



# **Stride360**

## **Safeguarding and Child Protection Policy**

### **2025-2026**

#### **Policy Consultation & Review**

This policy is available on our *school/college* website and is available on request from the *school/college* office. We also inform parents and carers about this policy when their children join our *school/college*.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils/students who are absent from education. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2025).

This policy will be reviewed in full by the Directors on an annual basis. This policy was last reviewed and agreed by the Governing Board on 19th September 2025. It is due for review on **31st August 2026**.

## Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2025	Simone Lyons	September 2026

Policy
Definitions
Introduction
Equalities Statement
Overall Aims
Expectations
Role of the Designated Safeguarding Lead
Governing Body/ Chair of Trustees/ Management Committee
Training
Safer Recruitment
Staff Support
Support for Children
Whole Stride's Approach
Identification of those at Increased Risk, or have Additional Safeguarding Needs
Extra Familial harm –risk outside the home
Allegation Management
Key Safeguarding Areas
Procedures
Reporting concerns
Involving parents and carers
Multi-agency working
Escalation/Professional disagreement
Exclusions
Private fostering arrangements
Mandatory Reporting of Female Genital Mutilation

Policy
Definitions
Introduction
Equalities Statement
Overall Aims
Children missing from education
Peer on peer abuse/ Sexual violence and sexual harassment between children
Serious Violence
The Prevent Duty
Sharing Information
Transfer of Safeguarding Records when a child leaves our Stride's
Appendices
Appendix A- Forms of abuse and neglect
Appendix B- Flowchart of Procedures
Appendix C- Concerns About a Member of Staff
Appendix D- Dealing with a disclosure of abuse
Appendix E- Local contact numbers
Appendix F - Reporting Concern Form
Key documentation: duty, procedures, guidance

## POLICY

### Definitions

- 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 the 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
- Taking action to enable all children to have the best outcomes.
- **Child Protection** is defined in the Children Act 1989 (s.47) and refers to when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

## Introduction

At **Stride 360** safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** at **Stride** who comes into contact with children and their families and carers has a role to play in safeguarding children. **Stride** recognises that we are an important part in the wider safeguarding system. **All staff** will understand and recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children, children who are victims of abuse and some SEND children may be needed. In order to fulfil this responsibility effectively, all staff will make sure their approach is child-centred. This means that they will consider, at all times, what is in the **best interests** of the child.

**Stride** has an all staff approach to safeguarding and promoting the welfare of children by:

- Providing a safe environment in which children and young people can learn;
- Fulfilling our statutory responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Working to protect children from maltreatment, to prevent the impairment of children's mental and physical health or development
- Always acting to enable all children to have the best outcomes

All action taken by **Stride** will be in accordance with:

- **Current legislation and Statutory guidance:**

**Working Together to Safeguard Children (2023)** which sets out the multi agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition it sets out the statutory roles and responsibilities of Stride.

**Keeping Children Safe in Education (2025)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

All staff at Stride have a duty and responsibility to safeguard children and young people attending our setting, irrespective of their role.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

- Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child:

- All staff will be responsible for identifying concerns early and providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. These concerns will be discussed with our Designated Safeguarding Lead (DSL) or their deputy.
- All staff will be aware of the systems within our Stride which support safeguarding, this includes the child protection/safeguarding policy, behaviour policy, staff behaviour policy and the safeguarding response to children who go missing from education
- All staff should be aware of the local early help process and understand their role within it. Staff should be prepared to identify children who may benefit from early help and contribute towards it. Early help means providing support as soon as a problem emerges at any point in a child's life.
- All staff will be aware of the process and principles for sharing information within the Stride, which supports safeguarding.
- All staff will understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems and processes in place
- The most important consideration is whether sharing information is likely to safeguard and protect a child. Any staff member who has a concern about a child's welfare should follow our Stride referral processes.
- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

## **Equalities Statement**

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). With regards to safeguarding, we will consider our duties under the Human Rights Act 1998 and the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

All staff will recognise that a child being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.

## **Overall Aims**

This policy will contribute to the safeguarding of students working at **Stride** by:

- Clarifying standards of behaviour for staff and students

- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the Stride's, built on mutual respect, and shared values
- Teaching children about safeguarding, including online safety, through learning opportunities, as part of broad curriculum
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect
- Developing staff awareness of the causes and consequences of abuse and neglect
- Developing staff awareness of the risks and vulnerabilities their students face by addressing concerns at the earliest possible stage
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with students, parents and agencies.

