



Safeguarding & Child Protection Policy

(including Online Safety, Prevent Duty and Child Protection Procedures)

Also see Safer recruitment policy

Document Control	Details
Effective from	June 2026
Review date	June 2027 or earlier if statutory guidance changes
Policy owner	Bridge 2 Education & Employment
Approved by	Director of Operations
Designated Safeguarding Lead	Lucy Abraham, Provision Manager
DSL contact	lucy@bridge2ee.co.uk
Online Safety Lead	Lucy Abraham, Provision Manager

Important safeguarding statement: All safeguarding and child protection concerns must be recorded immediately on CPOMS and reported to Lucy Abraham, DSL and Online Safety Lead. If a child is at immediate risk of harm, staff must take immediate protective action and contact emergency services where required.

Policy Statement and Legal Framework

Bridge 2 Education & Employment (B2EE) is committed to safeguarding and promoting the welfare of every pupil. Safeguarding is everyone's responsibility. The welfare of the child is paramount, and all decisions made by B2EE will be taken in the best interests of the child.

B2EE recognises that pupils attending alternative provision may be particularly vulnerable due to previous exclusions, disrupted education, unmet special educational needs, social, emotional and mental health needs, trauma, adverse childhood experiences, exploitation risks, poor attendance, family pressures, online harm and wider contextual risks. This policy therefore takes a proactive, child-centred and trauma-informed approach.

This policy should be read alongside:

- Keeping Children Safe in Education 2025 (KCSIE 2025), including Part One, Annex A and Annex C as applicable to staff roles.

- Working Together to Safeguard Children 2026 and local safeguarding partnership procedures.
- The Children Act 1989 and Children Act 2004.
- The Education Act 2002 and Independent School Standards where applicable.
- The Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance.
- Channel Duty Guidance and local Prevent referral arrangements.
- The Female Genital Mutilation Act 2003 and mandatory reporting duty.
- The Equality Act 2010, Data Protection Act 2018, UK GDPR and Human Rights Act 1998.
- Sharing nudes and semi-nudes guidance, harmful sexual behaviour guidance, online safety expectations and local safeguarding protocols.

Scope and Application

This policy applies to all pupils placed at B2EE, including pupils placed by Local Authorities, pupils accessing Education Otherwise Than at School (EOTAS) arrangements, pupils placed by schools and pupils receiving off-site or community-based learning through B2EE.

It applies to all directors, managers, tutors, support staff, visitors, third-party partners, work placement providers and any person working on behalf of or in partnership with B2EE. The policy applies on B2EE premises, during off-site activities, during educational visits, during work-based placements, during transport arrangements where relevant, during remote learning and where safeguarding concerns arise outside provision hours.

- All pupils are entitled to feel safe, be safe and be protected from harm.
- All staff must know how to identify concerns, record accurately, report immediately and escalate where necessary.
- All safeguarding concerns must be taken seriously, even when they appear low-level or uncertain.
- B2EE will work in partnership with parents, carers, placing schools, Local Authorities, social workers, health professionals, police and local safeguarding partners.
- B2EE will not assume that someone else has acted. Staff must follow up when they believe a child remains at risk.

Safeguarding Principles and Culture

B2EE promotes a safeguarding culture where pupils are listened to, believed, supported and protected. Staff are expected to demonstrate professional curiosity and recognise that safeguarding information can emerge through behaviour, attendance, presentation, disclosures, peer interactions, online activity, parental communication or external agency information.

B2EE recognises that safeguarding is not limited to responding to incidents. It includes prevention, education, early identification, accurate record keeping, safer recruitment, risk assessment, online safety, attendance monitoring, staff conduct, pastoral support and quality assurance.

- Children are never made responsible for abuse or exploitation they experience.
- Children may not recognise that they are being abused, exploited or groomed.
- Children with SEND, SEMH needs, communication difficulties or trauma histories may communicate distress through behaviour.
- Staff must avoid victim-blaming language and must record factual information professionally.
- Staff must recognise that abuse can happen online, offline, inside the home, in the community, between peers, in families, in institutions and through technology.
- Safeguarding concerns outside provision hours remain relevant to B2EE where they affect the pupil's welfare, learning, attendance or safety.

Roles, Responsibilities and Accountability

Director / Management Board

The Director and/or Management Board has ultimate responsibility for ensuring B2EE has effective safeguarding arrangements. This includes ensuring policies and procedures are current, staff are trained, safeguarding is sufficiently resourced, safer recruitment is effective, safeguarding concerns are audited, and Local Authority commissioners receive appropriate assurance where required.

- Ensure statutory guidance is reflected in policies and practice.
- Ensure there is a named DSL and appropriate cover arrangements.
- Ensure safeguarding practice is reviewed through audits and leadership oversight.
- Ensure all staff have access to and understand this policy and KCSIE requirements.
- Ensure the Single Central Record is maintained and monitored.
- Ensure online safety, filtering and monitoring are effective and reviewed.

Designated Safeguarding Lead and Online Safety Lead

The Designated Safeguarding Lead for B2EE is Lucy Abraham, Provision Manager. Lucy Abraham is also the Online Safety Lead. Lucy can be contacted at lucy@bridge2ee.co.uk.

The DSL is responsible for safeguarding oversight, child protection referrals, CPOMS monitoring, multi-agency communication, staff advice, Prevent and Channel referrals, online safety leadership, attendance-related safeguarding escalation, contextual safeguarding analysis and monitoring safeguarding trends across the provision.

All Staff

All staff are responsible for safeguarding pupils. Staff must read and understand this policy, KCSIE Part One or the appropriate condensed version as directed, the staff code of conduct, behaviour policy, whistleblowing arrangements and safeguarding

reporting procedures. Staff must record and report concerns immediately through CPOMS and speak directly to the DSL where concerns are urgent.

Local Authority Liaison

As an independent alternative provision, B2EE will liaise with placing Local Authorities, commissioners, schools and relevant agencies regarding safeguarding concerns, attendance, welfare, risk management and multi-agency planning. B2EE will share information lawfully, proportionately and promptly where this is necessary to safeguard a child.

