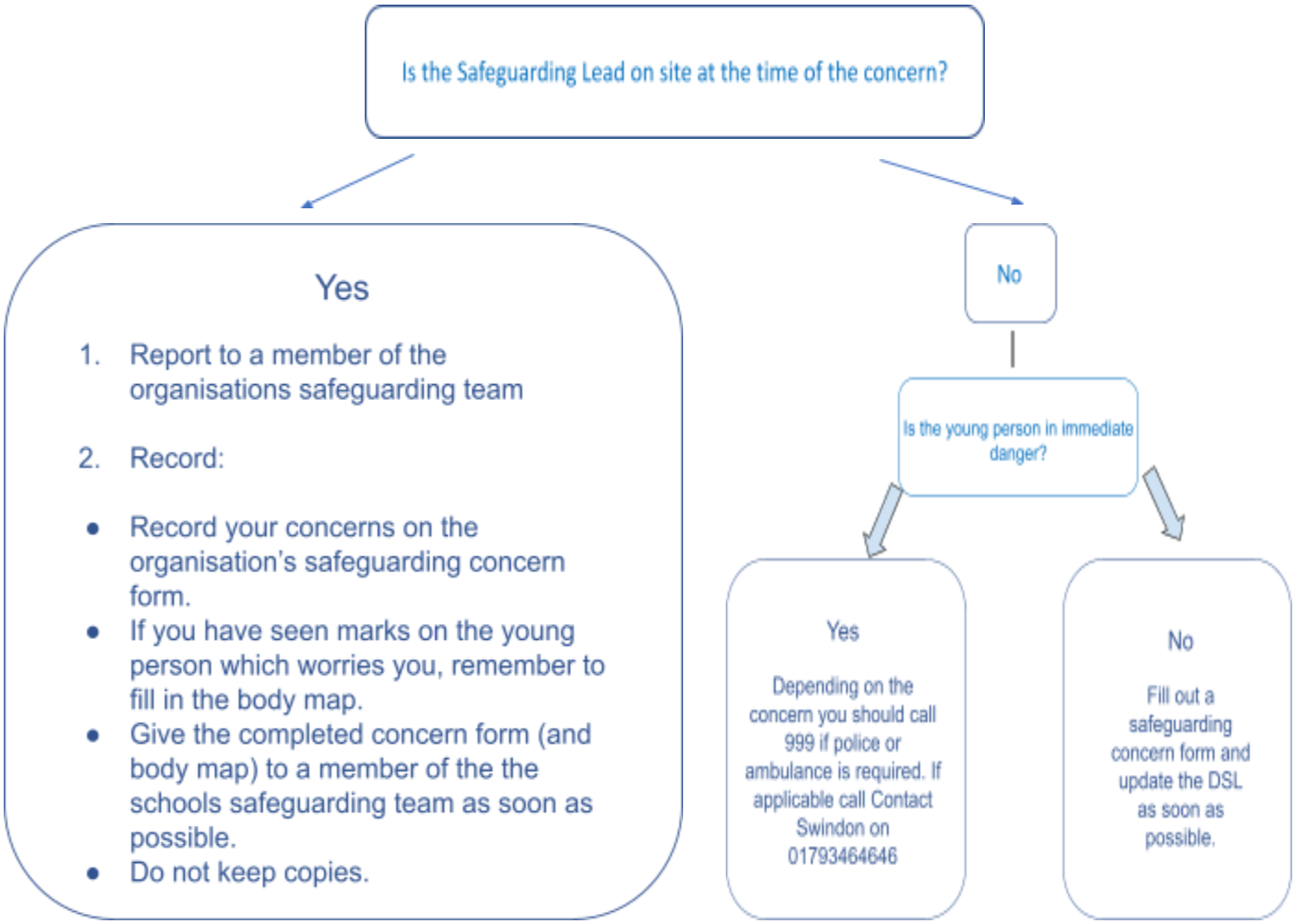
Where a child/young person comes to speak to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a child/young person discloses to you, you should:

- **Listen** to what the child/young person is saying, without displaying any signs of shock or disbelief
- **Allow** the child/young person to talk freely without interrupting
- Reassure the child/young person but do not make promises about keeping the information a secret
- **Reassure** the child/young person that this is not their fault
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions
- **Explain** to the child/young person that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

You have a responsibility to follow the steps below on our flow chart.

Safeguarding is everyone's responsibility

Worried About the safety or welfare of a child?



Respond

The safeguarding team will consider what needs to happen next to safeguard the child. This will include taking immediate steps to secure the safety of the child if possible.

Is the child in immediate danger, at risk of significant harm or there is information to suggest they may have been harmed?

If child is in immediate danger contact the police on 999.
Or Contact the Multi Agency Safeguarding Hub (MASH in the local authority where the child lives) See quick reference guide in this policy (page 2).
Or the child's social worker if they are already 'open' to social care.

Contact will be made with the child's parent/carer and the concerns discussed.

Record-keeping

Staff at Stride360 have access to the concerns forms that are completed when they have a concern or a disclosure. Members of the public or other organisation will call the safeguarding team who will record the conversation and notes onto the concern form. Other schools or organisations can record their concerns on their own forms and share these using password protected files to safeguarding@stride360.co.uk.

