

IMPACT ALTERNATIVE LEARNING

SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Owner: Kate Willis, Principal and Designated Safeguarding Lead (DSL)

Deputy DSL: Kirsty Lampkin

Reviewed: April 2026

Next Review: April 2027

Applies to: All staff, volunteers, contractors, agency staff, governors/proprietors, visitors and any adult working on behalf of Impact Alternative Learning

1. POLICY STATEMENT

Impact Alternative Learning is fully committed to safeguarding and promoting the welfare of every child and young person on roll, including learners aged 5–19, learners with SEND, learners with Education, Health and Care Plans (EHCPs), looked after children, previously looked after children, and learners who may be vulnerable due to social, emotional, mental health or contextual factors.

Safeguarding is everyone's responsibility. At Impact Alternative Learning, safeguarding is not treated as a stand-alone policy area; it is a culture that runs through leadership, recruitment, curriculum, behaviour support, attendance, online safety, transport arrangements, off-site learning, therapeutic practice, information sharing and partnership working.

We recognise that children may face safeguarding risks both inside and outside education, including in the home, online, in the community, through peer relationships, and through exploitation. We are committed to maintaining a culture of vigilance in which all adults understand that **it could happen here** and act promptly in the best interests of the child.

This policy should be read alongside all related policies including Behaviour, Staff Code of Conduct, Safer Recruitment, Attendance, Online Safety, Whistleblowing, Health and Safety, Anti-Bullying, Low-Level Concerns, First Aid, Educational Visits, Transport, Intimate Care (where applicable), SEND, Complaints and Data Protection.

2. AIMS OF THIS POLICY

This policy aims to:

- protect children and young people from maltreatment, harm, exploitation and neglect;
- ensure all staff understand their safeguarding and child protection responsibilities;
- set out clear systems for identifying, recording, reporting and responding to concerns;
- ensure concerns are addressed in a timely, proportionate and child-centred way;
- create a safe environment in which children feel listened to, respected and protected;
- ensure appropriate information sharing with parents, carers and external agencies;

- support pupils' mental health, wellbeing, attendance, engagement and personal development as safeguarding issues;
 - promote early identification and early help, recognising that timely support can prevent escalation;
 - ensure safeguarding practice is compliant with statutory guidance and the Independent School Standards.
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3. STATUTORY FRAMEWORK AND KEY GUIDANCE

This policy is informed by and should be implemented in line with the following legislation and guidance, as amended from time to time:

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2023
- The Children Act 1989 and 2004
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- The Safeguarding Vulnerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015 (Prevent duty)
- The Female Genital Mutilation Act 2003 as amended by the Serious Crime Act 2015
- The Children and Social Work Act 2017
- The SEND Code of Practice 2015
- Information Sharing Advice for Practitioners
- Data protection legislation including the UK GDPR and Data Protection Act 2018
- Local safeguarding partnership procedures and local authority guidance relevant to the learner's home area.

Where local procedures differ according to placing authority or learner home authority, Impact Alternative Learning will follow the procedure most protective of the child and liaise with the relevant safeguarding partners accordingly.

4. SCOPE

This policy applies to all learners on site, off site, in transport arranged by the provision, during educational visits, when attending external vocational or physical education facilities, when receiving online or remote learning, and during any activity delivered in the name of Impact Alternative Learning.

This policy applies to concerns relating to:

- abuse and neglect;
- peer-on-peer abuse;
- child-on-child sexual violence and sexual harassment;
- contextual safeguarding concerns;
- exploitation, including criminal and sexual exploitation;
- online safety;

- radicalisation and extremism;
 - mental health where it is linked to safeguarding;
 - concerns about adults working with children;
 - low-level concerns and allegations;
 - welfare concerns requiring early help.
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5. DEFINITIONS

5.1 Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

5.2 Child protection

Child protection is part of safeguarding and refers to activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

5.3 Abuse

Abuse is a form of maltreatment. A child may be abused by an adult or adults, or by another child or children. Abuse may take place online, offline, or through a combination of both.

5.4 Early help

Early help means providing support as soon as a problem emerges at any point in a child's life, to improve outcomes and reduce the need for statutory intervention.

5.5 Significant harm

Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child.

5.6 Low-level concern

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or doubt, that an adult working in or on behalf of the provision may have acted in a way that is inconsistent with the staff code of conduct.