Designated Safeguarding Lead Arrangements

Role	Named Person / Arrangement
Designated Safeguarding Lead	Lucy Abraham, Provision Manager
DSL email	lucy@bridge2ee.co.uk
Online Safety Lead	Lucy Abraham, Provision Manager
Head of Safeguarding	Director of Operations
Recording system	CPOMS
Immediate danger	Contact emergency services / police and inform DSL as soon as possible
If concern relates to DSL	Report directly to Director of Operations / Head of Safeguarding
If concern relates to Director/Head of Safeguarding	Follow allegations/whistleblowing procedure and contact LADO/local safeguarding partner as appropriate

- The DSL must be available during provision hours for staff to discuss concerns. Where the DSL is unavailable, staff must follow escalation arrangements and must not delay protective action.
- The DSL will maintain a confidential safeguarding chronology for each pupil where concerns exist.
- The DSL will ensure referrals are followed up and that no case is closed without consideration of ongoing support, risk assessment and monitoring.
- The DSL will provide advice to staff about signs of abuse, online harm, Prevent, FGM, mental health, exploitation, attendance and AP-specific risks.

Information Sharing, Confidentiality and Record Keeping

Safeguarding information must be handled confidentially, but confidentiality must never be promised to a child where there is a safeguarding concern. Staff must explain, in age-appropriate language, that information may need to be shared with people who can help keep the child safe.

Information will be shared on a need-to-know basis and in line with safeguarding duties, UK GDPR and data protection expectations. The Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. B2EE will keep accurate, dated and factual safeguarding records on CPOMS.

- Records must include what was seen, heard or disclosed, using the pupil's own words where possible.
- Records must include dates, times, locations, people present, context, immediate action taken and any follow-up required.
- Staff must distinguish fact from opinion and avoid judgemental language.
- Body maps should be used where appropriate, but staff must not ask pupils to remove clothing or investigate injuries.
- Safeguarding records will be transferred securely to receiving schools, provisions or Local Authorities where appropriate.
- Records will be stored securely and accessed only by authorised staff.

Early Help, Child in Need and Child Protection Thresholds

B2EE recognises the importance of early help and intervention. Many pupils attending B2EE may require support before needs escalate to statutory intervention. Staff must be alert to emerging concerns and report them so that early support can be coordinated.

The DSL will consider whether concerns require internal monitoring, early help, child in need referral, child protection referral, police contact, Prevent referral, health referral, CAMHS referral, Local Authority attendance escalation, social care consultation or immediate emergency action.

- Early help may be appropriate for attendance decline, emerging mental health concerns, family stress, low-level online harm, emotional dysregulation, peer conflict, early signs of exploitation or behaviour change.
- Child in need support may be required where a child is unlikely to achieve or maintain reasonable health or development without services.
- Child protection action is required where there is reasonable cause to suspect the child is suffering or likely to suffer significant harm.
- Immediate police or emergency action is required where there is imminent danger, serious injury, immediate risk of exploitation, missing child risk or urgent criminal concern.

Detailed CPOMS Reporting Procedure

- Recognise the concern: staff notice physical signs, emotional distress, disclosure, attendance patterns, online activity, peer concerns, exploitation indicators, radicalisation concerns, neglect indicators, sexualised behaviour, mental health risk or unsafe adult conduct.
- Respond calmly: listen, reassure, do not promise confidentiality, do not investigate, do not ask leading questions and do not express shock or disbelief.
- Record immediately on CPOMS: use factual language, include the pupil's words, date, time, location, context, people involved and immediate action taken.

- Alert the DSL: submit the CPOMS incident to Lucy Abraham and speak to her directly where the concern is urgent, high risk or involves immediate safety.
- DSL assessment: Lucy Abraham will review the CPOMS record, assess risk, consider history/chronology, consult guidance and decide next steps.
- Referral or consultation: the DSL may contact parents/carers where safe to do so, placing authority, social worker, MASH, children's social care, police, Prevent, Channel, health professionals or other agencies.
- Follow-up: the DSL records actions, responses, referrals, decisions, rationale and any further safety planning on CPOMS.
- Ongoing support: B2EE provides pastoral support, risk assessment, attendance monitoring, wellbeing checks, curriculum support, safety planning and liaison with professionals.
- Review and closure: concerns remain open until actions are complete and risk has been reviewed. Closure must be recorded with rationale.

CPOMS Recording Standards

Do	Do Not
Record factual information as soon as possible.	Do not delay recording because you are unsure.
Use the child's own words where possible.	Do not rewrite disclosures in adult language.
Record visible injuries factually and use body maps where appropriate.	Do not ask a child to remove clothing or investigate injuries.
Tag relevant categories accurately: attendance, CSE, CCE, online safety, mental health, Prevent, FGM, child-on-child abuse etc.	Do not use vague labels where a specific risk is known.
Speak directly to the DSL for urgent concerns.	Do not assume submitting CPOMS alone is enough for urgent risk.
Record actions and follow-up.	Do not leave incidents without outcome, decision or rationale.

Safeguarding Flowchart

Step	Action	Responsible Person	Timescale
1	Concern noticed, disclosure made or information received.	Any staff member	Immediately
2	Ensure immediate safety. If risk is imminent, contact emergency services.	Any staff member / DSL	Immediately
3	Record concern factually on CPOMS.	Reporting staff member	Same day / immediately
4	Notify Lucy Abraham, DSL. Speak directly for urgent/high-risk concerns.	Reporting staff member	Immediately
5	DSL reviews chronology, risk, context and threshold.	Lucy Abraham	Same day

6	DSL decides action: monitor, early help, parent/carer contact where safe, MASH/social care referral, police, Prevent/Channel, health/CAMHS, Local Authority escalation.	Lucy Abraham	Same day or urgent as required
7	Record decisions, referrals, advice and rationale on CPOMS.	Lucy Abraham	Same day
8	Provide ongoing support and review safety plan.	DSL / staff team	Ongoing
9	Escalate if response is insufficient or child remains at risk.	DSL / Head of Safeguarding	As required

Attendance as Safeguarding

B2EE treats attendance as a safeguarding issue. Pupils attending alternative provision may have histories of poor attendance, exclusion, anxiety, unmet SEND, exploitation, family breakdown or previous disengagement from education. Non-attendance can indicate that a pupil is at risk of harm, exploitation, neglect, radicalisation, mental health crisis or being missing from education.

Attendance must be monitored daily. Where a pupil is absent and no reason has been provided, staff must follow first-day absence procedures. Repeated absence, patterns of absence, lateness, unexplained non-attendance, parent/carer non-engagement and absence following incidents must be reviewed by the DSL as potential safeguarding indicators.