The Designated Safeguarding Lead at Stride360 takes responsibility for maintaining safeguarding and child protection records and ensures that subsequent actions taken, including who the information has been shared with in response to a concern arising, are documented.

All safeguarding and child protection related records, made by members of the safeguarding team at Stride360, are kept and are stored confidentially. In line with data protection requirements, this information is confidentially destroyed once a child/young person is no longer attending sessions, unless there is information which indicates that it may be useful to retain.

Staff understand that they must not take photographs of marks on children. Marks on children, which raise a concern, should be recorded on a body map (provided by the school or on the template which can be found in appendix 4 of this document).

Staff are aware that a delay in sharing information about safety and welfare concerns can increase the risk of harm for a child/young person.

All safeguarding records, including concerns, incidents, risk assessments, and one-to-one or transport logs, are stored securely on a password-protected drive.

- The Designated Safeguarding Lead (DSL) has the authority to move any confidential or sensitive files to a restricted area of the drive that is accessible only to the DSL and Deputy DSLs.
- Staff must ensure that any safeguarding information they generate or receive is shared promptly with the DSL and stored in line with these security procedures.
- Access to confidential records is strictly limited to those with a legitimate safeguarding role, maintaining both child protection and staff confidentiality.

When Are Parents/Carers Contacted?

In the majority of cases, concerns about the welfare or safety of a child/young person will be discussed with the child or young person's parent/carer

If, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child/young person the Designated Safeguarding Lead will make contact with social care to share the information about the concerns.

Our first priority is the child/young person's welfare and therefore there may be occasions when concerns about a child/young person means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care, the parent/carer will be contacted by the Designated Safeguarding Lead and the information within the referral will be shared. There are some occasions when we will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the child/young person.

Safeguarding Arrangements Across Provision Types

Stride360 delivers safeguarding in line with statutory guidance across all service models. The Designated Safeguarding Lead (DSL) maintains oversight of all safeguarding concerns regardless of the package accessed.

1. Alternative Provision (AP)

When a young person is attending Stride360 Alternative Provision and a safeguarding concern is raised:

- Staff must report the concern immediately to the Stride360 Safeguarding Team/DSL.
- The concern will be recorded in line with safeguarding procedures.
- The DSL will assess risk and take appropriate action, including:
    - Informing parents/carers where appropriate.
      Sharing information with relevant professionals (e.g. social workers, case workers, local authority teams).
    - Making referrals to Contact Swindon or other statutory services where required.

Where a student is dual rolled with their parent school:

- Safeguarding concerns will be shared with the parent school DSL in the first instance (unless the young person is at immediate risk of harm).
- The parent school retains overall safeguarding responsibility.
- The parent school has a duty to update Stride360 on any safeguarding developments or changes in risk.
- Stride360's Safeguarding Team maintains the right to professionally challenge decisions if there are concerns about a child's safety.

In situations of immediate risk, Stride360 will take direct action, including contacting emergency services or children's social care, without delay.

2. Onsite or Offsite Mentoring (Delivered Within Schools)

Where Stride360 staff are working within a school setting (onsite or offsite mentoring):

- Staff must follow the host school's safeguarding and child protection procedures.
- All concerns must be reported immediately to the school's DSL in line with their policy.
- Staff must also inform Stride360's DSL so that internal safeguarding records are maintained.
- Stride360 retains a duty of care to ensure appropriate action has been taken and may seek clarification or further information where necessary.

3. Collaborative Safeguarding and Professional Challenge

Stride360 expects all staff, partner schools, and external professionals to:

- Share safeguarding information appropriately and in a timely manner.
- Work collaboratively in the best interests of the child.
- Be open to professional challenges where decisions impact the safety or wellbeing of a young person.

The welfare of the child remains paramount at all times.

Worried About The Actions Of An Adult Who Works/Volunteers With Children/Young People

You may be worried about the actions of an adult who is working/volunteering with children/young people because you have seen or heard something which makes you feel uncomfortable. You may be concerned that the adult's actions are contravening the organisation's staff code of conduct.

All concerns must be reported following the steps below:-

Step 1

- If you are concerned that a child/young person might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the child/young person?
- If your concerns involve a member of staff from Stride360, report your concerns directly to the organisation's manager as soon as possible (see quick reference guide , page 2 for contact details).
- If your concerns involve the manager, report your concerns to the LADO (see page 2 for contact details)
- If your concerns are about a member of the school's staff (at the school where you are working/volunteering), report to the school's Head teacher immediately and before leaving the premises.
- Record your concerns using the agreed paperwork (see appendix 5).
- **Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer (LADO). See quick reference guide, page 2 for contact details.**

What happens once a report about an adult working/volunteering with children is reported?

Step 1

- The Manager/Head teacher of the school will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

  This will be done by assessing whether there is evidence to suggest that:-

- the person has behaved in a way that has harmed a child, or may have harmed a child;
- the person has possibly committed a criminal offence against or related to a child; or
- the person has behaved towards a child or children in a way that indicates that he/she **may** pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

  Criteria listed above taken from Part 4 of 'Keeping Children Safe In Education'

Step 2

- If LADO involvement is not required, the Manager/Head teacher may need to complete their own enquiries to establish whether any further action is required eg additional training for adult involved, additional staff supervision required, risk assessment required. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcomes.