6. EQUALITY, DIVERSITY AND INCLUSION

Impact Alternative Learning recognises that abuse, neglect and safeguarding risks can affect any child. However, some children may face additional barriers to protection due to disability, communication differences, neurodivergence, mental health needs, social care involvement, family stress, attendance difficulties, experiences of trauma, exploitation, discrimination, racism, misogyny, homophobia, biphobia, transphobia, or other vulnerabilities.

We are committed to ensuring safeguarding practice is inclusive and responsive. In particular we will:

- make reasonable adjustments for disabled learners and learners with SEND;
 - ensure procedures are accessible and explained in an age-appropriate way;
 - recognise that learners with communication needs may show distress or disclose in different ways;
 - avoid assumptions about behaviour, presentation or family circumstances;
 - consider the impact of protected characteristics under the Equality Act 2010;
 - consider intersectionality and cumulative vulnerability when assessing risk.
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7. SAFEGUARDING ETHOS AND PRINCIPLES

Our safeguarding culture is built on the following principles:

- the welfare of the child is paramount;
 - all concerns are taken seriously;
 - all adults have a duty to act, not to investigate alone;
 - children should be listened to, believed and supported;
 - safeguarding is child-centred, trauma-aware and professionally curious;
 - information is shared on a need-to-know basis when it is lawful and necessary to protect a child;
 - safer working practice protects children and adults alike;
 - robust safeguarding systems are essential in alternative provision, particularly where learners may have experienced disrupted education, exclusion, adverse experiences, exploitation risks or poor attendance.
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8. IMPORTANT SAFEGUARDING CONTACTS

Internal Contacts

Designated Safeguarding Lead (DSL): Kate Willis

Role: Principal / DSL

Telephone: 07903 096598

Deputy DSL: Kirsty Lampkin

Telephone: 07950 115166

Where the DSL is unavailable, the Deputy DSL will act with the same level of authority for safeguarding decisions. A suitably trained safeguarding lead will always be available during operational hours.

Local Authority / External Contacts

The provision will maintain and display up-to-date contact details for:

- Local Authority Designated Officer (LADO)
- Children's Social Care / Multi-Agency Safeguarding Hub (MASH)
- Early Help
- Police
- Prevent / Channel contacts
- Emergency Duty Team / out-of-hours social care
- Local safeguarding partnership
- NSPCC whistleblowing helpline

These contact details must be reviewed termly and whenever local arrangements change.

Emergency Action

If a child is at immediate risk of significant harm or in immediate danger:

1. take action to secure immediate safety;
2. call 999 if emergency services are required;
3. inform Children's Social Care without delay;
4. inform the DSL as soon as possible;
5. record the facts promptly and accurately.

9. ROLES AND RESPONSIBILITIES

9.1 All staff

All staff, including agency staff, volunteers, contractors and temporary staff, must:

- read and understand Part 1 of KCSIE and Annex B where appropriate;
- know the identity of the DSL and Deputy DSL;
- know how to recognise indicators of abuse, neglect and exploitation;
- know how to respond to disclosures;
- record and report concerns immediately in line with this policy;
- maintain an attitude of professional curiosity;
- understand that safeguarding includes online safety, attendance, mental health and contextual risk;
- understand the additional vulnerabilities of learners with SEND and those with social workers;
- challenge unsafe practice and report concerns about adults;
- follow the staff code of conduct and safer working practices.

No member of staff should assume someone else will take action. If a concern is not taken seriously or the response is inadequate, staff must escalate.

9.2 The Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for safeguarding and child protection. The DSL will:

- provide strategic leadership on safeguarding;
- manage referrals to Children's Social Care, the police, the Channel programme, the LADO and other agencies;
- support staff to identify and respond to concerns;
- maintain safeguarding records of high quality;
- monitor patterns, themes and trends;
- ensure safeguarding training is current and effective;
- work with placing authorities, home authorities, social workers and other professionals;
- contribute to multi-agency meetings, plans and reviews;
- ensure safeguarding is reflected in curriculum planning and the personal development offer;
- ensure children with a social worker, looked after children and children subject to child protection plans are actively monitored;
- ensure learners transferring in or out have safeguarding records transferred securely and promptly.

9.3 The Deputy DSL

The Deputy DSL will support the DSL and act in their absence. The Deputy DSL must be trained to the same standard as the DSL.