- Daily register review by provision staff.
- First-day contact with parent/carer and placing authority where required.
- CPOMS record for unexplained absence, repeated absence or welfare concerns.
- DSL review for pupils with social care involvement, exploitation risks, mental health concerns, EHCP vulnerabilities or previous missing episodes.
- Escalation to placing school, Local Authority, social worker or police where a child is missing or risk is suspected.
- Attendance discussed in safeguarding reviews and reported to commissioners as required.
- Return-to-provision conversations following absence to understand barriers, risk and wellbeing.

Attendance Escalation Pathway

Level	Trigger	Action
Green	Expected attendance with occasional authorised absence.	Monitor routinely. Reinforce engagement and positive attendance.
Amber	Emerging lateness, unexplained absence, decline in attendance or parent/carer difficulty engaging.	Same-day contact, CPOMS note, tutor conversation, DSL review if pattern develops.
Red	Repeated unexplained absence, persistent absence, known exploitation/mental health risk,	Immediate DSL review, contact placing authority/social worker,

	missing episode, concern that child may not be safe.	consider welfare visit/police/MASH referral, safety plan.
Critical	Child missing, immediate risk, serious harm suspected, parent/carer cannot confirm safety.	Emergency action: police/social care/placing authority contacted immediately. Record on CPOMS.

Safeguarding in Alternative Provision

B2EE recognises that alternative provision carries particular safeguarding responsibilities. Pupils may have experienced exclusion, disrupted relationships with education, unmet learning needs, trauma, adverse childhood experiences, involvement with social care, Youth Justice, police, CAMHS, substance misuse, exploitation, EBSA, or high-risk peer groups.

B2EE's safeguarding model is therefore proactive and preventative. Staff must not view behaviour, non-attendance or disengagement in isolation. Behaviour is considered as communication and may indicate anxiety, trauma, unmet need, peer pressure, online harm, exploitation or concerns in the home/community.

Specific AP Risk Areas

- Vulnerability following exclusion from mainstream education.
- Reduced protective factors if pupils are not attending full-time education.
- Risks associated with transport, community access and off-site learning.
- Work placement safeguarding, including adult environments and lone working risks.
- Child criminal exploitation and county lines involvement.
- Child sexual exploitation and inappropriate relationships.
- Online exploitation, image sharing, cyberbullying and grooming.
- Attendance decline, missing education or missing from home.
- Substance misuse, serious youth violence and unsafe peer groups.
- Mental health needs, self-harm, suicidal ideation and emotional dysregulation.
- SEND/SEMH communication barriers and masking of abuse indicators.

Safeguarding Expectations for AP Staff

- Know every pupil's individual risk profile, EHCP needs, safety plan and known vulnerabilities.
- Record concerns promptly and consistently.
- Use relational practice while maintaining clear professional boundaries.
- Recognise that pupils may test boundaries as part of trauma responses or previous unsafe relationships.
- Use professional curiosity if explanations do not fit the evidence.
- Share information with the DSL even where concerns feel minor. Small pieces of information may form part of a wider safeguarding picture.

Off-Site Learning, Community Activities and Work Placements

B2EE pupils may access off-site learning, vocational tasters, community activities, visits, gyms, colleges, training providers, work placements or other external venues. These opportunities support preparation for adulthood but must be planned and monitored through safeguarding risk assessment.

- Pre-placement safeguarding checks are completed for partner providers.
- Written safeguarding expectations are agreed with placement providers.
- Appropriate risk assessments are completed before pupils attend.
- Attendance, punctuality, wellbeing and conduct are monitored.
- Pupils must know how to contact B2EE and the DSL while off-site.
- Placement providers must know how to report concerns immediately to B2EE.
- Staff must consider transport, supervision, adult-to-child ratios, lone working, toileting/changing, online access, peer interactions and environmental hazards.
- Any placement concern must be recorded on CPOMS and reviewed by Lucy Abraham. Even when pupils are on placements staff will attend the venue/site with the pupils and be on hand to support if required.

Site and Environmental Safety

B2EE will ensure that all learning environments are safe, secure and appropriate for vulnerable pupils. Site safety is part of safeguarding. Unsafe environments, poor visitor controls, inadequate risk assessment or unmonitored access can increase risk.

- All visitors and contractors are signed in and out.
- Visitors are supervised
- Staff challenge unknown adults on site.
- Risk assessments are in place for all venues, practical activities, visits and work placements.
- Fire safety, first aid and health and safety arrangements are monitored.
- Site concerns are recorded and escalated promptly.
- Pupils are supervised appropriately according to age, need, risk and activity.

Online Safety and Digital Safeguarding

B2EE recognises that online safety is a core safeguarding responsibility. Harm can occur wholly online, technology can facilitate offline abuse, and vulnerable pupils may be at increased risk of grooming, exploitation, radicalisation, cyberbullying, financial scams and exposure to harmful content.

Lucy Abraham is the Online Safety Lead and will oversee online safeguarding, curriculum awareness, staff advice, filtering and monitoring review, online incident recording and liaison with parents/carers and external agencies.

Four Areas of Online Risk

KCSIE Category	Definition	Examples relevant to B2EE pupils	B2EE response
Content	Being exposed to illegal, inappropriate or harmful content.	Pornography, extremist content, self-harm or suicide content, violent material, hate content, misogynistic content, misinformation, content promoting eating disorders or substance misuse.	Curriculum education, constant supervision, CPOMS recording, DSL review, parent/carer and agency liaison, risk assessment.
Contact	Being subjected to harmful online interaction with other users.	Grooming, cyberbullying, coercion, radicalisation contact, exploitation, adult strangers, unsafe peer communication, pressure to share images.	Pupil support, evidence preservation, parent/carer liaison where safe, police/social care referral where required, online safety planning.
Conduct	Online behaviour that increases the likelihood of, or causes, harm.	Sharing nudes/semi-nudes, bullying, harassment, harmful sexual behaviour, abusive messages, filming incidents, sharing fights, impersonation, online threats.	Behaviour and safeguarding response, CPOMS record, risk assessment, restorative work where safe, agency referral if threshold met.
Commerce	Risks related to money, data and financial exploitation.	Online gambling, phishing, scams, inappropriate advertising, subscription traps, cryptocurrency scams, fraud, money muling, identity theft.	Education on scams/financial safety, DSL review, parent/carer contact, police/action fraud/social care referral where needed.

Online Safety Education

- Safe use of social media, gaming and messaging platforms.
- Cyberbullying and online harassment.
- Grooming, coercion and exploitation.
- Sharing nudes and semi-nudes.
- Digital footprints and reputation.
- Financial scams, gambling and phishing.
- Healthy relationships and consent online.
- Misinformation, extremist content and harmful algorithms.
- Responsible use of AI and emerging technologies.