Step 3

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the Manager/Head teacher should contact the LADO immediately.

Step 4

The LADO will decide on further action:-

- no further action after initial consideration and closure, or
- advice and follow up from LADO or
- strategy discussion/meeting

Step 5

- The Manager/Headteacher will record all actions taken and the final outcome.

Statutory requirements in relation to individuals who are on the barred list

At the end of the allegation process if a member of staff or volunteer from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, Stride360 has a duty to inform the Disclosure and Barring Service via a referral.

We understand, as an education provider, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.

Behaviour And Attendance

At Stride360 we recognise that there can be links between safeguarding and child protection concerns and:-

- incidents of disruptive and challenging behaviour
- poor attendance

Both of these aspects can be indicators that a child/young person may be experiencing one or more forms of abuse.

Behaviour

Stride 360 supports young people who have experienced difficulty thriving in mainstream education. Many of our students present with trauma histories, neurodivergence, emotional regulation difficulties, or unmet needs.

We recognise that:

- Behaviour is often a form of communication
- Dysregulation is not the same as deliberate misconduct
- Understanding behaviour does not remove responsibility for its impact

Our approach is developmental, restorative, and protective, not punitive or humiliating. We aim to equip students with the emotional regulation, accountability, and relational skills required for adulthood, education, and employment.

Stride 360 is committed to ensuring that no student is treated less favourably as a result of disability, neurodivergence, or trauma-related needs. Behaviour that arises from dysregulation, additional needs, or distress is not sanctioned.

Safeguarding Override and Mandatory Pause
Safeguarding considerations always override behavioural processes. At defined points in the behaviour response, staff must formally consider whether behaviour indicates a safeguarding or welfare concern.

Where behaviour indicates potential safeguarding risk, the behaviour process must stop immediately, and safeguarding procedures must be followed. Behaviour may then be managed on a case-by-case basis under safeguarding guidance rather than through behavioural outcomes.

Examples include (but are not limited to):

- Disclosures of fear, harm, or abuse
- Sexualised behaviour that is age-inappropriate
- Absconding linked to panic, fear, or distress
- Statements indicating self-harm or suicidal ideation
- Behaviour linked to hunger, neglect, or unmet basic needs

While attending Stride 360, students are expected to:

- Use language and actions that do not cause harm or fear
- Follow adult direction with support where needed
- Remain within agreed supervised areas

- Take responsibility for actions and impact
- Attempt to engage with learning and activities

We recognise that students will not always meet these expectations. These moments are treated as opportunities for learning, support, and skill development.

All behaviour incidents must be:

- Logged on the agreed recording system
- Shared with leadership for oversight and review
- If behaviour is not logged, privileges must not be restricted. This protects against inconsistency and perceived discrimination.

Communication with Parents and Carers
Parents and carers are partners in supporting positive behaviour.

Where behaviour results in significant decisions or plans:

- Parents/carers must receive an initial phone call
- Written confirmation must follow
- All communication must be recorded

Staff Accountability and Consistency
Consistency is a safeguarding requirement.
All staff must:

- Follow the Behaviour Policy, Staff Behaviour Process and Safeguarding Policy
- Apply the same framework for all students
- Use agreed language and scripts
- Avoid emotional or reactive decision-making

Failure to follow this policy or the associated process places students and staff at risk and may be addressed through leadership and HR procedures.

Attendance

Daily Attendance Monitoring

- Attendance will be taken at the beginning of every session.
- Records will be maintained to track attendance trends and highlight any emerging issues.
- Records are kept on an attendance register and on Individual Development Plans that are shared live with schools and Local Authority.

Action for Non-Attendance

- If a young person (YP) is not in attendance, the parent, carer or school will be contacted immediately to determine the reason for absence.
- The reason for the absence will be recorded in the attendance register.
- If the parent or carer is unaware of the YP's location, the police will be contacted to ensure the safety of the child.
- The local authority will be informed in cases of unexplained or repeated absences, as per statutory requirements.

Managing Persistent Absence

- Persistent absence will trigger a review with the parent or carer to identify underlying causes and barriers to attendance.

- An attendance improvement plan will be created and implemented, with specific actions agreed upon by all parties.
- The plan will be reviewed every two weeks until attendance improves satisfactorily.

Escalation of Issues

- If attendance does not improve despite intervention, further steps may include referrals to external support services or escalation to the local authority.

Additional Support for Young People

Young people with Special Educational Needs and Disabilities (SEND)
As an education provider, we recognise that young people who have SEND can face additional safeguarding and child protection challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration.
- Young people with SEND can be disproportionately impacted upon by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Supporting young people with mental health issues
Some young people can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. Our staff and volunteers need to be particularly vigilant about young people who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on their mental health.
Signs of possible mental health issues include:

- Noticeable weight loss or gain
- Physical injuries
- Change in personality e.g. mood swings
- Frequently missing lessons
- Social isolation
- Lethargy and disinterest
- Tearfulness or appearing anxious
- Lack of focus in class
- Change in educational performance

Young people who are Lesbian, Gay, Bisexual, or Transgender (LGBT)
The fact that a young person may be LGBT is not in itself an inherent risk factor for harm. However, young people who are LGBT can be targeted by other young people. In some cases, a young person who is perceived by other young people to be LGBT (whether they are or not) can be just as vulnerable as young people who identify as LGBT. Risks can be compounded where young people who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Part 2 – Our Safeguarding Policy

This policy and set of procedures is based on guidance set out in the following documents:-

- Working Together To Safeguard Children
- Keeping Children Safe In Education
- Safer Working Practice Guidance For Professionals Working In Education Settings
- Local safeguarding arrangements for Swindon Safeguarding Partnership

How is the information in this set of policy and procedures disseminated?