This policy will contribute to supporting the students at **Stride** by:

- Identifying and protecting the most vulnerable
- Taking a contextual safeguarding approach to understanding the risks presenting to children outside the family home, taking into consideration extra familial harm
- Taking seriously the risks presented to children by children, with particular vigilance for child on child sexual harassment and sexual violence
- Assessing individual needs where possible
- Designing plans to meet those needs.

## **Expectations**

All staff will:

- Be familiar with this safeguarding policy, in addition to this all staff will be aware of the systems in place which support safeguarding including; reading the Behaviour Policy; the Staff Behaviour Policy (code of conduct); our safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; and the role of the Designated Safeguarding Lead (DSL).
- Be subject to Safer Recruitment processes and checks, whether they are new staff, contractors, volunteers etc.
- All staff will read and understand Part 1 or Annex A of statutory guidance Keeping Children Safe in Education (2025). Those working directly with children will also read Annex B.

- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and inter-agency child protection plans
- Know who and how to contact the DSL and any deputies or senior members of staff.
- Be alert to signs and indicators of possible abuse and neglect, identify if a child is at risk of harm, be able to identify vulnerable learners and take action to keep them safe.
- Understand what to do should a child tell them they are being abused, exploited or neglected, Staff will manage the requirement to maintain an appropriate level of confidentiality by involving only those who need to be involved.
  - Staff will never promise a child that they will not tell anyone about a report of any form of abuse.
  - Staff will understand that children may not be ready or know how to make a disclosure, and/or they may not recognise their experiences as harmful.
- Staff will act with professional curiosity and speak to the DSL if they have concerns about a child.
- All staff should be aware that children can abuse other children at any age (referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online.
- All staff will have an awareness of Contextual safeguarding issues that can put children at risk of harm. Behaviours linked to safeguarding where issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude
- Be clear as to the school's policy and procedures regarding child-on-child abuse, children absent from education, children who have persistently low and severe absence, and children requiring mental health support
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
- Adhere to the school's Staff Behaviour Policy (sometimes called Code of Conduct) and behaviour management policies;
- Have the skills, knowledge and understanding to keep Care Experienced children safe;
- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) and those with relevant health conditions and young carers;
- Be aware of their legal responsibility to report cases of FGM to the police. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Those failing to report such cases may face disciplinary sanctions. (KCSIE 2025)

- Understand that regulated professionals have a mandatory reporting duty to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police. This cannot be delegated to the Designated Safeguarding Lead.
- Be aware that up skirting is a criminal offence.
- Be aware of school whistleblowing procedures and policy;
  - o All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
  - o Where a staff member feels unable to raise concerns with the employer or feel that their genuine safeguarding concerns are not being addressed other whistleblowing channels may be open to them:

General guidance can be found at:

- Advice on whistleblowing <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Information or concerns about children will be shared with the DSL where it includes those:

- who need a social worker and may be experiencing abuse or neglect
- requiring mental health support,
- may benefit from early help
- where there is a radicalisation concern
- where a crime may have been committed
- where there is the potential for child-on-child abuse/child-on-child sexual harassment or sexual violence
- where there is potential for risk outside the home

**If a child is in immediate danger or is at risk of harm, a Request for Help and Support should be made to Children and Families, Contact Swindon and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

See [When to Call the Police](#) for further guidance around this.

### **Role of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within Stride and should be explicit in the role holder's job description. The DSL carries a significant level of responsibility and they are given time, funding, resources and support to carry out the role effectively.



Details of our DSL and Deputy DSL are:

**Simone Lyons, Designated Safeguarding Lead/DSL, [info@stride360.co.uk](mailto:info@stride360.co.uk)  
07353786555**

**Michael Jones, Deputy Designated Safeguarding Lead/DDSL, 07507302008,  
[info@stride360.co.uk](mailto:info@stride360.co.uk)** and can be found on Stride 360's website and around our site.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The DSL and DDSL at Stride should **undergo** training, to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training.

The safeguarding team at Stride understands the importance of providing information and support to Children's Social Care in order to safeguard and promote the welfare of children. They also understand the impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing.