9.4 Proprietor / Governing Body

The proprietor and/or governance arrangements will:

- ensure safeguarding arrangements are effective and compliant;
- ensure safer recruitment and allegation procedures are robust;
- appoint a suitably trained DSL and Deputy DSL;
- ensure sufficient resource is allocated to safeguarding;
- monitor safeguarding practice, training, record keeping and policy review;
- ensure low-level concerns and allegations are managed appropriately;
- ensure this policy is published and implemented.

9.5 The Principal

Where the Principal is also the DSL, responsibilities must still be carried out with appropriate oversight and challenge. Safeguarding decision-making must remain evidence-based, child-centred and compliant with local authority procedures.

10. CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING PRINCIPLES

Safeguarding information is sensitive and must be handled with care. However, fears about sharing information must never stand in the way of protecting a child.

We will:

- share information on a need-to-know basis where necessary to safeguard a child;
- keep clear, factual, dated safeguarding records;
- distinguish between fact, opinion and professional judgement;
- store safeguarding records securely and separately from the main pupil file where appropriate;
- transfer safeguarding records securely when a learner moves provision;
- comply with data protection legislation while recognising that safeguarding concerns can justify lawful sharing without consent in certain circumstances.

Staff must not promise confidentiality to a child. If a child discloses information, the adult must explain that the information will only be shared with people who need to know in order to help keep them safe.

11. RECOGNISING ABUSE, NEGLECT AND VULNERABILITY

Staff must be alert to indicators including, but not limited to:

- unexplained injuries;
- sudden changes in behaviour, mood or presentation;
- withdrawal, anxiety, hypervigilance or low self-esteem;
- poor hygiene, hunger or inappropriate clothing;
- sexualised behaviour, language or knowledge inappropriate for age;
- unexplained gifts, money, phones or travel;
- missing episodes or unexplained absence;
- self-harm, suicidal ideation or significant mental health deterioration;
- online risk indicators;
- coercive relationships or peer abuse;
- family stress, domestic abuse, substance misuse or parental mental ill health.

Abuse may be physical, emotional, sexual or neglectful. It may be a single incident or a pattern. It may occur in families, communities, peer groups or institutions.

12. RESPONDING TO A DISCLOSURE

If a child makes a disclosure, staff must:

1. remain calm and listen carefully;
2. take the child seriously;
3. not ask leading questions or investigate;
4. reassure the child they have done the right thing by telling someone;
5. explain that the information cannot be kept secret;
6. record the child's words as soon as possible;
7. report to the DSL immediately.

Staff must not:

- promise confidentiality;
 - express shock, disbelief or anger;
 - interrogate the child;
 - contact the alleged perpetrator;
 - discuss the disclosure widely.
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13. WHAT TO DO IF YOU HAVE A CONCERN ABOUT A CHILD

13.1 Immediate danger or significant harm

If a child is in immediate danger or at risk of significant harm:

- take immediate protective action;
- call 999 if needed;
- contact Children's Social Care immediately;
- inform the DSL;
- record all actions taken.

13.2 Non-immediate child protection concerns

Where a concern indicates a child may be suffering or likely to suffer significant harm, the concern must be referred to the DSL immediately. The DSL will decide whether to refer to Children's Social Care and/or the police.

13.3 Early help concerns

Where a child would benefit from coordinated support but the threshold for statutory intervention is not met, the DSL may initiate or contribute to early help.

13.4 Escalation

If staff feel a concern has not been taken seriously, they must escalate to the DSL, the Deputy DSL, the proprietor, Children's Social Care, the LADO or the NSPCC whistleblowing helpline as appropriate.

14. EARLY HELP

Early help is important in preventing concerns from escalating. Impact Alternative Learning recognises that unmet need may present through attendance issues, dysregulation, family stress, unmet SEND need, social difficulties, emotional distress, poor self-care, risky peer associations or low engagement.

The DSL may coordinate early help through:

- meetings with parents/carers;
- pastoral support plans;
- multi-agency meetings;
- referral to family support, youth support, CAMHS, SEND, Early Help or community services;
- review of attendance, timetable and support arrangements.

Learners and families should be involved wherever safe and appropriate.