Our staff induction programme includes a safeguarding section and new staff are asked to read this safeguarding and child protection policy and set of procedures.
This policy and set of procedures are available via the Stride360 Website and can be found in the safeguarding section.

Whistle-blowing

We expect the highest standards of conduct from all employees and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

• a criminal offence
• a miscarriage of justice
• an act creating risk to health and safety
• an act causing damage to the environment
• a breach of any legal obligation
• a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the organisation's responsibility to ensure that an investigation takes place.

In the first instance, unless the employee reasonably believes the Manager to be involved in the wrongdoing, any concerns should be raised with them.

Where a member of staff feels unable to raise a concern with either of the individuals identified above or the Manager is at the centre of whistle-blowing concerns, the NSPCC whistle-blowing
helpline is available to them.

Low-Level Concerns

A low-level concern is any behaviour by an adult towards a child that:

- Is inconsistent with the staff code of conduct; and/or
- Does not meet the threshold for a referral to the designated safeguarding lead (DSL) or statutory authorities; but may indicate a need for early intervention, training, or support.

Examples include:

- Being overly familiar with students.
- Inappropriate joking, language, or comments.
- Small boundary breaches (e.g., minor hugging or physical contact that is unnecessary).
- Conduct that could create an impression of favoritism or unprofessionalism.

Reporting

- All staff must report low-level concerns to the Designated Safeguarding Lead (DSL) or the Directors (see appendix 5).
- Reports should be made as soon as possible and include factual details (who, what, when, where, and any witnesses).

Recording

- The DSL will log low-level concerns in a secure, central record.
- Records should be accurate, factual, and objective, without speculation or opinion.
- Low-level concerns will be reviewed regularly to identify patterns of behaviour.

Action and Follow-Up

- The DSL may:
    - Speak informally to the staff member to provide guidance or training.
    - Monitor the staff member's conduct.
    - Escalate to formal safeguarding procedures if concerns persist or worsen.

- All actions taken will be documented confidentially.

Confidentiality

- Reports will be treated confidentially and shared only with relevant staff.
- Staff raising concerns in good faith will not face retaliation.

Managing Allegations Against Staff

The safety and wellbeing of children and young people at Stride360 is paramount. Any allegation made against a member of staff, volunteer, contractor, or anyone working on behalf of the provision will be taken seriously and managed in line with statutory guidance.

Scope and Threshold

This procedure applies where it is alleged that an individual 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.
- Behaved in a way outside of work that raises concerns about their suitability to work with children (e.g. domestic abuse or other concerning conduct).

Roles and Responsibilities

Designated Safeguarding Lead (DSL)

- Receives and manages allegations.
- Contacts the Local Authority Designated Officer (LADO) within one working day.
- Ensures safeguarding measures are put in place.
- Maintains accurate and confidential records.

Local Authority Designated Officer (LADO)

- Provides advice and oversight.
- Determines the appropriate course of action.
- Monitors the progress of cases.

All Staff and Volunteers

- Must report concerns immediately to the DSL.
- Must cooperate fully with any investigation.

If the allegation concerns the DSL, it must be reported directly to the Local Authority or via complaints@stride360.co.uk.

Procedure

When an allegation is made:

1. **Immediate Safeguarding Action**
   The child's welfare is prioritised. Appropriate steps will be taken to ensure safety, including restricting unsupervised access where necessary.
2. **Referral to LADO**
   The DSL will contact the LADO within one working day for advice and direction.
3. **Consideration of Suspension**
   Suspension is not automatic and will be considered on a case-by-case basis in consultation with the LADO.
4. **Investigation**
   Investigations may be conducted:
   - Internally
   - In conjunction with the LADO
   - By external agencies (e.g. police or children's services)
5. The individual concerned will be informed of the allegation (where appropriate) and given the opportunity to respond.

Key Principles

- **Child Protection First** – The welfare of the child is paramount.
- **Fairness and Confidentiality** – Information will be shared strictly on a need-to-know basis.
- **Timeliness** – Cases will be managed without unnecessary delay.
- **Transparency and Support** – Clear communication and appropriate support will be provided to all parties.

Outcomes

Allegations may be categorised as:

- **Substantiated** – Sufficient evidence to support the allegation; disciplinary action and/or referral to external bodies (e.g. DBS) may follow.
- **Unsubstantiated** – Insufficient evidence to prove or disprove.
- **Unfounded** – No evidence or proper basis.
- **Malicious** – Deliberately false; appropriate action may be taken.