The broad areas of responsibility for the DSL are:

- **Liaise** with the local authority and other agencies;
- **To hear** the voice and views of children, by developing a culture of listening to children, taking account of their wishes and feelings
- **Ensuring staff** understand the difficulties some children may have in approaching staff about their circumstances and fostering a culture within **Stride** to overcome any barriers
- **Provide** advice and support to staff regarding child welfare, safeguarding and child protection matters.
- **Liaise** with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- **Liaise** with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- **Refer cases and managing referrals** to other agencies to ensure a child's needs are considered holistically including: the local authority children's social care in cases of suspected abuse; Wiltshire Prevent Policing team where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies:

- **Refer** cases to the Police as required see [When to Call the Police](#)
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multi agency child protection plan; and when required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- **Promote** supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- **Work** with the headteacher and relevant strategic leads, including senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children may be experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at **Stride**.
- **Ensuring** the staff at **Stride** know the cohort of children who have or had a social worker, and they understand the academic progress and attainment whilst maintaining a culture of high aspirations for these children.
- **Ensure** staff at **Stride** understand that although statutory intervention may have ended for a child that there may be a lasting impact on the child's educational outcomes.
- The **DSL** will act as a single point of contact for all matters of safeguarding and advice for staff, volunteers and governors.
- **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Ensure** every member of staff at **Stride** has access to the safeguarding and child protection policies and associated practices are known, understood and used appropriately. This includes part time and new staff.
- Provide an annual report on safeguarding and child protection activity within Stride;
- **Manage safeguarding** information confidentially and safely through:
  - **Ensuring** that child protection records are kept up to date, and records are clear and comprehensive, that the record contains details of how concerns were followed up and resolved and that records note all actions taken and decisions made including outcomes.
    - That safeguarding records are shared **within 5 days** of a child leaving **Stride** with a signed receipt being obtained
    - The DSL will understand that a lack of information about a child's circumstances can impact on a child's safety, welfare and educational

outcomes, by providing information in a timely manner this will ensure the receiving educational setting can put in place the right support to safeguard this child and help the child to thrive. The DSL will share information in advance to the DSL at the new education setting prior to the child leaving to enable support to be available to safeguard the child.

- **Availability** of the DSL (or any deputies) during term time and Stride's hours will be ensured for staff to discuss any safeguarding concerns
- **Ensure** appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by Stride to include support or attending child protection conferences and strategy discussions.

The role of the DSL is explained in more detail in KCSIE 2025- Annex C.

## Training

In addition to this policy, **all** staff working directly with children will read and understand Part One and Annex B of **Keeping Children Safe in Education (KCSIE) 2025**. Staff members who do not work directly with children will either read and understand Part One or Annex A of KCSIE 2025

- **All** staff members will receive appropriate safeguarding and child protection training on induction; this will be refreshed annually taking into account current key learning points and trends from serious case reviews and local current and emerging issues and trends. In addition, **all** staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Whistle blowing procedures will be covered in our whole Stride's training so that staff know what to do if they have concerns relating to safeguarding practice within.
- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. Deputies will be trained to the same level as the DSL.
- **Stride** will ensure that at least one person on any appointment panel will have undertaken safer recruitment training
- The DSL will undertake relevant Prevent awareness, Prevent referral and Channel training and in turn will provide training, advice and support to staff on protecting children from the risk of radicalisation. All other Stride's staff members will complete

appropriate training, this will include FGM and Prevent training using quality assured provision such as the [Government Online Prevent E-training learning package](#).

- Online and internet safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach

## **Safer Recruitment and Selection**

**Stride** has a culture that safeguards and promotes the welfare of children in our provision. At **Stride** we have robust recruitment procedures that deter or prevent people who are unsuitable to work with children from applying or securing employment with us, this includes volunteers who may work in our provision.

- **Stride** pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2025) including:
  - o all our advertisements for positions in our Stride's contain safeguarding statements,
  - o job description and person specifications include safeguarding information relating to regulated activity,
  - o The safeguarding policy and associated processes will be provided within the applicant pack.
  - o All applications including shortlisting will follow safer recruitment procedures and guidance within KCSIE 2025 which includes pre appointment vetting checks.
  - o References will always be obtained from the candidate's current employer and completed by a senior person with the appropriate authority, (if the referee is school or college based, the reference should be confirmed by the headteacher/principal)
  - o References will be scrutinised and concerns resolved satisfactorily before appointment is confirmed.
  - o **Stride will not accept open references,**

All recruitment materials will include reference to **Stride's** commitment to safeguarding and promoting the wellbeing of pupils.

## **Staff Support**

**Stride** recognises the stressful and traumatic nature of safeguarding and child protection work. **Stride** will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, **Stride** will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss

matters that occur outside the workplace, which may have implications on their practice to safeguarding children in our provision.