Filtering, Monitoring and Supervised Use of Technology

B2EE adopts a highly supervised approach to technology use in recognition of the vulnerabilities of many pupils accessing Alternative Provision and the increased safeguarding risks associated with unsupervised online activity.

In line with Keeping Children Safe in Education (KCSIE 2025), B2EE ensures that online activity is effectively monitored and managed through direct staff supervision rather than reliance solely upon technical filtering systems. Pupils do not have independent access to provision-owned devices and are not permitted to use computers, laptops, tablets or internet-enabled devices without direct adult supervision.

All digital learning activities are facilitated and overseen by staff, who remain present throughout the duration of device use. Staff actively monitor pupils' online activity, search activity, website access and digital interactions to ensure that technology is used safely, appropriately and for educational purposes only.

To further reduce safeguarding risks, pupils are not permitted access to personal mobile phones, smart watches or other personal internet-enabled devices during their time at B2EE. Personal devices are handed to staff at the start of each session and securely stored until the end of the day. Any exceptions to this arrangement are risk assessed and agreed by the Designated Safeguarding Lead (DSL).

This approach supports the prevention of online harms, including exposure to inappropriate content, cyberbullying, online exploitation, grooming, radicalisation, harmful social media use, image sharing and other safeguarding concerns. It also enables staff to provide immediate support, intervention and education where online risks are identified.

B2EE recognises the four categories of online risk identified within KCSIE:

- **Content** – exposure to illegal, inappropriate or harmful material.
- **Contact** – harmful interaction with others online, including grooming and exploitation.
- **Conduct** – online behaviour that increases the likelihood of harm to self or others.
- **Commerce** – risks associated with online gambling, scams, phishing, financial exploitation and inappropriate advertising.

The DSL and Online Safety Lead, Lucy Abraham, maintains oversight of online safety arrangements and reviews the effectiveness of supervision, monitoring arrangements and emerging online risks on a regular basis.

Artificial Intelligence and Emerging Technologies

B2EE recognises the safeguarding implications of artificial intelligence and emerging technologies. Pupils may encounter AI through search tools, chatbots, social media filters, image generation, voice cloning, deepfake technology, gaming, virtual environments and apps.

AI can be used positively to support learning, but it can also be used to create or spread harmful content, manipulate children, impersonate others, generate sexualised or abusive imagery, support bullying or grooming, and spread misinformation.

- AI-generated sexual imagery or deepfake abuse will be treated as a safeguarding concern and, where relevant, a potential criminal matter.
- Staff must record concerns about AI misuse on CPOMS.
- Pupils will be educated about consent, image rights, misinformation, impersonation, privacy and safe use of AI.
- Staff must not use AI tools to process identifiable pupil safeguarding information unless approved systems, data protection arrangements and leadership permissions are in place.
- Emerging technology risks will be included in online safety training and review.

Mental Health, Trauma and Emotional Wellbeing

B2EE recognises that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected to diagnose mental health conditions, but they are expected to notice, record and report concerns.

Many pupils attending B2EE may have experienced trauma, loss, disrupted attachments, exclusion, bullying, exploitation, domestic abuse, unmet SEND or adverse childhood experiences. B2EE adopts a trauma-informed and relational approach while recognising that mental health concerns may require safeguarding escalation.

- Anxiety, panic, withdrawal, avoidance, EBSA or refusal to attend.
- Low mood, tearfulness, hopelessness or withdrawal from previously enjoyed activity.
- Self-harm, suicidal ideation, suicide planning or references to not wanting to live.
- Eating concerns, body image concerns or sudden weight change.
- Emotional dysregulation, aggression, dissociation, shutdown or freeze responses.
- Risk-taking, substance misuse, unsafe relationships or online vulnerability.
- Significant change in behaviour, attendance, hygiene, peer group or communication.
- Trauma responses triggered by transitions, authority, boundaries, conflict or sensory overload.

Mental Health Safeguarding Response

- Record concerns on CPOMS.
- Speak directly to Lucy Abraham where there is self-harm, suicide risk, significant deterioration or immediate concern.
- Consider immediate safety: remove access to means where possible, supervise appropriately and contact emergency services if needed.
- Liaise with parents/carers where safe and appropriate.
- Consult or refer to CAMHS, GP, crisis services, social care or emergency services where threshold is met.

- Agree a support and safety plan, including known triggers, regulation strategies, trusted adults and escalation actions.
- Review attendance, curriculum access, timetable, reasonable adjustments and environmental factors.

Child-on-Child Abuse, Sexual Violence and Harassment

B2EE operates a zero-tolerance approach to child-on-child abuse. Zero tolerance means that abuse is never accepted as normal, banter, part of growing up or inevitable. It does not mean that every incident will be responded to in the same way; responses must be proportionate, child-centred, trauma-informed and safeguarding-led.

Child-on-child abuse can occur between pupils of any age or gender. It can happen inside or outside the provision, online or offline, and can involve pupils who are known to each other, peers in the community, siblings, partners or wider networks.

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse, such as hitting, kicking, shaking, biting or initiating violence.
- Sexual violence, including rape, assault by penetration and sexual assault.
- Sexual harassment, including sexual comments, jokes, unwanted touching, upskirting and online sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Sharing nudes or semi-nudes, consensually or non-consensually.
- Hazing or initiation-type violence and rituals.
- Harmful sexual behaviour.

Response to Child-on-Child Abuse

- Take all reports seriously and reassure the pupil.
- Do not promise confidentiality.
- Record on CPOMS and inform Lucy Abraham immediately.
- Consider immediate safety and separation where necessary.
- Consider the wishes and feelings of the child who has experienced harm.
- Do not automatically require mediation or restorative work where there is sexual violence, coercion or power imbalance.
- Consider referral to social care, police, sexual assault services or specialist support.
- Risk assess both the child who has experienced harm and the child alleged to have caused harm.
- Review timetables, supervision, transport, online contact and off-site arrangements.

Upskirting

Upskirting typically involves taking a picture or video under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks,

whether covered by underwear or not, to obtain sexual gratification or cause humiliation, distress or alarm. Upskirting is a criminal offence.

B2EE will treat upskirting as both a safeguarding and behaviour concern. Staff must record concerns on CPOMS, inform Lucy Abraham immediately, preserve evidence where safe and appropriate, and consider police/social care referral depending on the circumstances. Pupils will be educated about consent, respect, sexual harassment, image sharing and online safety through the curriculum and pastoral work.