Record Keeping

A clear and comprehensive record of all allegations, actions taken, decisions made, and outcomes will be maintained securely and confidentially.

Records will be retained for a minimum of 10 years or until normal retirement age, whichever is longer, in line with safeguarding requirements.

Training

All staff receive safeguarding training that includes understanding how to report and respond to allegations.

Safer Recruitment Procedures

All adverts for roles at our provision include the following statement:-

' Stride360 is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Our recruitment process follows safer recruitment guidelines. The post is subject to a Disclosure and Barring Service check and satisfactory references.
The postholder is expected to work in line with our safeguarding and child protection policy and procedures.'

A person specification and job description will be provided for applicants as part of the vacancy pack.

Applicants are required to complete an application form, including:-

- personal details, current and former names, current address and NI number;
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted;
- details of their present (or last) employment and reason for leaving;
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- qualifications, the awarding body and date of award;
- details of referees/references. These should include the applicant's current/most recent employer if applicable. A follow up conversation will take place with the referee if any of the information provided is vague;
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification;

Interview process

Interviews are completed as 'face to face' meetings and involve a member of the safeguarding team. Interview questions are agreed prior to the interview to establish:-

- what attracted the applicant to the post and their motivation for working with children/young people
- the applicant's skills and experience of working with children/young people, which are relevant to the role
- the reason for any gaps in employment or where a candidate has changed jobs or location frequently
- safeguarding knowledge and understanding

Checks completed on successful applicant

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99.
- Identity checks are completed, together with proof of right to work in the UK
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required.

Visitors at Stride360

This applies to **all visitors**, including but not limited to parents, carers, contractors, external professionals, volunteers, and guests.

General Principles

- The safety and wellbeing of students is paramount at all times.
- Visitors must not disrupt the educational safety of students or the normal day-to-day running of the venue.
- Visitors must never be left alone on site under any circumstances.
- Visitors must comply fully with all Stride360 safeguarding procedures while on site.

Arrival at the Venue

- All visitors must report to the main entrance upon arrival.
- Visitors must not enter student areas or any other parts of the venue until they have been formally signed in and met by a member of staff.

Visitor Sign-In Process

- All visitors are required to sign in using the official Visitor Sign-In Sheet.
- The following details must be recorded:
    - Full name
    - Organisation (if applicable)
    - Purpose of visit
    - Time of arrival
    - Time of departure (to be completed when leaving)
- A member of staff must check the visitor's photo identification where required for safeguarding purposes.

6. Visitor Badges

- Once signed in, all visitors must be issued with a visitor badge.
- Visitor badges must be:
    - Clearly visible at all times while on site
    - Returned to reception or the responsible staff member when signing out

7. Supervision of Visitors

- Visitors must be accompanied by a Stride360 staff member at all times while on site.
- Visitors must not be left alone anywhere within the venue.
- Visitors must never be left alone with students.

8. Safeguarding

- All visitors are required to adhere to Stride360's safeguarding and child protection procedures.
- Any safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

9. Sign-Out Process

- Before leaving the premises, visitors must:
    - Sign out using the Visitor Sign-In Sheet
    - Return their visitor badge

10. Non-Compliance

- Any visitor who fails to comply with this policy may be asked to leave the premises immediately.
- Serious or repeated breaches may be escalated in line with Stride360's safeguarding and disciplinary procedures.

Site Safety

Stride360 is committed to providing a safe and secure environment for all students, staff, and visitors.

Site Security

- All external doors are kept locked while students are onsite.
- Access to the building is controlled by staff.
- Students are supervised at all times during sessions.
- Staff are responsible for challenging any unknown or unauthorised individuals on site.

Visitors

- All visitors must report to reception (or designated entry point) on arrival.
- Visitors are required to sign in and out.
- Identification will be checked where appropriate.
- Visitors must be accompanied by a member of staff at all times unless prior safeguarding checks have been completed and verified.
- Visitors will be made aware of safeguarding and emergency procedures as necessary.

Risk Assessments and Safety Planning

Stride360 uses robust risk assessment systems to ensure the provision remains a safe and secure environment for children and staff. All staff are expected to consider and manage risk as part of their daily practice.

In line with health and safety legislation, regular risk assessments are undertaken and reviewed. The Senior Leadership Team is responsible for ensuring that risk assessments are completed, monitored, and acted upon.

Risk assessments will be carried out:

- When there are changes to equipment, resources, or premises
- When a child's individual needs require additional consideration
- Prior to outings, visits, or off-site activities

Not all risk assessments require formal written documentation. Decisions regarding written records will be made in consultation with the senior team. However, risk assessments relating to employment, the working environment, and significant hazards will always be formally recorded.

Where required, individualised risk assessments will be created for specific students. Where risk is higher or ongoing, safety plans may be developed collaboratively with schools, parents/carers, external professionals, and the Local Authority to ensure a coordinated approach to safeguarding and wellbeing.

If a hazard is identified during a session, staff will take immediate action to make the area safe and inform the senior team. Appropriate steps will then be taken to reduce the risk of recurrence. Policies and procedures will be updated where necessary.

Recording Incidents

All accidents and dangerous occurrences will be recorded promptly using the appropriate Incident or Accident Record forms. Records relating to a child will be stored securely on their file. Incident records are regularly monitored to identify patterns and inform preventative action.