### **Support for Children**

Opportunities will be provided for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. **Stride** understands that if children are at risk or have suffered abuse that a child will need support and all staff will understand their responsibilities to always act in the best interest of the child. Children will always be encouraged and supported to report any incidents of abuse to a member of staff who will liaise with the DSL. **Stride** will take a zero tolerance approach to any child on child abuse, sexual harassment or sexual violence. Children at **Stride** will never be made to feel ashamed or feel that they are the problem for making a report. Support for children will be tailored on a case by case basis. Staff will understand that if a child has experienced abuse, harassment or a sexual assault then they will likely to be traumatised and may struggle in normal classroom environments. **Stride** will always endeavour to seek the child's views and if required allocate a designated trusted adult, as far as reasonable this will be the child's choice.

**Stride** will act in the best interests of the child when concerns arise, **immediate** consideration will be given on how best to support and protect both the child displaying and those experiencing the harmful behaviour (also any other children involved/impacted).

### **Holistic Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equality and diversity, use of reasonable force, positive behaviour, will be linked to ensure we have a whole Stride's approach.

Our safeguarding policy cannot be separated from the general ethos of our provision, which ensures that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

### **Identification of those at Increased Risk, or have Additional Safeguarding Needs**

Whilst all children should be protected, certain groups of children are potentially at greater risk of harm than others (both online and offline):

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children who are absent from education
- Elective home education (EHE)

- Young carers
- Children with mental health concerns
- Children Looked After and previously Children Looked After (all care experienced children)
- Children living in households where there is domestic abuse, mental health concerns and/or substance misuse
- Children with parents who are currently in prison etc.

**Stride** will take steps to identify those at greater risk, ensure they are regularly monitored and appropriate measures are put in place to support their needs.

### **Extra familial harm - Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers possibly have little influence over these contexts, and children's experiences of extra-familial abuse can possibly undermine parent-child relationships. Therefore, staff at Stride will be considering the context within which incidents and or behaviours occur, exercise professional curiosity and any actions taken will consider the safety and wellbeing of the child within this context. This is known as **Contextual Safeguarding**.

### **Managing allegations made against members of staff or volunteers**

#### **Allegations that meet the harms threshold**

All staff should report any concerns relating to staff to the DSL without delay, the DSL will report all allegations that meet the harm threshold to the LADO within 24 hours of the allegation having been received. Where there are concerns/allegations about the DSL, this should be referred to the Directors. All allegations will be managed in line with the statutory guidance in KCSIE 2025 and the Stride's whistleblowing procedure. Where an allegation is of a 'low level concern' and it is felt it does not meet any of the harm threshold then **Stride** will ensure KCSIE 25 processes are followed. Advice will be sought from Swindon LADO in any instances where it is unsure if the harm threshold has been met. Where staff feel unable to raise an issue with the DSL or Directors or feel their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 08000 28 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

#### **Sharing Information with the Main Provider**

Where Stride is commissioned by a school, local authority, or other main provider, safeguarding information will be shared in a timely, proportionate, and secure manner.

- The DSL will ensure that all safeguarding concerns raised within Stride are also communicated to the main provider's DSL for their records and ongoing monitoring.
- Information will be shared securely (via encrypted email, secure portals, or direct DSL-to-DSL communication) and within statutory timescales.
- In urgent cases where a child is at immediate risk of harm, Stride will act without delay by contacting MASH and/or the police. The main provider's DSL will then be informed as soon as possible.
- The DSL and the main provider will agree, on a case-by-case basis, who is responsible for informing parents/carers of safeguarding concerns.
- When a child leaves Stride, safeguarding files will be transferred both to the next education setting **and** to the main provider (if separate), within 5 days, with signed receipt of transfer obtained.
- This approach ensures compliance with *KCSIE 2025* (Part 1 and Annex C) and the Data Protection Act 2018/UK GDPR, which allow information sharing where necessary to protect a child.

### Key Safeguarding Areas

- In addition to the above, there are other areas of safeguarding, that Stride has a responsibility to address and these include (see KCSIE 2025 Annex B for full details):

Child abduction and community safety incidents	Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)
Children and the court system	Children who are absent from education
Children with family members in prison	Cybercrime
Domestic Abuse	Homelessness
Mental health	Modern slavery and the National Referral Mechanism
Preventing radicalisation	The Prevent Duty
Channel	Sexual violence and sexual harassment between children in schools and colleges
Serious violence	So called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
Additional advice and support	

## Procedures

### Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix E.