15. CHILD-ON-CHILD ABUSE

Impact Alternative Learning recognises that children can abuse other children, and that this can happen both inside and outside education and online.

Child-on-child abuse may include:

- bullying, including prejudice-based and discriminatory bullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- abuse in intimate personal relationships;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nude or semi-nude images and/or videos;
- upskirting, initiation/hazing type violence or humiliating behaviour.

Child-on-child abuse is never dismissed as banter, part of growing up, or merely a behaviour matter. All incidents will be taken seriously, recorded and responded to proportionately.

The needs of both the alleged victim and the alleged perpetrator will be considered, with the victim's safety and welfare taking priority.

16. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Impact Alternative Learning will respond to reports of sexual violence and sexual harassment in line with statutory guidance and the principle that it is never acceptable and should not be tolerated or normalised.

The provision will:

- take all reports seriously;
- support the alleged victim and protect them from further harm;
- avoid requiring victim and alleged perpetrator to continue unplanned contact where this would be unsafe;
- assess risk and put in place a robust safety plan;
- make referrals to social care and/or police where appropriate;
- consider disciplinary, timetable and site-safety arrangements;

- work with external agencies where needed.
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17. ONLINE SAFETY

Online safety is a safeguarding issue. Learners may be exposed to bullying, exploitation, grooming, coercion, misinformation, radicalising content, sexual abuse, harmful challenges, financial exploitation or inappropriate contact online.

The provision will:

- teach online safety through the curriculum and pastoral support;
- maintain filtering and monitoring arrangements appropriate to context and age range;
- set clear expectations on device use and online conduct;
- respond to online safety incidents promptly;
- work with parents/carers and external agencies where required.

Staff must understand that many safeguarding risks can be facilitated online even where abuse ultimately occurs offline.

18. SHARING NUDES AND SEMI-NUDES

The consensual or non-consensual sharing of nude or semi-nude images and/or videos is a safeguarding issue. Staff must not view, copy, print, share or save images unless there is no other option to secure a child's immediate safety, and then only in line with national guidance.

All incidents must be referred immediately to the DSL. The DSL will assess risk, consider referral to social care or police, support the children involved, and follow current national guidance on managing incidents.

19. CHILD SEXUAL EXPLOITATION (CSE), CHILD CRIMINAL EXPLOITATION (CCE) AND COUNTY LINES

Impact Alternative Learning recognises that some learners may be at increased risk of exploitation. Indicators may include:

- going missing;
- unexplained money, gifts or possessions;
- older associates or controlling relationships;
- increased secrecy;
- drug misuse or carrying drugs;
- unexplained travel;
- repeated police contact;

- assault, intimidation or debt bondage.

Any indicator of exploitation must be treated as a safeguarding concern and referred immediately to the DSL.

20. PREVENTING RADICALISATION AND EXTREMISM

The provision has due regard to the Prevent duty. Staff are trained to recognise signs that a learner may be vulnerable to radicalisation and know how to report concerns.

Concerns about radicalisation must be referred to the DSL immediately. The DSL will consider referral to Channel and liaise with relevant agencies.

The curriculum supports resilience to extremism through critical thinking, respectful discussion, online safety, understanding of British values, and positive relationships.

21. FEMALE GENITAL MUTILATION (FGM)

FGM is a form of abuse and violence against women and girls. Staff must be alert to indicators and risk factors.

Teachers have a statutory duty to report to the police where, in the course of their professional duties, they discover that an act of FGM appears to have been carried out on a girl under 18. Staff must also inform the DSL immediately.

22. MENTAL HEALTH AND WELLBEING

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

This provision does not treat mental health concerns as merely behavioural issues. We consider whether presenting concerns may indicate unmet safeguarding need.

Concerns such as self-harm, suicidal ideation, severe anxiety, eating difficulties, trauma responses, persistent dysregulation or sudden change in functioning must be reported to the DSL.

23. CHILDREN MISSING EDUCATION, ATTENDANCE AND SAFEGUARDING

Attendance and safeguarding are closely linked. Poor attendance, repeated absence, missing sessions, unauthorised absence, being uncontactable, or patterns of avoiding particular activities may indicate risk.

The provision will:

- monitor attendance closely;
- follow up non-attendance promptly;
- work with placing authorities and families;
- consider whether reduced timetables are lawful, necessary, time-limited and reviewed;
- consider whether absence indicates exploitation, abuse, neglect, mental health need or unmet SEND need.

