

REBUILD • REINTEGRATE • REDISCOVER



# REBOOT EDUCATION

Alternative Provision

## SAFEGUARDING & CHILD PROTECTION POLICY



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## SAFEGUARDING & CHILD PROTECTION POLICY

<b>Person responsible for this policy:</b>	Viv Hunt
<b>Policy author:</b>	Viv Hunt
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<b>Date of Next Review:</b>	January 2027
<b>Policy displayed on website:</b>	Yes

### Key Personnel:

<b>Role:</b>	<b>Name and contact details:</b>
Designated Safeguarding Lead (DSL)	Viv Hunt <a href="mailto:viv.hunt@reboot-education.co.uk">viv.hunt@reboot-education.co.uk</a>
Alternate DSL	Paul Arch <a href="mailto:paul.arch@reboot-education.co.uk">paul.arch@reboot-education.co.uk</a>

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## Aims:

Safeguarding children is Reboot Education's first priority. Through a strong and vigilant culture of collaboration, transparency and continuous improvement, we act in the best interests of children at all times. Safeguarding and child protection underpin everything we do: it is a whole-team approach.

### Introduction and Legal Framework

This policy is developed in accordance with the Children Act 1989 and 2004; and aligns with the following:

- Keeping Children Safe in Education (KCSIE) 2025 (statutory from 1 September 2025).
- Working Together to Safeguard Children (2023).
- What to do if you are worried a child is being abused (2015).
- Suffolk Safeguarding Partnership procedures and threshold guidance.
- Data Protection Act 2018 and UK GDPR.

Reboot Education takes seriously its responsibilities under section 11 of the Children Act and duties under Working Together to safeguard and promote the welfare of children; and to work with other agencies to ensure arrangements are in place to identify and support children who are suffering, or likely to suffer, harm. This policy applies to all staff, contractors and volunteers. All staff will sign to confirm they have read and understood this policy and Part 1 of KCSIE 2025.

## Terminology:

**Safeguarding and promoting the welfare of children:**

- Providing help and support as soon as problems emerge; protecting children from maltreatment; preventing impairment of health or development; ensuring safe and effective care; and taking action to enable the best outcomes.

**Child protection:**

- Activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**Early help:**

- Support provided as soon as a problem emerges at any point in a child's life.

**Child:**

- Anyone who has not yet reached their 18<sup>th</sup> birthday.

## The Role of Staff:

- All staff have a responsibility to provide a safe environment in which children can learn and to maintain a mindset of "it could happen here".
- The DSL provides support to staff and liaises with other agencies. DSL and alternates are available during operating hours to discuss concerns.
- Staff identify children who may benefit from early help and understand internal and multi-agency referral pathways.
- Staff sometimes need to rely on professional curiosity: children may not be ready to tell anyone about abuse or neglect.
- Staff share concerns with the DSL/Alternate immediately and support statutory assessments as required.

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## What Staff Need to Know:

- Induction covers this policy, the staff code of conduct, the role/identity of the DSL and alternates, whistleblowing, managing allegations, response to children missing from education, and how to report concerns.
- All staff receive regularly updated safeguarding training and frequent updates throughout the year.
- Staff understand confidentiality principles: share information on a “need-to-know” basis with the DSL/Alternate and other agencies as appropriate.
- Technology is a significant component in safeguarding. Children may be at risk online and offline.

## What Staff Should Do if They Have Concerns About a Child:

Act immediately. Speak to the DSL/Alternate and follow this policy. Options include managed support, early help, multi-agency liaison, and/or referral for statutory services (Children Act 1989 s.17/s.47). If a child is at immediate risk, make an immediate referral to children’s social care and/or the police. Anyone can make a referral; inform the DSL as soon as possible.

## Early Help and Statutory Assessments

Where early help is appropriate, the DSL/Alternate will lead on liaison and multi-agency assessment and keep cases under review. Where a child is suffering or likely to suffer harm, an immediate referral to children’s social care (and the police where appropriate) will be made via Suffolk’s MASH/Customer First routes.

## Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding arrangements. Concerns are taken seriously and handled sensitively. The NSPCC Whistleblowing Helpline is available on 0800 028 0285 (Mon–Fri 08:00–20:00) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Company Directors

- Ensure this policy and procedures are implemented and followed by all staff.
- Allocate sufficient time, funding, training and resources for the DSL/Alternate to fulfil their roles, including attendance at key meetings.
- Promote a culture where concerns can be raised and are addressed; oversee whistleblowing arrangements.
- Ensure safeguarding and welfare are addressed through the curriculum and wider provision.