Contextual Safeguarding

B2EE recognises that safeguarding incidents and behaviours can be associated with factors outside the provision and can occur between children outside the provision. Staff, particularly Lucy Abraham as DSL, will consider the context within which incidents occur and whether wider environmental factors are present in a child's life that threaten their safety or welfare.

Contextual safeguarding requires staff to consider peer groups, neighbourhoods, online environments, transport routes, social media, gangs, family networks, community locations, work placements and other spaces where pupils spend time.

- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE).
- County lines.
- Serious youth violence.
- Human trafficking and modern slavery.
- Harmful sexual behaviour.
- Sexual violence and sexually harmful behaviour.
- Radicalisation and extremism.
- Online peer groups and harmful communities.
- Missing from home, care or education.
- Substance misuse and unsafe adults.

Child Criminal Exploitation, Child Sexual Exploitation and County Lines

Child Criminal Exploitation (CCE)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. The victim may have been criminally exploited even if the activity appears consensual. CCE can involve force, threats, grooming, debt bondage, status, gifts, intimidation, violence, online contact and emotional manipulation.

- Unexplained money, clothing, phones or gifts.
- Multiple phones or SIM cards.
- Going missing or being found in areas away from home.
- Associating with older peers or adults.
- Carrying weapons, drugs or large amounts of cash.

- Increased secrecy, aggression or fearfulness.
- Injuries, threats, debt or coercive relationships.
- Decline in attendance or punctuality.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It may involve a child receiving something, such as attention, affection, gifts, alcohol, drugs, money, accommodation or status, in exchange for sexual activity. It can occur in person or online and may involve grooming, coercion, control, threats and manipulation.

- Inappropriate sexualised behaviour or language.
- Older partners or unexplained relationships.
- Gifts, money, lifts or accommodation from unknown adults.
- Missing episodes or staying out late.
- Sexually transmitted infections or pregnancy concerns.
- Excessive secrecy around phones or online activity.
- Emotional distress, self-harm or substance misuse.
- Fear, coercion or signs of control.

County Lines

County lines involves criminal networks using children and vulnerable adults to transport drugs, money or weapons across areas. Children may be groomed through friendship, status, money, fear, violence, debt or threats to family members. County lines is a safeguarding issue and a form of criminal exploitation.

- Frequent travel or unexplained absences.
- Unexplained train/bus tickets or travel to other towns.
- New peer groups or older associates.
- Possession of drugs, cash, weapons or multiple phones.
- Fearfulness, secrecy or sudden behaviour change.
- Injuries or signs of assault.
- Decline in attendance, sleep or wellbeing.

Prevent Duty, Radicalisation and Channel

B2EE recognises its duties under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Prevent is a safeguarding duty and should be approached through early identification, support and proportionate referral.

All staff receive Prevent awareness training and understand that radicalisation can occur online, through peers, family, community contacts or wider influences. Staff must be alert to changes in behaviour, language, online activity, peer networks, ideology, isolation or vulnerability factors.

- Expressing extremist views or support for terrorist ideology.
- Accessing or sharing extremist content.
- Significant changes in friendship groups, language, identity or behaviour.
- Isolation, grievance, anger, conspiracy narratives or fixation on violence.
- Attempts to recruit others or justify violence.
- Possession of extremist material.
- Being vulnerable due to trauma, exclusion, identity crisis, bullying, family stress or online grooming.

Prevent and Channel Procedure

- Record the concern on CPOMS and inform Lucy Abraham immediately.
- Lucy Abraham reviews the concern, chronology, vulnerability factors and immediacy of risk.
- Where immediate risk exists, police are contacted without delay.
- Where Prevent concern is identified, Lucy Abraham seeks advice or makes a Prevent referral in line with local arrangements.
- If the case meets threshold, Channel or the relevant multi-agency panel may consider support.
- B2EE supports the pupil through pastoral care, curriculum work, family liaison and multi-agency planning as appropriate.
- All decisions, advice, referrals and outcomes are recorded on CPOMS.

Female Genital Mutilation

Female Genital Mutilation (FGM) is child abuse and is illegal. B2EE staff receive FGM awareness training and must understand indicators, risk factors and mandatory reporting responsibilities. Teachers in England and Wales have a mandatory duty to report known cases of FGM in girls under 18 to the police. A known case is where a girl discloses that FGM has been carried out on her or where a teacher visually identifies signs that appear to show FGM has been carried out.

All concerns, suspicions or disclosures relating to FGM must be reported immediately to Lucy Abraham and recorded on CPOMS. Staff must not examine pupils. Where mandatory reporting applies, the duty is personal to the teacher, but the DSL must be informed and will support the reporting process.

- Family planning a long holiday to a country where FGM is practised.
- Pupil talking about a special ceremony or becoming a woman.
- Older female relatives having undergone FGM.
- Pupil withdrawn, anxious or fearful before travel.
- Difficulty walking, sitting or standing after absence.
- Frequent toilet visits, pain, discomfort or urinary concerns.
- Reluctance to undergo medical examination.
- Disclosure by pupil or family member.

FGM Response Pathway

- Listen and reassure. Do not investigate or examine.
- Record on CPOMS immediately.
- Inform Lucy Abraham, DSL.
- DSL considers social care referral and wider safeguarding action.
- Support pupil sensitively and maintain confidentiality on a need-to-know basis.

Domestic Abuse, Honour-Based Abuse and Forced Marriage

B2EE recognises that children can be victims of domestic abuse by seeing, hearing or experiencing the effects of abuse in the home. Domestic abuse can include physical, emotional, sexual, psychological, coercive, controlling, economic and technology-facilitated abuse. Children exposed to domestic abuse may present with anxiety, aggression, withdrawal, poor attendance, low mood, hypervigilance, sleep difficulties or changes in behaviour.

Honour-based abuse encompasses incidents or crimes committed to protect or defend perceived family or community honour. Forced marriage is where one or both people do not or cannot consent and pressure or abuse is used. These concerns must be treated as safeguarding issues and referred through the DSL. Staff must not contact family members where doing so could increase risk.

- Disclosure of violence, coercion or fear at home.
- Fear of family or community members.
- Sudden travel plans, removal from education or restrictions on movement.
- Older siblings with similar concerns.
- Self-harm, running away or missing episodes.
- Controlling relationships, monitoring phones or isolation.
- Pregnancy, relationship concerns or pressure to marry.