Online safety

Online safety is embedded within our wider safeguarding culture and procedures.

Student Device Management

To minimise risk and distraction:

- Students' mobile phones are collected upon arrival and stored securely in a locked box.
- Phones are returned to students at the end of their session or at drop-off.
- Students do not have independent access to computers, laptops, or devices.

Where technology is required for a session:

- The mentor uses their allocated staff laptop.
- The student is supervised at all times and sits alongside the mentor.
- Staff must log into the designated student profile, which operates through a filtering and monitoring childlock that blocks access to restricted content, inappropriate websites, and unauthorised software.

Staff Digital Conduct

- Staff must not engage in personal communication with students via social media, personal messaging apps, or non-approved platforms.
- Any concerning online behaviour by students or staff must be reported immediately in line with safeguarding procedures.
- Staff complete cyber security training to promote secure and responsible use of digital systems.

Incident Reporting

- Any suspected online abuse, grooming, exploitation, cyberbullying, or exposure to harmful content must be reported immediately to the DSL.
- The DSL will respond in line with statutory guidance, including KCSIE and local safeguarding procedures.

Working Alone and Transporting Young People

At Stride360, the safety and wellbeing of students and staff is our highest priority. Many of our services involve one-to-one mentoring or transporting students, and this section sets out our safeguarding measures for these situations.

Principles:

- **Safeguarding First:** The welfare of the student is paramount. Staff must take all steps to ensure one-to-one situations are safe.
- **Transparency:** Meetings should, where possible, be visible or audible to others.
- **Professional Boundaries:** Staff must maintain appropriate conduct and avoid situations that could be misinterpreted.

Safeguarding and Reporting:

- Staff must report immediately to the DSL if they feel uncomfortable, or if a student discloses information raising safeguarding concerns.
- Any inappropriate behaviour or breach of boundaries during one-to-one interactions will be investigated in line with Stride360's Safeguarding Policy.

Transporting Young People

Safeguarding Principles:

- Students must be supervised and safe at all times during transport.
- Where journeys involve one-to-one transport, staff must ensure transparency by informing the DSL or line manager of journey details.
- Dashcams are used in vehicles to support transparency and safeguarding during transport.
  Staff must maintain professional conduct and appropriate boundaries at all times.

Reporting:

- Any safeguarding concerns arising during transport—such as disclosures, behaviour incidents, or unexpected risks—must be reported immediately to the DSL.
- The DSL will record the incident and take action in line with safeguarding procedures, ensuring coordination with parents/carers and external professionals where appropriate.

Collaborative Safeguarding

- Stride360 staff, schools, parents/carers, and other professionals are expected to work collaboratively to ensure the safety of students in both one-to-one mentoring and transport situations.
- Staff are supported in raising concerns and are encouraged to challenge decisions if student safety may be compromised.

Appendix 1 – Definitions of Abuse (taken from Working Together Dec 23)

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment;
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

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

Sexual Abuse

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

Appendix 2 - <u>Specific Safeguarding Themes and Issues</u>

Knowing what to look for is vital for the early identification of abuse, neglect and specific safeguarding issues such as exploitation.
If you are at all unsure you should **always** speak to the safeguarding team.

<u>Child On Child Abuse</u>
See also Part 5 KCSIE and Annex B

We recognise that young people are capable of abusing other young people. This can happen both inside and outside of school and online. A young person may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the young person who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

Procedures in place to minimise the risk

- Our ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Systems are in place for young people to confidently report abuse, knowing their concerns will be taken seriously.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a young person is at risk of child on child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our organisation has a zero tolerance approach to abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child on child abuse are reported to the safeguarding team.

Set out below are the different types of child on child abuse and the systems in place to respond to these.

Bullying (including Cyberbullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated (although not always)
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

<u>This can include</u>:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms)

- racist and religious bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- sexual, sexist and transphobic bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- homophobic bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- disablist bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

Responding to concerns about bullying
Young people who attend our organisation have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others, whether this is an isolated incident or a pattern of behaviours.

Child on Child Sexual abuse
See also part 5 of KCSIE

<u>This can include:-</u>

- Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two pupils of **any age and sex,** from Primary, into Secondary and into College. **We recognise that 'it could happen here'.** It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable.

<u>Sexual violence can include:-</u>
- Rape
- Assault by penetration
- Sexual Assault

<u>Sexual harassment can include:-</u>
- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- Inappropriate/unwanted touching
- Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams (also known as sexting or youth produced sexual imagery)
- Up-skirting

<u>Child on child sexual abuse can also include:-</u>
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Initiation/hazing - refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Sexual Abuse (perpetrated by an adult or adults)

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

Signs and indicators of sexual abuse

- Physical signs eg bruising, pain or soreness in the genital area
- Being afraid /avoiding a particular person
- Being withdrawn
- Self-harming
- Episodes of going missing
- Eating disorders
- Displaying sexualised behaviour or having sexual knowledge that's inappropriate for their age and stage of development.