Children missing education procedures will be followed where relevant.

24. LEARNERS WITH SEND OR MEDICAL NEEDS

Impact Alternative Learning recognises that children with SEND or certain health conditions can face additional safeguarding challenges. These may include:

- assumptions that indicators of abuse are part of the child's disability;
- communication barriers;
- increased social isolation;
- dependency on adults;
- reduced ability to recognise or report abuse;
- disproportionate use of restraint or restrictive practice in some settings.

The provision will ensure safeguarding processes are adapted and accessible, and that staff understand these additional risks.

25. CHILDREN WITH A SOCIAL WORKER

Children with a social worker may be subject to a child in need plan, child protection plan, or be looked after. These learners may require enhanced monitoring and support.

The DSL will work proactively with social workers, attend meetings, share relevant information, and ensure educational planning reflects safeguarding need.

26. LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The provision recognises the particular vulnerabilities and educational needs of looked after and previously looked after children. Safeguarding, attendance, attachment, trauma and emotional regulation will be considered in partnership with carers, local authorities and virtual school heads where applicable.

27. ALLEGATIONS AGAINST ADULTS WORKING WITH CHILDREN

Any concern that an adult working in or on behalf of the provision may have:

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

must be reported immediately to the Principal unless the concern is about the Principal, in which case it must be reported to the proprietor/chair. The LADO must be consulted promptly and before internal investigation where threshold may be met.

No one will investigate an allegation without consultation with the LADO where required.

28. LOW-LEVEL CONCERNS ABOUT ADULTS

A low-level concern about an adult's conduct must be reported to the Principal. A low-level concern may include behaviour that is inconsistent with the code of conduct but does not meet the allegation threshold.

Low-level concerns will be:

- recorded;
- reviewed for patterns;
- addressed through guidance, supervision, training or formal action where necessary.

Maintaining a low-level concerns culture strengthens safeguarding and safer working practice.

29. SAFER RECRUITMENT AND SINGLE CENTRAL RECORD

Impact Alternative Learning is committed to safer recruitment. We will:

- obtain appropriate references;
- carry out identity, qualification, right to work and DBS checks as required;
- carry out prohibition and disqualification checks where applicable;
- maintain a compliant Single Central Record;
- ensure at least one person on an interview panel has up-to-date safer recruitment training where required.

Contractors, visitors, agency staff and volunteers will be risk assessed and supervised appropriately.

30. STAFF TRAINING

All staff will receive:

- safeguarding and child protection training at induction;
- updates at least annually, and more frequently where needed;
- training on child-on-child abuse, online safety, Prevent, low-level concerns, allegations and relevant local risks;
- regular safeguarding briefings and updates.

The DSL and Deputy DSL will undertake advanced training refreshed at least every two years, with additional updates as required.

31. CURRICULUM SAFEGUARDING

Safeguarding is taught through the curriculum and wider culture. Learners are supported to understand:

- healthy and respectful relationships;
- boundaries and consent;
- online safety and digital conduct;
- exploitation risks;
- bullying and discriminatory behaviour;
- emotional regulation and help-seeking;
- personal safety in the community;
- substance misuse awareness;
- risk-taking and decision-making.

The safeguarding curriculum must be age-appropriate, inclusive and responsive to the needs of learners with SEND.

32. PHYSICAL INTERVENTION, REASONABLE FORCE AND SAFETY

Where physical intervention is ever required, it must be lawful, proportionate, necessary and used only as a last resort to prevent harm. Any incident must be recorded, reviewed and communicated in line with policy.

Safeguarding considerations include:

- the child's age, size, development and known needs;
 - trauma history;
 - medical risk;
 - staff training and authorisation;
 - debrief and review.
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33. OFF-SITE PROVISION, VISITS, TRANSPORT AND EXTERNAL FACILITIES

As an alternative provision, Impact Alternative Learning may use off-site activities, community-based learning and external vocational or physical education facilities. Safeguarding arrangements for off-site delivery must be robust.

