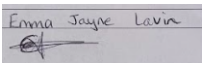
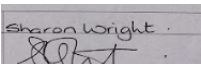




Safeguarding / Child Protection POLICY

UPDATE MINUTES				
VERSION	DATE	CHANGES	UPDATED BY WHOM	CHECKED BY
VERSION 1	6 SEPT 24	DEVELOPED TO INCLUDE UPDATED KCSIE	EMMA JAYNE LAVIN	SHARON WRIGHT
VERSION 2	4 FEB 2025	UPDATED / DEVELOPMENT CHECKS	EMMA JAYNE LAVIN	SHARON WRIGHT

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If you believe the child to be at immediate risk of significant harm or injury, you must call the Police on 999.

0. Key principles

1. Scope

2. Our mission statement

3. Policy statement

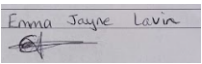
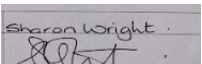
4. Useful contact information - EXTERNAL

5. Useful contact information - INTERNAL

6. Roles and responsibilities

7. Definitions

8. Legislation

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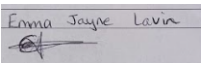
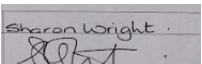
9. Reporting, recording and storing.

10. Allegations against staff and volunteers - safer recruitment.

11. Communicating with parents/caregivers.

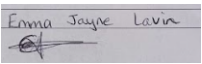
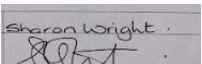
12. Mental health safeguarding.

13. Monitoring and updates.

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0. KEY PRINCIPLES

- Every vulnerable adult, child and young person has the right to be protected from abuse and neglect, with their well-being safeguarded at all times.
- Safeguarding is a shared responsibility, and all staff must remain vigilant.
- Providing early support helps prevent issues from escalating and causing further harm.
- Effective protection is achieved through coordinated efforts among all relevant agencies.
- Staff should adopt the mindset of "*it could happen here*" when considering safeguarding concerns (*Keeping Children Safe in Education, DfE, 2022*).
- Children's voices should be central to decisions about their safety and care.
- Ongoing supervision, scrutiny, and challenge are essential in safeguarding practices.
- Children should receive education on how to protect themselves from harm and exploitation.
- Early intervention should be prioritised before risks escalate or formal assessments are required (*KCSiE, DfE, 2024*).
- Staff must understand the early help process and their role in identifying concerns, working closely with the safeguarding lead.
- Staff must be clear on their roles and responsibilities when it comes to safeguarding.
- Staff should be aware of referral procedures for children's social care, particularly under Sections 17 (*children in need*) and 47 (*children at risk of significant harm*) of the *Children Act 1989*.
- Any concerns about a child's welfare must be reported to the safeguarding lead or deputy, with direct referrals made in emergencies.
- If a child's needs remain unmet or they continue to be at risk, concerns must be escalated.
- Collaboration with external agencies is crucial to ensuring child protection, with appropriate information sharing when necessary.
- Actions outlined in multi-agency plans should be implemented without delay.
- Staff must follow Local Authority and Safeguarding Children Partnership procedures, providing any required documentation or information.

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- The *Protection of Children Act 1999* mandates criminal record checks for all staff working with children and vulnerable adults.
- *Working Together to Safeguard Children (1999)* provides guidance on inter-agency cooperation for child protection.
- Educational institutions must adhere to *Area Child Protection Committee* procedures in cases of suspected abuse.
- The *DfES Safeguarding Children in Education (2004)* outlines staff responsibilities in identifying and reporting signs of abuse.
- A **Designated Senior Person (DSP)** must oversee safeguarding actions and coordinate with external agencies.
- Staff responsible for protecting vulnerable adults must receive proper training.
- Under **Section 175 of the Education Act 2002**, providers are legally required to safeguard and promote the welfare of vulnerable adults.
- Everyday Lessons will regularly review safeguarding policies to ensure compliance with the latest government legislation, regulations, and best practices.
- Under Section 11 of the Children Act 2004, key organisations responsible for safeguarding and promoting the welfare of young people include local authorities, NHS bodies, policing agencies, prisons, probation services, youth offending teams, and relevant education or voluntary sector bodies.
- Everyday Lessons will always seek to inform parents or carers before referring a young person to Social Care unless doing so could increase the risk of harm or interfere with a criminal investigation.