### Involving Parents and Carers

In general, the DSL will discuss any child protection concerns with parents/carers before making a referral to another agency including Children and Families, Contact Swindon.

There may be occasions when the DSL will contact another agency **before** informing parents/carers because they consider that by contacting them it may increase the risk of harm to the child.

**The Data Protection Act 2018 and UK General Data Protection Regulation do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.**

### Multi Agency Working

Staff at **Stride** understand the importance of our role to work in partnership with other agencies and that we have a shared and equal duty to safeguard and promote the welfare of children. If there are safeguarding or child protection concerns, referrals should be made by the DSL (or Deputy DSL) to MASH by phone (01793 466903 out of hours 01793 436699) following up with a referral on an RF1. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

If there is immediate risk then a call **must** be made to the Police. All situations where rape of a child has been disclosed then contact with Police **must** be made. At **Stride** all staff will understand the age and meaning of consent.

**Stride** will cooperate with any child protection enquiries including statutory safeguarding assessments conducted by children's social care: **Stride** will ensure representation at single and multi-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.



Where a student is subject to a multi-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, **Stride** will contribute to any information requests.

### **Escalation/professional disagreement**

**Stride** will use the Swindon Safeguarding Partnership Policy on resolution of professional disagreements relating to safeguarding and protection of children in all cases where escalation is required, to achieve the right outcome for children. [Escalation policy - Swindon Safeguarding Partnership](#)

### **Private Fostering Arrangements**

Where **Stride** staff become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for 28 days or more, they should raise this, in the first instance, with the DSL. The DSL will notify the local authority of the circumstances to enable the local authority to discharge their duties.

### **FGM Reporting Guidance**

#### **Mandatory reporting duty for teachers**

All staff at **Stride** understand the duty to report to Police where they discover that FGM appears to have been carried out on a girl under the age of 18. It will be rare for staff to see visual evidence, and they should **not** be examining pupils/ students.

Staff at **Stride** understand that if there is a suspicion that a girl may be travelling for the purposes of FGM, the teacher or DSL will report this directly to Police as the child may be in immediate risk of harm.

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to inform MASH of these actions).

### **Children who are absent from education (to be read in conjunction with the Attendance Policy)**

Staff at Stride understand that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This is a potential indicator of abuse or neglect such as sexual abuse or exploitation and can be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a

child going missing in future. It is important that all staff follow Stride procedures for unauthorised absence and children missing education procedures.

## **Child on Child abuse and Sexual Violence and Sexual Harassment between children**

We recognise that children are capable of abusing their peers and that sexual abuse of children by other children is a specific safeguarding issue and that this can happen both inside and outside of Stride including happening online.

Abuse will never be tolerated or passed off as “banter” or “part of growing up”. All staff at **Stride** understand that even if there are no reports at Stride's that does not mean it is not happening, it may be the case that children are just not reporting it.

All staff will be vigilant to what they hear, are told and see and will report all concerns, disclosures or incidents to the DSL.

Staff at **Stride** will challenge any inappropriate behaviour between peers, they will not downplay or dismiss behaviours as ‘just banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. All staff at **Stride** will develop and model the ethos and culture of our Stride's's zero tolerance of this type of behaviour and will support and encourage children to come forward and report any issues or concerns they have.

All staff will be trained to recognise signs and symptoms which may signal a child is at risk from sexual harassment or sexual violence and all other types of child on child, peer on peer abuse.

If a pupil makes an allegation of abuse against another pupil:

- Staff will inform the DSL and record the allegation, but will not investigate it
- The DSL will liaise with Children and Families, Contact Swindon and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named trusted adult they can talk to if needed

**All** who experience abuse will be reassured that they are being taken seriously and that they will be supported and kept safe. Those who experience abuse will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Those who experience abuse will never be made to feel ashamed for making a report. In addition to existing advice about managing a disclosure contained in this policy,

staff will follow Searching, Screening and Confiscation Advice 2018. The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2025.

**Stride** will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different vulnerable groups
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils know they can talk to staff confidentially by promoting and encouraging an open and honest culture to ensure their concerns are heard and their wishes are understood
- Ensure staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Serious Violence**

All staff will be aware of the risk factors which may signal a child is at risk from or are involved in serious violent crime. These may include increased absence from Stride, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm, a change in wellbeing, signs of unexplained injuries or assault. Unexplained gifts or new possessions could also indicate a child is being exploited.