This includes:

- written risk assessments;
 - clear supervision ratios;
 - staff suitability and communication systems;
 - learner-specific risk management;
 - emergency procedures;
 - transport safeguards;
 - first aid arrangements;
 - attendance and arrival/departure recording;
 - communication with parents/carers and placing authorities where appropriate.
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34. VISITORS, CONTRACTORS AND SITE SAFETY

Visitors must sign in, be appropriately supervised, and understand safeguarding expectations. Contractors and adults not in regulated activity must not be left unsupervised with children unless all appropriate checks are complete.

The provision will maintain clear visitor procedures and a secure approach to access, collection, handover and site movement.

35. SUPPORTING PUPILS WHO ARE SUBJECT TO SAFEGUARDING PLANS

Where a learner is subject to a child protection plan, child in need plan, safety plan, risk management plan or exploitation plan, the DSL will ensure:

- staff who need to know are informed;
 - support strategies are implemented consistently;
 - attendance and welfare are monitored closely;
 - meetings are attended and reports provided;
 - actions are reviewed and escalated where necessary.
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36. WORKING WITH PARENTS, CARERS AND EXTERNAL AGENCIES

Parents and carers are important partners in safeguarding. We will usually discuss concerns with parents/carers unless doing so would place a child at greater risk, prejudice a police investigation, or otherwise be unsafe.

The provision will work with:

- Children's Social Care;
 - Early Help;
 - police;
 - health professionals;
 - CAMHS and mental health services;
 - SEND teams;
 - youth justice and offending services where applicable;
 - virtual schools;
 - placing authorities and commissioners.
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37. COMPLAINTS, WHISTLEBLOWING AND PROFESSIONAL CHALLENGE

If any adult has concerns about safeguarding practice within the provision, they must raise them without delay. If concerns are not addressed internally, they should be escalated externally.

The provision supports whistleblowing and professional challenge. No adult should feel unable to report unsafe practice.

38. RECORD KEEPING

Safeguarding records must:

- be factual, clear and contemporaneous;
- include dates, times, context and actions taken;
- include the child's voice where possible;
- be stored securely;
- be reviewed by the DSL;
- transfer securely when a learner moves.

Chronologies should be maintained for significant concerns and patterns.

39. MONITORING, QUALITY ASSURANCE AND REVIEW

Safeguarding practice will be monitored through:

- case file audits;
- policy review;
- staff supervision and briefings;
- training records;
- attendance and behaviour trend analysis;
- review of referrals and outcomes;
- governor/proprietor oversight;
- learner voice and parent feedback where appropriate.

This policy will be reviewed at least annually and sooner if:

- legislation or guidance changes;
 - local procedures change;
 - serious incidents or learning reviews indicate the need;
 - internal review identifies gaps.
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40. LINKED POLICIES

This policy should be read alongside:

- Behaviour Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Attendance Policy
- Online Safety Policy
- Whistleblowing Policy
- Health and Safety Policy

- Educational Visits Policy
 - Complaints Policy
 - SEND Policy
 - Data Protection / Confidentiality Policy
 - Anti-Bullying Policy
 - Low-Level Concerns Policy
 - Allegations Against Staff Procedures
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APPENDIX 1: TYPES OF ABUSE

Physical abuse

A form of abuse involving hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm.

Emotional abuse

Persistent emotional maltreatment causing severe and adverse effects on a child's emotional development, including conveying that they are worthless, unloved, inadequate, or valued only insofar as they meet others' needs.

Sexual abuse

Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes contact and non-contact activities and abuse facilitated online.

Neglect

Persistent failure to meet a child's basic physical and/or psychological needs likely to result in serious impairment of health or development.

APPENDIX 2: INDICATORS OF SPECIFIC SAFEGUARDING ISSUES

Staff should be aware of indicators relating to:

- domestic abuse;
- exploitation;
- serious violence;
- county lines;
- radicalisation;
- so-called honour-based abuse;
- FGM;
- forced marriage;

- fabricated or induced illness;
- homelessness;
- mental health crisis;
- online abuse;
- child-on-child abuse;
- discriminatory abuse.

Indicators are never viewed in isolation; context, pattern and child voice matter.

APPENDIX 3: STAFF RESPONSE FLOWCHART (SUMMARY)

If a child is in immediate danger:

Call 999 → make child safe → inform DSL → contact social care → record.

If a child discloses abuse:

Listen → reassure → do not investigate → record verbatim → report to DSL immediately.

If you have a welfare concern:

Record → report to DSL → DSL decides early help / monitoring / referral.