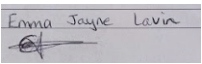
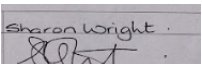
(https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf - further reading can be found here.)

1. SCOPE

At Everyday Lessons, we adhere to legal definitions, recognising a child as anyone under the age of 18. This safeguarding policy applies to all individuals within our provision, including permanent and temporary staff, support and supply staff, volunteers, contractors, and external service providers. It is designed to ensure the protection of both children and vulnerable adults, reinforcing our commitment to creating a safe and secure learning environment for all.

2. MISSION STATEMENT

At **Everyday Lessons**, we are committed to providing a nurturing and engaging learning experience that encourages independence, personal growth, and holistic development. Through a combination of

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educational, vocational, and emotional support, we equip learners with the skills and confidence to thrive. Our inclusive and inspiring environment is designed to help every student thrive, whether through face-to-face learning or our online **Flexzee** programme*, which connects learners with dedicated tutors.

We offer a welcoming, calm, and safe space tailored to individual needs, ensuring equal and fair opportunities for all. Our commitment to high-quality education accommodates diverse abilities and learning styles, delivering industry-recognised qualifications developed with insights from local businesses and industry leaders to enhance employability (In line with meeting the Gatsby benchmarks) and economic growth. Ensuring our learners have a full understanding of LMI (Labour market information). Learners have access to up-to-date, professional-standard resources and equipment, and we cultivate a culture of respect, inclusivity, and positive engagement. Prioritising mental health and well-being, we provide dedicated support and implement tailored programs that nurture essential life skills, including social awareness, physical health, citizenship, and financial literacy.

**Further details regarding online safety of our Flexzee programme can be found further down.*

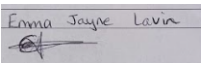
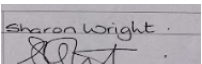
We believe in shaping confident and capable individuals through:

- Self-Reliance – Encouraging learners to take ownership of their journey.
- Perseverance – Developing the strength to overcome challenges.
- Compassion – Fostering empathy and understanding in all interactions.
- Inclusion – Ensuring everyone feels welcome and valued.
- Ethical Responsibility – Upholding honesty and integrity in all we do.
- Teamwork – Promoting collaboration and shared success.
- Innovation – Embracing creativity and forward-thinking solutions.

At **Everyday Lessons**, creating a safe and nurturing environment is at the core of our mission. We are committed to ensuring that every learner feels valued, respected, and heard. Our dedicated team—including staff, volunteers, and external partners—plays a vital role in safeguarding and child protection, maintaining the highest standards of student welfare. We work closely with families, carers, and support services to provide guidance, offer support, and make referrals when necessary. By fostering a positive, inclusive, and forward-thinking learning environment, **Everyday Lessons** empowers students to grow academically, personally, and professionally.

3. POLICY STATEMENT

Safeguarding children and vulnerable adults is everyone's responsibility. Everyone who comes into contact with children, young people, and families has a role to play in ensuring their safety and well-being. Roles are assigned as discussed in detail within the section titled 'Roles and responsibilities'.

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The welfare of our mentees is our paramount concern and is embedded in our ethos. The proprietor will ensure that Everyday Lessons alternative provision safeguards and promotes the welfare of all staff and young people, working collaboratively with other agencies to establish effective arrangements for identifying, assessing, and supporting those at risk of harm.

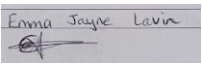
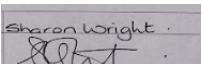
At **Everyday Lessons**, safeguarding and ensuring the well-being of children is a shared responsibility. Everyone who interacts with children and their families plays a vital role in their protection. To uphold this duty effectively, all practitioners must adopt a child-centred approach, always prioritising the best interests of the child in every decision and action they take.

The purpose of these guidelines is to:

- Provide managers and staff with essential safeguarding information.
- Ensure that all staff understand their responsibilities and follow clear procedures when responding to safeguarding concerns.
- Take reasonable steps to minimise the risk of harm to learners/clients by implementing safeguarding procedures.
- Ensure all staff are correctly trained in safeguarding , undertaking regular CPD.
- Ensure all staff have a DBS in place and where this is not possible are at all times paired with a member of staff who hold an up to date enhanced DBS.