## Designated Safeguarding Lead (DSL)

- Leads on safeguarding and child protection, including online safety, filtering and monitoring, and cyber security oversight.
- Available during operating hours for staff to discuss concerns.
- Manages referrals (children’s social care; Channel/Prevent; DBS where a person is dismissed/left due to risk/harm; police where a crime may have been committed).
- Raises awareness across staff, pupils and parents; ensures policy availability; ensures all staff sign to confirm they have read this policy and KCSIE Part 1.

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- Maintains detailed, secure records; ensures appropriate information sharing with schools and agencies.
- Undertakes DSL training at least every two years and keeps knowledge current through updates.

## Alternate Designated Safeguarding Leads

Trained to the same level as the DSL and act in their absence. The DSL retains overall responsibility and accountability for safeguarding and child protection.

### Training

- All staff/volunteers read at least Part 1 of KCSIE 2025 and sign to confirm understanding.
- Induction includes this policy (including roles and responsibilities for filtering and monitoring), the response to children missing education, and the role/identity of the DSL and alternates.
- Annual whole-team safeguarding training and regular updates; online modules include Prevent and FGM awareness.
- The DSL quality assures training and understanding (e.g., staff quizzes/knowledge checks).

### Supporting Children:

- Create a caring, safe and positive environment; build self-esteem and resilience.
- Liaise with other agencies; notify social care promptly where concerns are significant.
- Where pupils move settings, transfer safeguarding information securely and promptly.
- Display and communicate help sources (e.g., Childline; ChatHealth).

### Confidentiality and Information Sharing:

All safeguarding information is confidential and shared lawfully on a need-to-know basis. The Data Protection Act 2018 and UK GDPR do not prevent information sharing for safeguarding. We follow "Information Sharing: Advice for Practitioners" and Working Together (2023).

### Supporting Staff:

We support staff who are involved in safeguarding cases (e.g., through supervision, Occupational Health, or signposting to professional bodies). The staff code of conduct forms part of induction, clarifying professional boundaries.

### Safer Recruitment

- Recruitment complies with KCSIE 2025 Part 3.
- Enhanced DBS with children's barred list check for roles in regulated activity; enhanced DBS (without barred list) as appropriate for others.
- Teaching roles: prohibition from teaching checks.
- Online searches for shortlisted candidates form part of due diligence.
- We maintain a Single Central Record (SCR) in line with KCSIE 2025.

### Low-level Concerns About Staff/Volunteers/Contractors

Concerns that do not meet the LADO/allegation threshold are recorded and addressed to safeguard children and promote a safe, open culture. Patterns are monitored and escalated to the LADO where appropriate. Records are confidential and retained securely.

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## Managing Allegations (Part 4 KCSIE 2025):

Concerns/allegations that meet the harm threshold are reported without delay to the Directors who will consult the Local Authority Designated Officer (LADO). Suffolk LADO: 0300 123 2044; LADO@suffolk.gov.uk.

## Physical Intervention (Reasonable Force):

Staff may use reasonable force to prevent injury or serious harm. For pupils with SEND or medical conditions, risks and vulnerabilities are carefully considered and reasonable adjustments made. All incidents are recorded and reviewed.

## Anti-Bullying and Behaviour:

Bullying, including cyber-bullying and prejudice-based bullying, is a safeguarding matter. Concerns are investigated and acted upon. See the separate Anti-Bullying and Behaviour policies.

## Health & Safety:

We take all reasonable steps to ensure the premises, equipment and activities are safe. Risk assessments include trips/visits and online activities.

## Children with Special Educational Needs and/or Disabilities (SEND):

We recognise additional barriers to recognising abuse for children with SEND/health conditions (e.g., communication barriers, assumptions about behaviour). Reasonable adjustments are made to keep them safe.

## LGBTQ+ Children:

Being LGBTQ+ is not a risk factor in itself, but additional vulnerabilities (including lack of a trusted adult) may exist. We provide safe spaces and trusted adults for support.

## Sighting Students:

Where students have minimal contact with other professionals, we agree sighting protocols with commissioners/main schools. Repeated failure to sight leads to referrals to social care and/or police welfare checks. Children missing education beyond four weeks are referred to the local CME officer.

## Absconding / Missing:

Where a young person goes missing from site or fails to arrive, parents/carers are contacted and initial searches undertaken. Staff report to police (101/999) where there are safeguarding concerns about the child or carers, or risk is high.

## Private Fostering:

We notify the local authority of known/suspected private fostering arrangements (care by someone who is not a parent or close relative for 28+ days). On admission we take steps to verify adult-child relationships.