If concern is about an adult:

Report immediately to Principal / proprietor as appropriate → consult LADO.

APPENDIX 4: TRAINING MATRIX (SUMMARY)

Role	Induction	Annual Update	Advanced DSL Training	Safer Recruitment	Prevent
All staff	Yes	Yes	No	As required	Yes
DSL / Deputy DSL	Yes	Yes	Yes	As required	Yes
Proprietor / Governance	Yes	Yes	Awareness	Yes where relevant	Yes

APPENDIX 5: WEBSITE SAFEGUARDING STATEMENT (SHORT VERSION)

Safeguarding is at the heart of Impact Alternative Learning. We are committed to creating a safe, supportive environment where all children and young people are protected from harm and listened to. If you have a safeguarding concern about a learner, please contact the Designated Safeguarding Lead immediately.

APPENDIX 6: LOCAL SAFEGUARDING CONTACTS (GREATER MANCHESTER)

Tameside Children's Social Care (MASH): 0161 342 4150 (office hours)

Emergency Duty Team (Out of Hours): 0161 342 2222

Tameside LADO: via 0161 342 4101 (switchboard)

Oldham Children's Social Care: 0161 770 7777

Emergency Duty Team (Oldham): 0161 770 6936

Stockport Children's Social Care: 0161 217 6028

Emergency Duty Team (Stockport): 0161 718 2118

Greater Manchester Police: 101 (non-emergency) / 999 (emergency)

NSPCC Whistleblowing Helpline: 0800 028 0285

APPENDIX 7: ALLEGATIONS AGAINST STAFF – PROCESS SUMMARY

1. Concern raised → reported immediately to Principal / Proprietor
 2. No internal investigation prior to LADO consultation
 3. LADO contacted within 24 hours where threshold may be met
 4. Strategy discussion held where required
 5. Outcome categories applied (substantiated, unsubstantiated, unfounded, false, malicious)
 6. Support provided to child and staff member
 7. Referral to DBS / TRA where required
 8. Full record retained securely
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APPENDIX 8: SAFER RECRUITMENT CHECKLIST

- Identity verified
 - Right to work confirmed
 - Enhanced DBS with barred list check
 - References obtained and verified
 - Employment history checked
 - Qualifications verified
 - Prohibition checks completed
 - Interview includes safeguarding questions
 - Single Central Record updated
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APPENDIX 9: SAFEGUARDING RECORD TEMPLATE (SUMMARY)

- Child name / DOB
 - Date / time of concern
 - Location
 - Nature of concern (facts only)
 - Child's words (verbatim where possible)
 - Action taken
 - Reported to (DSL name/time)
 - Signature
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APPENDIX 10: BODY MAP GUIDANCE

Used only where relevant for recording injuries:

- Mark location clearly
 - Do not interpret cause
 - Use child's words if given
 - Sign and date
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APPENDIX 11: VISITOR SAFEGUARDING STATEMENT

All visitors must:

- Sign in and out
 - Wear identification
 - Be supervised unless cleared
 - Not use mobile devices around learners
 - Report any safeguarding concern immediately
-

APPENDIX 12: STAFF INDUCTION SAFEGUARDING CHECKLIST

- KCSIE Part 1 read and understood
- DSL identified
- Reporting process explained
- Code of conduct issued
- Online safety expectations
- Low-level concerns process

- Whistleblowing explained
-

APPENDIX 13: CHILD-ON-CHILD RISK MANAGEMENT TEMPLATE

- Nature of risk
 - Individuals involved
 - Immediate safety actions
 - Supervision adjustments
 - Timetable changes
 - External referrals
 - Review date
-

APPENDIX 14: SAFEGUARDING AUDIT CHECKLIST (FOR LEADERS)

- Policy up to date
 - Training current
 - Records high quality
 - DSL capacity sufficient
 - Referrals appropriate
 - Attendance monitored
 - Behaviour linked to safeguarding
 - Site safety secure
 - Off-site risk assessments robust
-

FINAL STATEMENT

Impact Alternative Learning maintains a culture of vigilance, accountability and professional curiosity. Safeguarding is embedded across leadership, curriculum and daily practice. All staff understand their responsibility to act in the best interests of the child at all times.

Signed:

Kate Willis

Principal / Designated Safeguarding Lead

Kirsty Lampkin

Deputy DSL