Safeguarding Responsibilities

1. Everyday Lessons will fulfill all responsibilities under relevant legislation, regulations, and formal guidance for the protection of vulnerable adults, post and pre 16 and staff members.
2. The health, safety, and welfare of all vulnerable adults, post and pre 16 and staff members involved in our courses or activities are a top priority.
3. Staff have both a collective and individual duty to safeguard and promote the welfare of vulnerable adults, post and pre 16 and staff members, including the responsibility to prevent and report any abuse discovered or suspected.
4. Vulnerable adults, post and pre 16 who are learners will be informed about the standards of behavior they can expect from staff and what to do if they experience or suspect abuse.
5. Any vulnerable adult post and pre 16 learner may be at risk of abuse, and all allegations will be taken seriously. As will the allegations made against staff members.
6. It is the responsibility of all staff to act on any concerns, regardless of how minor they may seem and the outcomes recorded on CPOMS or in house documentation as a log is required.
7. Safeguarding procedures will be implemented, maintained, and regularly reviewed to ensure their effectiveness.
8. All staff are required to follow the legislation which this documentation is based upon and uphold the expected standards of safeguarding. Staff will be made aware of this code of conduct and related procedures during induction and relevant training.
9. Everyday Lessons is committed to supporting, resourcing, and training all staff who work with or come into contact with vulnerable adults, ensuring they receive appropriate supervision.

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10. An action plan will be developed and implemented to ensure all safeguarding duties are met effectively.

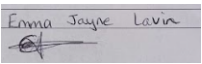
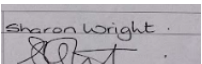
This policy reflects our commitment to creating a safe and supportive environment for all learners and vulnerable individuals in our care.

Where staff feel unable to raise concerns internally, they can contact the NSPCC whistleblowing helpline at 0800 028 0285.

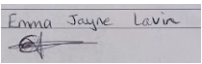
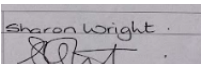
4. USEFUL CONTACTS - EXTERNAL

All of these contacts can be found on our website at www.everydaylessons.co.uk

24 HOUR EMERGENCY SUPPORT		
SERVICE	NUMBER	WEBSITE
Police	999	
Papyrus UK Suicide Prevention	0800 068 4141	https://www.papyrus-uk.org/
Wigan child protection - 24 hour line Monday - Sunday	01942 828300	https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Child-protection/WorriedAboutAChild.aspx
Samaritans	116 123	www.samaritans.org
WIGAN AND GREATER MANCHESTER		
SERVICE	NUMBER	WEBSITE
WIGAN LADO - Local authority designated officer.	01942 828300 01942 486042	https://www.wiganlscb.com/Professionals/LADO.aspx
Safeguarding in Education Team:	01942 486025	
Wigan Adult Safeguarding Board	01942 828777	https://www.wigansafeguardingadults.org/index.aspx

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Wigan Safeguarding Children Board	01942 486025	https://www.wiganlscb.com/
Emergency Duty Team – Out of Hours:	01942 8342436	
Wigan domestic violence helpline	01942 311365	https://diasdvc.org/
Children's Social Care: Child Protection Unit:	01942 481147	
Greater manchester victim support line	0300 303 0162	https://www.victimsupport.org.uk/help-and-support/get-help/support-near-you/north-west/greater-manchester
SERVICE	NUMBER	WEBSITE
Police	0161 872 5050	
Parentline Plus	0808 8002 222	
Childline	0800 1111	www.childline.org.uk
Careers advice	0800 100 900	www.nationalcareersservice.direct.gov.uk
DIAL (Disability Advice)	0800 800 3333	www.scope.org.uk
Cruse Bereavement Care	08088081677	www.cruse.org.uk
Drink Aware	02077669900	www.drinkaware.co.uk
The Depression Alliance	0345 634 1414	www.depressionalliance.org/
Frank	03001236600 TXT82111	www.talktofrank.com/
Gingerbread (Lone Parents)	0808 802 0925	www.gingerbread.org.uk
Gamblers Anonymous	08088020133	www.gamblersanonymous.org.uk
MIND (Mental Health)	0300 123 3393	www.mind.org.uk
National Bullying Helpline	0845 2255787	www.nationalbullyinghelpline.co.uk
National Debt Line	0800 808 4000	www.nationaldebtline.org