All staff are aware of the risk factors which increase the likelihood of a child becoming involved in serious violence such as being male, having been frequently absent from Stride or permanently excluded from Stride, having experienced maltreatment and having been involved in offending, such as theft or robbery. All staff will report any concerns to the DSL.

### **The Prevent Duty**

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include our DSL making a referral using the agreed local Prevent referral procedures.

All referrals will be made to [Preventreferrals@wiltshire.police.uk](mailto:Preventreferrals@wiltshire.police.uk) by our DSL where it will be reviewed, there may be a need for a multi-agency Channel panel where information from

partners is reviewed and the referral considered, level of vulnerability agreed and consider what support may be needed. **Stride's** DSL will provide information and attend Channel Panels where they are requested to do so.

**Stride's** DSL will also consider whether it is appropriate to share information with any new education setting in advance of the child leaving our provision. This is to ensure the new setting is able to continue supporting the child through the Channel programme.

## **Sharing of Information**

**Stride** recognises the need to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Whilst the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. **Stride** will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in Stride's.

## **Transfer of safeguarding records**

Where children move on from **Stride**, the DSL will ensure their child protection/safeguarding file is transferred **within 5 days**, to allow continued support for children who have had a social worker or have been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt will be obtained. This file will be transferred separately from the main pupil file.

**Stride's** DSL will also consider if it would be appropriate to share any additional information in advance of a child moving on to help them put in place the right support to safeguard this child and to help the child thrive.

Stride will retain records for pupils where there is an existing safeguarding /child protection file. These will be stored confidentially until the child's 25th birthday and then disposed of in a confidential and secure manner.

Where Stride works both privately and with schools, the process of safeguarding varies. At all points the DSL will respond appropriately to safeguarding concerns raised by staff and escalate them accordingly to the safeguarding policy and appropriate legislation. However, when working with schools, **Stride's** DSL will ensure that all necessary safeguarding concerns have also been passed onto the Stride's for their records and for information sharing purposes. The schools are also encouraged to share any necessary safeguarding concerns with Stride. If immediate risk is considered the DSL will take action in the first instance then inform the Stride's. The DSL and school will discuss and agree who is responsible for sharing this information with parents/guardians.

## **Appendix A**

### **Forms of abuse and neglect**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All **Stride** staff will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) and those with relevant health conditions additional barriers can exist when identifying abuse and neglect, these include:

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

**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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone

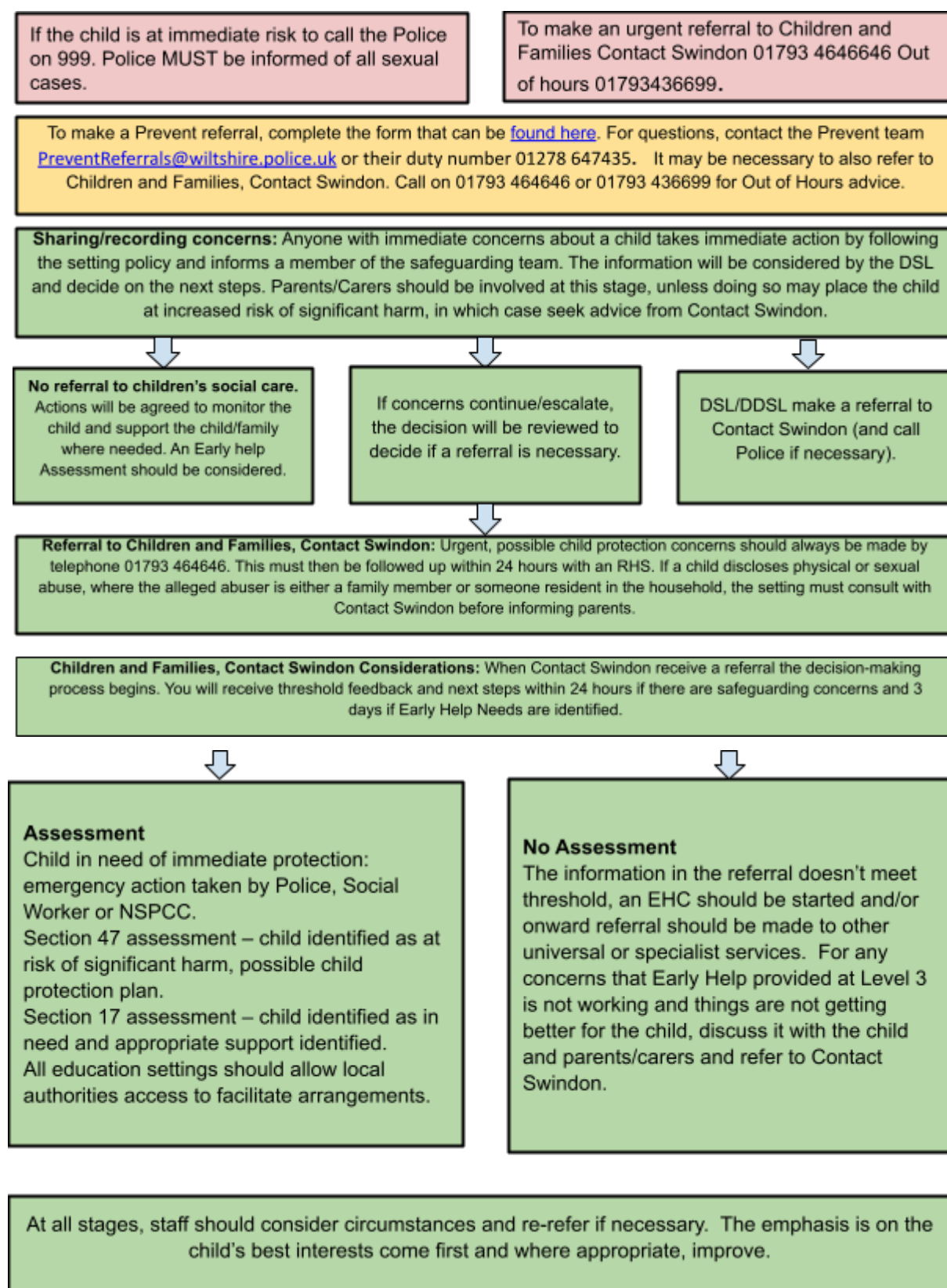
**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral 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. The sexual abuse of children by other children is a specific safeguarding issue.

**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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Domestic Abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or

experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16).

## Appendix B If you have concerns about a child:





## Appendix C: If you have concerns about an adult

All staff, and visitors, working in our Stride's understand and adhere to a staff code of conduct.

If you have a concern about an adult, raise your concerns immediately with the DSL who will refer to the LADO (Local Area Designated Officer).

The DSL is Simone Lyons, 07353786555, [info@stride360.co.uk](mailto:info@stride360.co.uk)

If the DSL is not available, contact the most senior member of staff.

If your concern is about the DSL contact the Director - Michael Jones, 07507302008

If a The Director is unable to determine if a concern meets the allegation management threshold or if it should be managed as a low-level concern, they can arrange a consultation phone call by **completing the referral form** to the LADO.

Please note, referrals must be from Director or equivalent, as per KCSIE guidance. The LADO is no longer able to liaise with other school colleagues such as a DSLs, pastoral support etc.

LADO 01793 463 854  
[LADO@swindon.gov.uk](mailto:LADO@swindon.gov.uk)

NSPCC 0800 028 0285  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

For help and advice or if a member of staff feels their genuine concerns are not being addressed, general guidance can be found at:

### [Advice on whistleblowing](#)

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Appendix D

### Dealing with a Disclosure of Abuse

#### When a child tells me about abuse s/he has suffered, what must I Remember?

- Stay calm.
- Consider using the acronym **TED**, **T**ell me about, **E**xplain, **D**escribe
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Recording should be made in the Google Drive using the Reporting Concern form under the students name. Add your name, date and e-signature to this record. Ensure any handwritten notes are given to the DSL for filing.
- Inform the DSL that a record has been put onto the students file as soon as possible, immediately if significant risk is identified.
- The 5 Rs will also help - Recognise, Refer, Record, Report, Respond

It is not the staff's role to seek disclosures or investigate. Their role is to observe that something may be wrong, ask about it, listen, be available and ensure the child is supported through any disclosure process.