Grooming is a process that involves the perpetrator building a trusted relationship with the child or children. Children can be groomed by a stranger or someone they know, for example a family member (intra-familial sexual abuse), friend or professional (extra-familial sexual abuse). Grooming techniques can be used to prepare a child for sexual abuse and exploitation (see also section 2.3 below) grooming can also be used to radicalise a child – (see also section 2.5 below)

Exploitation and Serious Violent Crime

See also Part 1 and Annex B KCSIE and the County Lines toolkit

HEROS recognises that young people can be exploited sexually (CSE) or criminally (CCE). CSE and CCE can affect children, both male and female and can involve young people who have been trafficked. They may be at risk of or involved in serious violent crime.

Child Criminal Exploitation

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child/young person into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

The following can be indicators of CCE:-

- Unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Periods of time missing or regularly coming home late
- Young people who regularly miss school or education or do not take part in education

- Carrying knives or weapons for a sense of protection from harm from others

CCE can include children being forced to shoplift or pickpocket, forced to threaten other young people, forced to work in cannabis factories, being coerced into moving drugs or money around the local area or across counties (County Lines).

Risk factors which increase the likelihood of involvement in serious violence, include:-

- Being male
- Having been frequently absent or permanently from school
- Having experienced child maltreatment
- Involvement in offending such as theft

Child Sexual Exploitation

Child Sexual Exploitation occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge eg through others sharing videos or images of them on social media.
CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited and believe they are in a genuine, romantic relationship.

Honour-based abuse, including Female Genital Mutilation
See also Annex B KCSIE, https://www.gov.uk/guidance/forced-marriage and
multi-agency statutory guidance on Forced Marriage

Honour-based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast-ironing.

Responding to concerns about honour-based abuse

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can involve multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what action to take.

Our safeguarding procedures will be followed here and staff should speak to a member of the safeguarding team immediately if they suspect a young person is at risk of honour-based abuse. Safeguarding teams will contact children's social care/ adults social care for anyone 18 or above and local protocols will be followed.

Female Genital Mutilation (FGM)
See Annex B, Multi-agency statutory guidance on FGM and FGM factsheet

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. This practice is often referred to as 'cutting'.
It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.
The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Key points

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion.

Risk Factors

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM.
In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk.
A parent may request permission for their child to travel overseas for an extended period. This is sometimes requested leading into or out of a school holiday (often the summer break).

Preventing Radicalisation
See also Annex B KCSIE , The Prevent Duty Guidance and 'The Prevent Duty: an introduction for those with safeguarding responsibilities
The Home Office Prevent Duty guidance defines radicalisation as 'the process of legitimising support for, or use of terrorist violence.' An individuals' susceptibility to radicalisation may be linked to their vulnerability. An individual can be vulnerable if they need special care, support or protection because of age, disability, or risk of abuse and/or neglect.

The following can be indicators of risk:-

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- advocating violence towards others

Domestic Abuse
See Part 1 and Annex B KCSIE

'Abusive behaviour' is defined in the Domestic Abuse Act (2021) as any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.

It can encompass a wide range of behaviours and may be a single incident or a pattern of behaviours. The impact of domestic abuse on children and young people is detrimental and long term and can affect their health, well-being and ability to learn. Children and young people may see, hear or experience the effects of abuse.

Neglect

Working Together To Safeguard Children defines neglect as :-
'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment;
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's/young person's basic emotional needs.

The following can be indicators of risk:-

The following is a summary of some of the indicators that may suggest a child/young person is at risk of or being neglected:-

Physical indicators of neglect
- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly

- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Appendix 3

Safeguarding and Child Protection
Concern / Disclosure / Incident Form
CONFIDENTIAL

Date:		**Name and role of person completing page 1 of this form**	
Time:		**Date and time read by DSL / Deputy DSL**	
Name of child:		**DOB:**	
Location (if applicable)			

<u>What have I heard/seen/noticed which concerns me?</u>

Remember, if you have seen marks on a child which worry you, these should be recorded on a body map. Do not take photographs.

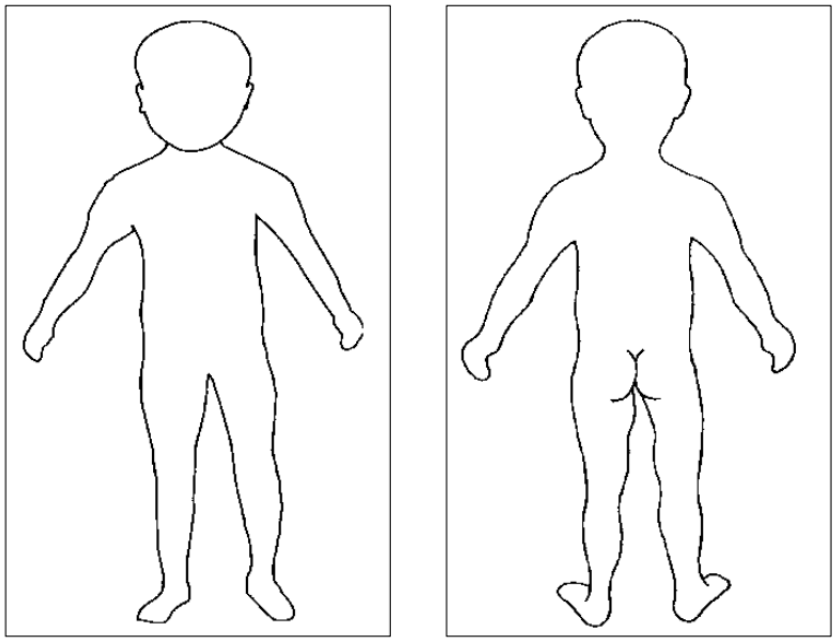
Why am I worried?