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NHS Direct	111	www.nhsdirect.nhs.uk
NSPCC Child Protection	0808 800 500	www.nspcc.org.uk
Online safety	0870 000 3344	www.thinkuknow.co.uk
Relate (help with relationships)	0300 100 1234	www.relate.org.uk
Shelter line (Homelessness)	0808 800 4444	www.shelter.org.uk
Mankind - FOR MEN	0808 800 1170	https://mankind.org.uk
LGBT		https://galop.org.uk/get-help/support-services/ help@galop.org.uk
Women Women's Aid	01270250390	www.womensaid.org.uk/
Stand Alone		www.standalone.org.uk

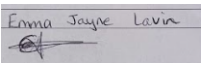
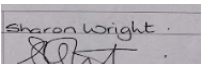
5. USEFUL CONTACTS - INTERNAL

EMMA JAYNE LAVIN Designated safeguarding lead	07807078976	emma@everydaylessons.co.uk
LAUREN JAYNE O'GRADY Safeguarding lead		Lauren@everydaylessons.co.uk
SHARON WRIGHT Internal quality assurance		Sharon@everydaylessons.co.uk

6. ROLES AND RESPONSIBILITIES

Roles :

The Designated Safeguarding Lead (DSL) holds the primary responsibility for overseeing child protection and

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safeguarding within the organisation.

Emma Jayne Lavin serves as the Designated Safeguarding Lead (DSL) at **Everyday Lessons**, holding overall responsibility for safeguarding, child protection, and managing referrals.

Lauren O’Grady supports this role as the Deputy Safeguarding Lead.

Both Emma and Lauren are fully qualified and well-suited to their positions. They are committed to ongoing professional development through standardisation meetings, CPD activities, and continued learning to ensure best practices in safeguarding.

Sharon Wright is a vital part of the company as she ensures quality and compliance.

Any job role within Everyday Lessons requires the person specification to reference the roles in protecting and safeguarding vulnerable adults, children and young people.

Responsibilities :

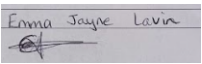
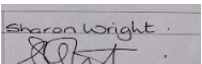
Everyday Lessons partners with an accredited agency to conduct DBS checks and updates the Single Central Record accordingly. Safer recruitment procedures, as outlined in Keeping Children Safe in Education (KCSiE 2024) and Everyday Lessons’ Safer Recruitment Policy, must be strictly followed.

Concerns regarding potential abuse must be reported to the Multi-Agency Safeguarding Hub (MASH), and any suspected criminal activity should be referred to the police. Collaboration with the provider is essential in safeguarding cases, particularly when investigations are underway under Section 47 of the Children Act 1989 and 2004.

The Designated Safeguarding Lead (DSL) serves as a key resource, offering guidance, expertise, and support on safeguarding and child protection matters. In cases requiring early intervention, the DSL coordinates with external agencies, oversees multi-agency assessments, and monitors outcomes. If concerns persist without resolution, escalation to MASH and children’s services is necessary. Any concerns regarding radicalisation must be referred to the Channel program.

If an individual is dismissed or resigns due to a safeguarding risk, the Disclosure and Barring Service (DBS) must be informed in accordance with legal obligations. A separate safeguarding file should be maintained for children identified as at risk, including a clear chronology of significant events. These records must be stored securely, kept confidential, and remain separate from educational files.

Comprehensive documentation of all safeguarding concerns, discussions, and decisions must be maintained, with justification for each action, whether or not a referral was made. This includes cases involving referrals to Local

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Authority Children's Social Care or the Prevent program. When a child transitions to another educational setting, the Safeguarding Team may liaise with the new DSL to ensure a smooth transfer of information. The child protection file must be securely transferred, with confirmation of receipt documented.

The DSL is responsible for auditing safeguarding records, supervising the Deputy Safeguarding Lead and safeguarding team members, and ensuring that safeguarding decisions are reviewed appropriately while supporting staff well-being. In collaboration with Children's Social Care, the DSL attends and coordinates participation in child protection conferences, core group meetings, and multi-agency discussions. They also manage records of social workers and virtual school head teachers for children in care and stay informed about local private fostering arrangements.

To remain effective, the DSL must undergo specialist safeguarding training at least every three years, with annual updates.