## Children in Care (CiC) and Previously in Care (PLAC):

The DSL/Alternate liaises with the Designated Teacher for CiC regarding legal status, contacts, care arrangements and delegated authority. Details of social workers and Virtual School Heads are recorded. Previously looked-after children remain potentially vulnerable.

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## Children with a Social Worker:

We recognise the increased risks for children with a social worker and take this into account in plans for attendance, learning, behaviour and mental health.

## Mental Health:

Mental health issues can be an indicator of abuse, neglect or exploitation. Staff are not expected to diagnose but share concerns with the DSL/Alternate immediately. Trained Mental Health First Aiders and Champions are available.

## Types of Abuse and Neglect:

Staff are familiar with definitions and indicators of abuse and neglect and understand that multiple issues often overlap. Abuse may be intra-familial or extra-familial, including online harms.

## Specific Safeguarding Issues (non-exhaustive):

- Child criminal exploitation (including county lines) and child sexual exploitation.
- Serious violence.
- Domestic abuse and Operation Encompass.
- So-called “honour-based” abuse including FGM and forced marriage (mandatory reporting for FGM applies to teachers).
- Preventing radicalisation (Prevent duty) and Channel.
- Sharing nudes and semi-nudes (UKCIS guidance) and online sexual harassment.
- Children missing education; attendance monitored in line with “Working together to improve school attendance” (now statutory).

## Online Safety (including Filtering, Monitoring and Cyber Security):

- Filtering and monitoring systems protect children when using our network; effectiveness is reviewed at least monthly and oversight sits with the DSL and technical lead.
- Staff receive regular online safety training; pupils are taught about online safety through the curriculum and daily practice.
- We recognise the 4Cs of online risk: content, contact, conduct and commerce. Under content risks, KCSIE 2025 highlights misinformation, disinformation and conspiracy theories in addition to other harmful content.
- We acknowledge children’s access to the internet via mobile networks (3G/4G/5G) and manage associated risks (e.g., online sexual harassment; sharing indecent images; exposure to harmful content).
- We have regard to DfE guidance on Generative AI and to the Cyber Security Standards for Schools.

## Trauma-Informed Practice:

We recognise how traumatic experiences can affect behaviour, learning and relationships. We work with families and external agencies to identify needs early and provide appropriate support.

## Opportunities to Teach Safeguarding (including RSHE):

Pupils are taught how to recognise risk and seek help, including online safety, healthy relationships and consent. We will align delivery with the revised DfE RSHE guidance (July 2025), to be fully implemented by September 2026.



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## Child-on-Child Abuse (including Sexual Violence and Sexual Harassment):

- Abuse by children towards other children can occur online and offline and will never be tolerated or passed off as “banter” or “part of growing up”.
- We take a zero-tolerance, whole-setting approach; there are clear, well-promoted reporting routes for pupils; support is provided for victims, children who have harmed, and affected peers.
- Our response follows KCSIE 2025 Part 5 and relevant national guidance.

## Dealing with Disclosures:

- Listen, reassure and take the child seriously; do not promise confidentiality.
- Ask only open questions where clarification is needed; do not investigate.
- Record the facts as shared (include questions asked); report to the DSL/Alternate without delay using the safeguarding record form.

## Alternative Provision (AP) Safeguarding Duties:

- Reboot Education acts as an Alternative Provision provider. In line with KCSIE 2025, we ensure the ongoing safeguarding of pupils placed with us by schools, including robust information sharing before placement, during placement and at exit.
- We maintain clear safeguarding governance for AP, including named DSL oversight, checks on staff/volunteers/contractors, risk assessments, attendance monitoring and escalation routes.
- We work with the placing school to ensure welfare, behaviour and attendance monitoring are coherent and that parents/carers are engaged as appropriate.

## Local Contacts and Escalation

- Suffolk MASH/Customer First (referrals and consultation).
- Local Authority Designated Officer (LADO): 0300 123 2044; [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk).
- NSPCC Whistleblowing Helpline: 0800 028 0285.

Company Director's Signatures:

*Paul Arch*  
*Viv Hunt*

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## **Appendix A – Specific Forms of Abuse and Safeguarding Issues:**

Further detail on: CME; CCE/CSE; county lines; serious violence; domestic abuse and Operation Encompass; homelessness; so-called “honour-based” abuse (including FGM & forced marriage); Prevent and Channel; sharing nudes and semi-nudes; sexual violence/harassment; upskirting. Staff refer to KCSIE 2025 Annexes and Suffolk procedures for current guidance.

## **Appendix B – Allegations Against Staff:**

Any allegation meeting the harm threshold is reported immediately to the Directors who will consult the LADO for advice and next steps. Low-level concerns are recorded and reviewed to identify patterns and escalate where appropriate.