Children with SEND and SEMH Needs

B2EE recognises that children with special educational needs, disabilities, communication needs and SEMH needs can face additional safeguarding challenges. These can include assumptions that behaviour, mood or injury relates to a pupil's disability or need without further exploration; communication barriers; dependence on adults; difficulty recognising unsafe behaviour; social isolation; and disproportionate impact from bullying or peer abuse.

Staff must ensure that safeguarding concerns are not dismissed as part of a pupil's diagnosis, presentation or behaviour profile. Reasonable adjustments must be made so pupils can communicate concerns and access support.

- Use communication methods appropriate to the pupil.
- Consider sensory, processing and emotional regulation needs.
- Check whether behaviour change may indicate abuse, exploitation or distress.

- Be alert to masking, compliance, trauma responses or learned helplessness.
- Ensure pupils understand consent, boundaries, online safety and trusted adults.
- Ensure EHCP outcomes, provision maps and risk assessments consider safeguarding needs.
- Record and escalate concerns in the same way as for all pupils.

Four Indicators of Child Abuse

Abuse

Abuse is 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. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others, including domestic abuse. Children may be abused in a family, 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 adults or by other children.

Physical Abuse

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

- Frequent injuries or injuries inconsistent with the explanation.
- Bruising, bite marks, burns, scalds or fractures.
- Aggressive behaviour, fearfulness or flinching.
- Parent/carer explanations that change or do not fit the injury.
- Untreated injuries or repeated attendances.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child causing severe and adverse effects on emotional development. It may involve conveying that a child is worthless or unloved, silencing them, humiliating them, imposing inappropriate expectations, limiting exploration or social interaction, seeing or hearing the ill-treatment of another, serious bullying including cyberbullying, causing children to feel frightened or in danger, or exploitation or corruption. Some emotional abuse is involved in all forms of maltreatment, though it may occur alone.

- Developmental delay, attachment difficulties or low self-esteem.
- Withdrawn presentation, watchfulness, stillness or appeasing behaviour.
- Aggression, anxiety, fearfulness or difficulty forming relationships.
- Excessive need for approval or fear of making mistakes.
- Behaviour that appears younger or more adult than expected.

Sexual Abuse

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. Activities may involve physical contact, including assault by penetration or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging sexually inappropriate behaviour or grooming a child in preparation for abuse including via the internet. Sexual abuse is not solely perpetrated by adult males. Women can also commit sexual abuse, as can other children.

- Inappropriate sexualised conduct, play or conversation.
- Sexually harmful behaviour, contact or non-contact.
- Self-harm, eating disorders or emotional distress.
- Anxiety or unwillingness to change for PE or activities.
- Pain, itching, bleeding or bruising in genital areas.
- Possession of sexual images, exposure to pornography or online grooming indicators.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. Neglect may involve failing to provide adequate food, clothing or shelter, failing to protect from harm or danger, failing to ensure adequate supervision, failing to ensure access to medical care or treatment, or being unresponsive to a child's basic emotional needs.

- Constant hunger, tiredness or poor hygiene.
- Poor state of clothing or inadequate clothing for weather.
- Untreated medical or dental problems.
- Frequent lateness, poor attendance or non-attendance.
- Low self-esteem, poor social relationships or neurotic behaviour.
- Being left with unsafe adults or adults under the influence of drugs/alcohol.
- Apathy, failure to thrive or presentation suggesting unmet emotional needs.

Safer Recruitment

Due to the independent and alternative provision nature of B2EE, robust safer recruitment is critical. B2EE will ensure that recruitment processes deter unsuitable applicants, identify safeguarding risks and ensure adults working with pupils are safe and appropriate.

- Enhanced DBS checks for all relevant staff.
- Barred List checks for staff in regulated activity.
- Identity verification and right to work checks.
- Qualification checks where qualifications are required.

- Employment history review and exploration of gaps.
- References obtained and scrutinised before appointment wherever possible.
- Online/social media checks to identify potential safeguarding risks.
- Prohibition checks and section 128 checks for relevant leadership roles where applicable.
- Third-party/supply/contractor checks confirmed before work begins.
- Single Central Record maintained and updated immediately when staff join, leave or change role.

Staff Code of Conduct, Professional Boundaries and Low-Level Concerns

Staff must maintain professional boundaries at all times. Positive relationships are central to B2EE's model, but they must be safe, transparent and professionally appropriate. Staff must avoid conduct that could be misinterpreted, create dependency, blur boundaries or place pupils or staff at risk.

- Do not share personal phone numbers or social media accounts with pupils.
- Do not communicate with pupils outside approved systems.
- Do not transport pupils unless authorised and risk assessed.
- Do not meet pupils outside provision arrangements.
- Do not give gifts or special treatment that could create dependency or favouritism.
- Do not use humiliating, sexualised, discriminatory or aggressive language.
- Do not take images of pupils on personal devices.
- Report any accidental boundary issue immediately.

Low-Level Concerns

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of B2EE may have acted in a way that is inconsistent with the staff code of conduct, including conduct outside work that may affect suitability. Low-level does not mean unimportant. Such concerns help identify patterns and protect pupils and staff.

- Over-familiarity with pupils.
- Use of inappropriate language.
- Boundary blurring.
- Favouritism.
- Unapproved communication.
- Social media concerns.
- Failure to follow safeguarding procedures.
- Conduct that causes unease but does not meet the allegations threshold.
- All low-level concerns must be reported to the DSL
- Concerns will be recorded confidentially and reviewed for patterns.

- Where a concern meets the allegations threshold, the allegations procedure will be followed.
- Staff are encouraged to self-report where they believe their conduct could be misinterpreted.

Allegations Against Staff and LADO Procedures

Any allegation that a member of staff, volunteer, contractor or adult working with pupils has harmed a child, may have harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child in a way that indicates they may pose a risk of harm, behaved in a way that indicates they may not be suitable to work with children, or behaved in a way that raises transferable risk must be reported immediately.

Staff must not investigate allegations themselves. The matter must be referred to the DSL and advice sought from the Local Authority Designated Officer (LADO) in line with local procedures. Where the allegation concerns the DSL, staff must report directly to the Director of Operations. Where the allegation concerns senior leadership, staff must use whistleblowing arrangements and/or contact the LADO/local safeguarding partner directly if necessary.

- Protect the child and ensure immediate safety.
- Record factual information securely.
- Do not alert the adult if this may compromise investigation.
- Seek LADO advice before internal investigation.
- Consider suspension or alternative arrangements only where necessary and proportionate.
- Support all parties while prioritising child safety.
- Record decisions, advice and actions.