Training must cover:

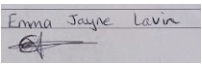
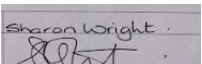
- Recognising and responding to various forms of abuse, including child sexual exploitation, female genital mutilation (FGM), and fabricated or induced illness.
- Understanding the Prevent duty and responsibilities in identifying radicalisation risks.
- Navigating early help and intervention assessment processes.
- Participating in child protection case conferences and reviews.
- Addressing the needs of vulnerable groups, including children in need (as per Section 17 of the Children Act 1989 and 2004), children with special educational needs (SEN), pregnant teenagers, and young carers.
- Organising and ensuring all staff complete safeguarding training, including alternative sessions for those who miss scheduled training.
- Promoting a culture where children feel safe to express concerns and ensuring their voices influence safeguarding decisions.
- Keeping accurate records of staff training and induction.

The DSL must have a strong understanding of data protection regulations, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR), to manage safeguarding information responsibly. Key responsibilities include:

- Facilitating appropriate information sharing with safeguarding partners and agencies.
- Addressing online safety risks and equipping staff to protect children in digital spaces.
- Supporting children with SEN and disabilities in managing additional online risks such as cyberbullying, grooming, and radicalisation.

The DSL ensures safeguarding policies are current and effective by:

- Reviewing policies annually and updating them in collaboration with the governing body.
- Making safeguarding policies accessible to parents/carers and communicating the institution's role in referrals and investigations.
- Providing regular updates to staff on child protection legislation, policies, and relevant case reviews.

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- Ensuring all staff correctly understand and apply safeguarding procedures.
- Maintaining links with safeguarding partners to stay updated on local policies and training opportunities.

By fulfilling these responsibilities, the DSL upholds a secure environment where children's welfare is prioritised, risks are effectively managed, and staff remain informed and prepared to act when necessary.

Keeping Children Safe in Education (2024) outlines the DSL's core responsibilities, including:

- Referring cases of suspected abuse to local authority children's social care and supporting staff making referrals.
- Making referrals to the Channel program for concerns related to radicalisation.
- Reporting individuals dismissed or who resign due to safeguarding risks to the DBS.
- Reporting cases of suspected criminal activity to law enforcement.
- Liaising with the Director on safeguarding issues, including Section 47 investigations and police matters.
- Working with the designated officer at the local authority regarding concerns involving staff members.
- Coordinating with relevant staff on safety and safeguarding matters, including online risks.
- Acting as a source of support, advice, and expertise for staff.
- Completing Prevent awareness training.

DSLs must undergo yearly training and regularly refresh their knowledge through professional development activities such as e-bulletins, networking with other DSLs, and reviewing safeguarding updates. This ensures they can:

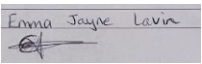
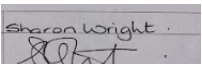
- Navigate early help and statutory intervention assessments.
- Effectively participate in child protection case conferences and review meetings.
- Ensure all staff understand and follow safeguarding policies and procedures.
- Remain aware of the specific needs of vulnerable children, including those with SEN and young carers.
- Understand data protection legislation and the importance of responsible information sharing.
- Maintain detailed, secure safeguarding records.
- Support staff in fulfilling Prevent duty responsibilities and protecting children from radicalisation.
- Recognise online safety risks and implement measures to safeguard children in digital spaces.
- Stay informed about emerging safeguarding issues and resources.

The DSL must ensure safeguarding policies are well-understood and applied across the institution. Policies must be reviewed annually, and implementation must be monitored. Additionally, they should maintain links with safeguarding partners to provide staff with relevant training opportunities and updates.

During term time, the DSL (or a deputy) must be available for staff consultations regarding safeguarding concerns. They are also responsible for arranging cover for out-of-hours or out-of-term safeguarding issues.

Further responsibilities include:

- Notifying the social worker when a child with a protection plan moves to a new setting.
- Keeping a training log of all child protection sessions, ensuring all staff receive regular updates.

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- Securing and transferring child protection records in line with local authority and NSPCC guidelines.
- Attending child protection case conferences and ensuring timely completion of actions.
- Escalating concerns when a child's needs are not met, following the Local Safeguarding Children Board's Escalation and Resolution Policy.
- Ensuring all members of the Safeguarding Team receive training and supervision to monitor safeguarding decisions and maintain staff well-being.
- Requiring all staff to read and understand Part 1 and Annex A of KCSiE 2024, along with other key safeguarding documents and guidance.