Action taken by person(s) above:

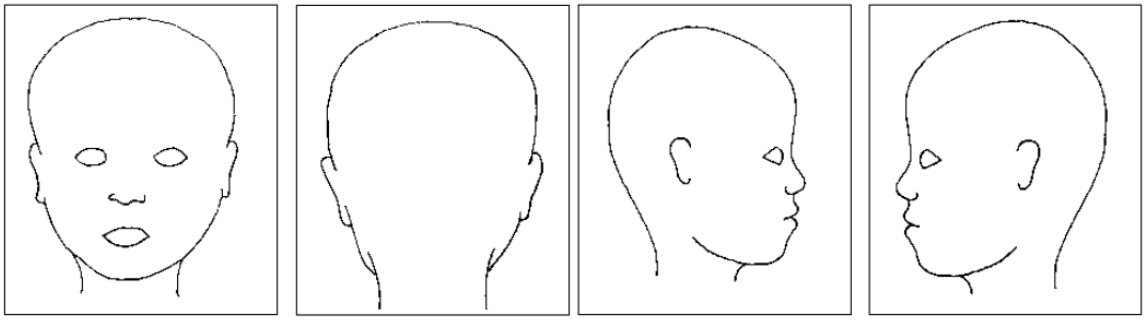
This page to be completed by a member of the safeguarding team **Name of staff completing page 2 of this form:-** **Role:-**
Is the child in immediate danger or at risk of significant harm? **Yes – consultation with the Multi Agency Safeguarding Hub (MASH) in the local authority where the child lives.** **<u>Record of conversation with MASH and agreed actions</u>** **Has a written referral been requested? Yes/No**
Parents and carers should be informed of all concerns unless to do so would increase the risk of harm to the child. As part of the discussion (outlined above) with the home school, it should be agreed who is best placed to discuss the concerns with parents/carers. **If it is agreed that the parents/carers will not be informed in the first instance, contact should be made with the MASH.**
Additional notes / outcome

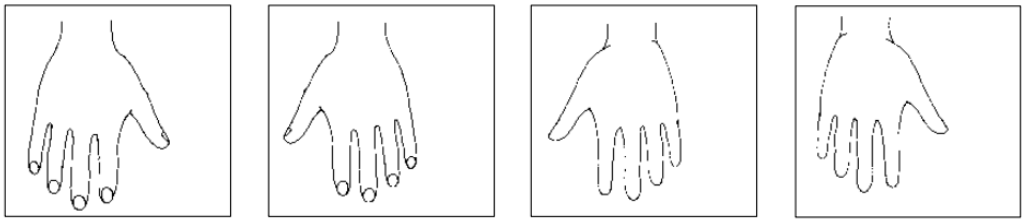
Appendix 4 – Body Map

Body Map For
Date completed



Provide information here about relative size and if the mark is a particular shape/ has a defined edge for example.





Right hand top | Left hand top | Right hand bottom | left hand bottom

Appendix 5 -
Low Level Concerns / Allegations Record
Adult working or volunteering with children/young people
CONFIDENTIAL

Name of adult at centre of concern/allegation		**Role**	
Name of person completing form		**Role**	
Date of concern/allegation		**Date record made**	
Name of child /children involved if applicable:			
Has concern/allegation arisen during the adult's time on school site or outside of school?			
<u>Details of the concern/ allegation</u>			
Is the adult aware of the concern/allegation?			
Action taken by person(s) completing the form:			

Who has the concern/allegation been shared with?
To be completed by the Manager / Chair of Trustees
Does the information provided suggest that the adult has:- ● behaved in a way that has harmed a child, or may have harmed a child; ● possibly committed a criminal offence against or relating to a child; ● behaved towards a child or children in a way that indicates that he/she may pose a risk of harm to children ● behaved or may have behaved in a way that indicates they may not be suitable to work with children.
● **has the LADO/DOFA been contacted? Yes/No** If yes has a local authority referral form been completed and submitted? ● **has advice been taken from any other professionals? Yes / No** *Include details of professionals spoken to*
Details of decisions and actions taken *Include here details of* ● *strategy discussion* ● *allegations management meeting* ● *no involvement by LADO/DOFA – low level concern to be dealt with internally* ● *disciplinary procedures* ● *no further action* *as applicable*
Include here any safeguards which have been put in place in response to the report *Include here details of* ● *additional adult supervision implemented* ● *risk assessment required* ● *additional staff training required* ● *duties away from children* ● *suspension during investigation*
If a child or children has been involved, have parents/carers been informed? **Yes / No** **If Yes, what action would they like to see?**

Outcome If it is agreed that the LADO/DOFA needs to conduct an investigation, has the school been informed of the final outcome at the end of the process? **Substantiated/ Malicious/ False/ Unsubstantiated/ Unfounded**