Whistleblowing

B2EE expects all staff to raise concerns about unsafe practice, poor safeguarding culture, failure to follow procedures, professional misconduct, abuse of power, unsafe recruitment, record falsification or any action that may place pupils at risk. Staff will not suffer detriment for raising concerns in good faith.

If staff feel unable to raise concerns internally, or believe concerns are not being addressed, they may escalate through external safeguarding routes, including the Local Authority, LADO, NSPCC whistleblowing advice line or other appropriate agencies.

Staff Training and Induction

All staff must receive safeguarding induction before working with pupils or as soon as practicable upon appointment. Safeguarding training is not a one-off event. B2EE

provides ongoing updates so staff remain alert to statutory changes, local risks and pupil needs.

Training Area	Who	Frequency / Timing	Evidence
Safeguarding induction	All staff, volunteers, agency staff	Before starting / on appointment	Induction checklist
KCSIE updates	All staff	Annually and when guidance changes	Training register
CPOMS recording	All staff	Induction and refreshers	CPOMS access/training logs
Online safety including Content, Contact, Conduct, Commerce	All staff	Annual and ongoing	Training records/curriculum evidence
Filtering and monitoring awareness	All relevant staff	Annual	Staff briefing record
Mental health and trauma-informed practice	All staff	Annual and ongoing CPD	CPD records
Prevent awareness	All staff	Induction and refreshers	Training certificate/register
Channel awareness	DSL and relevant staff	Role-specific refreshers	Training certificate/register
FGM awareness and mandatory reporting	All staff	Induction and refreshers	Training records
CSE, CCE, County Lines and contextual safeguarding	All staff	Annual and ongoing	Training records
Child-on-child abuse and harmful sexual behaviour	All staff	Annual	Training records
Safer recruitment	Recruiting managers/leaders	Before recruitment activity and refreshed	Certificate/register
DSL advanced training	Lucy Abraham / DSL team	At least every two years plus regular updates	Certificate/CPD log

Induction Checklist – training for new starters must be completed before 2 month check-in

Safeguarding and Child Protection Policy.

Child protection in education

KCSIE Part One/appropriate sections.

Staff Code of Conduct.

Behaviour Policy.

Attendance expectations.

Whistleblowing procedure.

CPOMS training.

Site safety and emergency procedures.

Pupil risk profiles and SEND/SEMH needs

Introduction to SEND support

Trauma informed practice

First Aid Essentials

Looked After Children

Health & Safety in Education

Prevent Duty

Harmful Sexualised Behaviours

Social, emotional and mental health needs (SEMH)

Risk assessments in education

Female Genital Mutilation awareness

Serious youth violence.

Monitoring, Audit, Governance and Review

Safeguarding effectiveness is monitored through leadership oversight, audits, incident review, training compliance, attendance monitoring and quality assurance. Safeguarding will be a standing item in leadership meetings and commissioning evidence where required.

Frequency	Monitoring Activity	Lead	Evidence
Daily	Attendance, immediate safeguarding concerns, CPOMS alerts.	Provision Manager / DSL	Registers, CPOMS logs
Weekly	Review open safeguarding concerns, pupil risk, welfare and off-site placements.	DSL	CPOMS chronology, action log
Half-termly	Review AP placement safety, attendance patterns, behaviour and safeguarding themes.	DSL / Head of Safeguarding	Review minutes/report
Termly	Safeguarding audit, training compliance, SCR review, online safety and filtering review.	Director of Operations / DSL	Audit documentation
Annually	Full policy review, safeguarding self-evaluation, staff training plan and action plan.	Director / Management Board	Annual safeguarding report

As required	Review following serious incident, guidance update, LA feedback or safeguarding concern.	DSL / Director of Operations	Updated policy/action plan
-------------	--	------------------------------	----------------------------

- Audit themes will include CPOMS quality, chronology, referral timeliness, attendance concerns, online safety, off-site placements, Prevent, FGM, child-on-child abuse, staff training and safer recruitment.
- Safeguarding data will be used to identify trends and improve prevention, curriculum and staff training.
- Local Authority QA feedback will be reviewed and incorporated into action planning.

Policy Approval

Policy Owner: Bridge 2 Education and Employment

Approved by: Director of Operations

Date Approved: June 2026

Next Review Date: June 2027

APPENDIX 1 Child Protection poster



SAFEGUARDING & CHILD PROTECTION

EVERY CHILD MATTERS • EVERY CONCERN MATTERS • EVERY VOICE MATTERS



KEEPING CHILDREN SAFE IS EVERYONE'S RESPONSIBILITY

If you are worried about a child, young person, member of staff, visitor or volunteer, you must report your concern immediately.

WHO DO I REPORT TO?



DESIGNATED SAFEGUARDING LEAD (DSL)

Provision Manager

Responsible for:

- Day-to-day safeguarding
- Child protection concerns
- CPOMS monitoring
- Referrals to Children's Services
- Managing safeguarding records
- Supporting vulnerable learners

Contactable via

CPOMS



HEAD OF SAFEGUARDING

Director of Operations

Responsible for:

- Strategic safeguarding leadership
- Safeguarding oversight
- Escalated safeguarding concerns
- Allegations against staff
- Quality assurance of safeguarding systems

Contactable via

CPOMS



The Director of Operations is not based on site

TYPES OF CONCERNS TO REPORT

CHILD PROTECTION

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

SAFEGUARDING

- Self-harm
- Suicidal thoughts
- Mental health concerns
- Missing education
- Exploitation (County lines, CCE, CSE)
- Child criminal exploitation
- Online safety concerns
- Bullying
- Harmful sexual behaviour
- Domestic abuse
- Radicalisation
- Forced marriage
- Female Genital Mutilation (FGM)
- Staff concerns (conduct, boundaries, unsafe practice, allegations)

DO ✓

- ✓ Listen carefully
- ✓ Stay calm
- ✓ Reassure the young person
- ✓ Record facts accurately
- ✓ Report concerns immediately

DO NOT ✗

- ✗ Assume someone else will report it
- ✗ Investigate concerns yourself
- ✗ Promise confidentiality
- ✗ Delay reporting concerns

IF A CHILD MAKES A DISCLOSURE

- L** Listen carefully
- I** Inform them you must pass information on
- S** Stay calm
- T** Take it seriously
- E** Explain what will happen next
- N** Note down exactly what was said

RECORDING CONCERNS



All safeguarding concerns must be recorded on **CPOMS** as soon as possible and on the same day.

WHERE THERE IS IMMEDIATE RISK OF HARM:

Inform the DSL immediately. Do not wait until the end of the day.