## Appendix E Contact Information

Stride		
DSL	Simone Lyons	07353786555
DDSL	Michael Jones	07507302008

LOCAL AUTHORITY		
MASH	Main Office	01793466903
NSPCC	Main Hotline	0808800500
LADO	Main Office	01793463854
Social Care	Main Office	03001235012 / 03001235022

Police		
Police	Non-emergency - 101	Emergency - 999
Prevent	Steven Kensington	07766368339

## Appendix F - Reporting Concern Form

# Concern recording template

Date:

Time:

Job Role:

Name of person reporting the concern:

### **Details of concern:**

Name of Child:

DOB of Child:

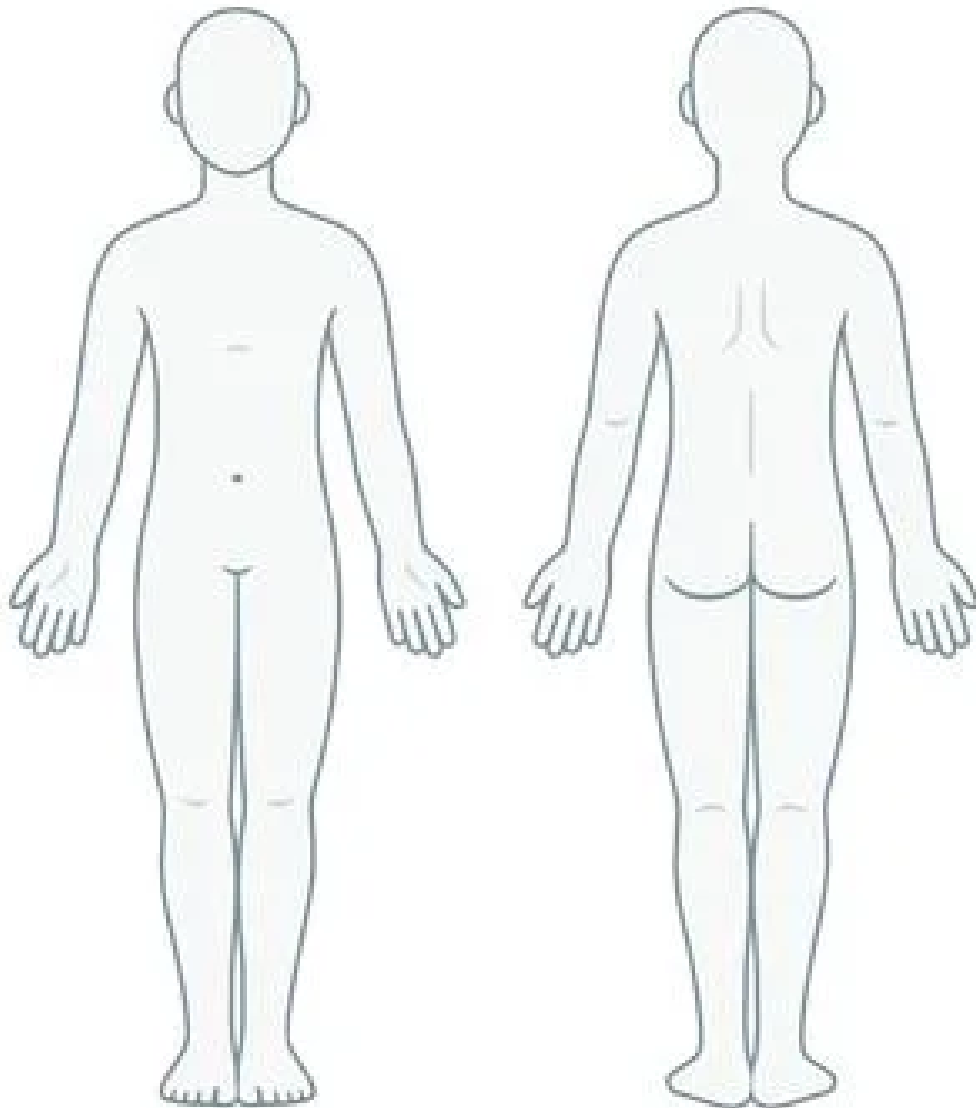
Nature of concern (include as much detail as possible, including any exact words spoken by the child, if applicable):

Body map attached (please circle): Yes/No

Details of any action already taken and by whom:

Notes from DSL (including further actions to be taken):

# Body Map



## **Key Documentation, procedures and guidance**

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Prevent Duty departmental advice for school and childcare providers (2015).
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- Multi agency statutory guidance on female genital mutilation (2020)
- Children Missing Education guidance for local authorities (2016)
- Sexual violence and sexual harassment between children in Strides and colleges (2021)
- Swindon Safeguarding Partnership Policy on resolution of professional disagreements relating to the safeguarding and protection of children (2019)
- What to do if you're worried a child is being abused: advice for practitioners (2015)