EMERGENCY SITUATIONS



If a child is at immediate risk of serious harm:

999

THEN INFORM:

- 1 Provision Manager (DSL) via CPOMS
- 2 Director of Operations via CPOMS

REMEMBER



Safeguarding is everyone's responsibility.

If in doubt, speak to the DSL.



SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



IF YOU HAVE A CONCERN – REPORT IT • RECORD IT • RESPOND

IT IS BETTER TO REPORT A CONCERN THAT TURNS OUT TO BE NOTHING THAN MISS AN OPPORTUNITY TO KEEP A CHILD SAFE.



APPENDIX 2 – Online Safety Matrix

Risk Category	Examples	Preventative Action	Response
Content	Illegal, extremist, sexualised, violent, hate, self-harm, suicide, eating disorder, misogynistic or harmful content.	Filtering, curriculum, supervision, digital resilience education.	Record on CPOMS, DSL review, parent/carer and agency liaison, referral if threshold met.
Contact	Grooming, cyberbullying, coercion, exploitation, radicalisation, unsafe adults or peers.	Online safety education, trusted adult work, privacy education.	Immediate safeguarding response, preserve evidence, police/social care where needed.
Conduct	Sharing nudes, harassment, bullying, filming fights, threats, impersonation, harmful posts.	Relationships/consent curriculum, behaviour expectations, phone rules.	CPOMS, risk assessment, behaviour/safeguarding response, external referral.
Commerce	Gambling, phishing, scams, financial exploitation, money muling, identity theft.	Financial safety education, scam awareness, online rules.	CPOMS, parent/carer support, police/action fraud/social care as appropriate.

APPENDIX 3 - Prevent Referral Pathway

- Concern identified by staff, pupil, parent/carer or external agency.
- Record concern on CPOMS and speak to Lucy Abraham immediately.
- DSL reviews concern, pupil vulnerability, online behaviour, peer context and immediacy of risk.
- If immediate threat or criminal risk: contact police/emergency services.
- If Prevent threshold may be met: DSL seeks local Prevent advice or makes Prevent referral.
- Channel/PMAP considers support where appropriate.
- B2EE supports pupil through safeguarding plan, curriculum, pastoral work and multi-agency liaison.
- All decisions, advice, referrals and outcomes recorded on CPOMS.

APPENDIX 4 - FGM Reporting Pathway

- Staff member receives disclosure, observes concern or identifies risk.
- Do not examine. Do not investigate. Listen and reassure.
- Record on CPOMS immediately and inform Lucy Abraham.
- Where mandatory duty applies, teacher reports known case to police.
- DSL considers referral to social care/MASH and wider safety planning.
- Record all actions, advice, referrals and outcomes.

APPENDIX 5 - Child Protection Flowchart

- Concern arises.
- Ensure immediate safety.
- Record on CPOMS.
- Inform Lucy Abraham, DSL.
- DSL assesses threshold and chronology.
- Action: monitor / early help / social care / police / MASH / Prevent / health / Local Authority.
- Record action and rationale.
- Provide support and review risk.
- Escalate if child remains at risk.

APPENDIX 6- Attendance Safeguarding Pathway

Trigger	Action	Escalation
Unexplained absence	Same-day contact with parent/carer.	CPOMS if no contact or concern.
Repeated absence/pattern	DSL review and attendance support plan.	Placing school/LA informed.
Known safeguarding risk plus absence	Immediate DSL review.	Social worker/LA/police as appropriate.
Child missing or safety not confirmed	Urgent welfare action.	Police/MASH/LA immediately.

APPENDIX 7 - Local Authority and Agency Contact Sheet

To be completed by B2EE for each commissioning area and reviewed termly:

Agency / Area	Hertfordshire contacts	Suffolk contacts	Essex contacts	When to Use
Local MASH / Children's Social Care	Children's Services Contact Centre Telephone: 0300 123 4043 Out of Hours Safeguarding Support: 0300 123 4043	Customer First (Children's Services) Telephone: 0808 800 4005 Professional Consultation Line: 0345 606 1499 Website: Suffolk Safeguarding Partnership	Children and Families Hub Telephone: 0345 603 7627 Out of Hours Emergency Duty Service: 0345 606 1212	Safeguarding referrals and consultations.
Police	999 emergency / 101 non-emergency			Immediate risk, crime, exploitation, missing child.

LADO	Contact via Hertfordshire Child Protection School Liaison Service Telephone: 0300 123 4043	Telephone: 0300 123 2044 Email: lado@suffolk.gov.uk	Duty LADO Telephone: 03330 139 797	Allegations against staff/adults working with children.
Prevent Team	Prevent concerns should be referred through Hertfordshire Police via 101 or through the DSL using Prevent referral pathways. Emergency Counter Terrorism Concerns: 0800 789 321	Prevent concerns should be referred through Suffolk Police Prevent Team via 101 or through the DSL who will complete a Prevent referral. Emergency Counter Terrorism Concerns: 0800 789 321	Essex Police Prevent Team Telephone: 01245 452196 Emergency Counter Terrorism Concerns: 0800 789 321	Radicalisation/ extremism concerns.
CAMHS / Crisis	Single Point of Access (SPA) Telephone: 0800 6444 101 Available 24 hours per day Telephone: 01923 633400 Out of Hours via SPA: 0800 6444 101	Children and Young People's Emotional Wellbeing Hub Telephone: 0345 600 2090 NHS 111 – Select Mental Health Option Available 24 hours per day	SET CAMHS Single Point of Access Telephone: 0800 953 0222 Email: SET-CAMHS.referrals@nelft.nhs.uk NHS 111 Select Option 2 for Mental Health Available 24 hours per day	Mental health risk, self-harm, suicide concerns.
Placing LA Commissioners	Pupil-specific			Placement safety, attendance and welfare updates.
Social Worker / Virtual School	Pupil-specific			Children in care, CIN/CP plans, multi-agency work.

APPENDIX 8 - References and Statutory Guidance

Department for Education: Keeping Children Safe in Education 2025.

Department for Education: Working Together to Safeguard Children 2026.

Home Office: Prevent Duty Guidance for England and Wales.

Home Office: Channel Duty Guidance.

Home Office / Department for Education: Mandatory reporting of Female Genital Mutilation procedural information.

Female Genital Mutilation Act 2003.

Counter-Terrorism and Security Act 2015.

Children Act 1989 and Children Act 2004.

Equality Act 2010.

Data Protection Act 2018 and UK GDPR.