By adhering to these guidelines, Everyday Lessons ensures a robust safeguarding framework that protects children and supports staff in maintaining high safeguarding standards.

All staff and volunteers should:

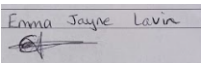
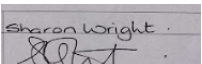
Staff should familiarise themselves with the guidance in *What to Do If You Are Worried a Child Is Being Abused – Advice for Practitioners* (DfE, 2015).

(https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf - further reading can be found here.)

All staff and volunteers have a responsibility to create and maintain a safe, supportive environment for all learners. This involves completing essential training to help identify children who may need extra support or who are at risk of harm. It is particularly important to recognise specific issues such as fabricated illnesses and abuse linked to faith, as well as behaviors like substance abuse, truancy, and sexting, which can put children at significant risk. Staff must also be vigilant to the signs of child-on-child abuse and act appropriately when necessary.

Additionally, staff should be attentive to children who may face particular challenges, including those with disabilities, special educational needs, or learning support needs. Children who are young carers, at risk of criminal behavior or gang involvement, or frequently go missing from home or care should be closely monitored. Other vulnerable children include those at risk of modern slavery, trafficking, or exploitation, as well as those who are at risk of radicalization. Children from families dealing with substance abuse, domestic violence, or mental health issues also require heightened attention. Moreover, staff should be mindful of children who are misusing substances, returning from or currently in care, showing early signs of neglect or abuse, or facing housing instability. Those who are young parents, privately fostered, or have been excluded from school may also need additional support.

If any concerns about a child's safety arise, they must be reported immediately to the designated safeguarding personnel. It is important to understand that any staff member can make a referral to children's services if necessary and that the Safeguarding Team must be informed of any actions taken. If concerns are not addressed or if a child remains at risk, staff should escalate these issues, including making a referral to Children's Services if needed. Staff members teaching children under 18 are also required to report any suspected cases of Female Genital Mutilation (FGM) to the police directly.

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It is crucial to follow all safeguarding policies, including those on working practices, and to stay informed about the latest guidelines. Staff should be aware that safeguarding issues can arise from child-on-child abuse and be proactive in addressing such cases. Children with special educational needs or those in care may be more vulnerable to abuse and face particular challenges, such as misinterpretation of abuse signs, increased social isolation, or greater susceptibility to bullying. Communication barriers may also make it harder for these children to report concerns or seek help.

7. DEFINITIONS

A child or young person is defined as someone aged 0-19, or up to 25 if they have learning difficulties. Controlled activity refers to roles where individuals have access to children or vulnerable adults, such as caretakers or administrators in healthcare and education.

Definition of a Vulnerable Adult A vulnerable adult is someone who may need community care services due to mental or physical disabilities, age, or illness. They may struggle to take care of themselves or protect themselves from harm or exploitation.

Definition of vulnerable Children and Young People - For this policy, 'vulnerable children' are defined as those at a higher risk of experiencing physical and/or emotional harm and facing adverse outcomes due to one or more risk factors in their lives. 'Children and young people' refer to individuals from birth up to their 18th birthday. The term 'children' applies to younger individuals who may not yet have the maturity or understanding to make significant decisions independently.

Types of Abuse , Exploitation and Harmful Practices

Abuse can happen within families, communities, workplaces, or through people employed to provide care. The main types of abuse are:

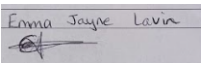
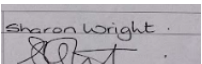
Physical Abuse: Includes hitting, shaking, burning, drowning, suffocating, or any other physical harm. It also includes cases where a caregiver fabricates or induces illness.

Emotional Abuse: Persistent mistreatment that affects emotional development, including making someone feel worthless, frightened, or unloved.

Sexual Abuse: Forcing or persuading someone to take part in sexual activities, including both physical and non-physical acts like exposure to pornography.

Neglect: Failing to meet basic needs such as food, shelter, medical care, or emotional support.

Significant Harm: Justifies intervention when a child or vulnerable adult is suffering or at risk of serious harm.

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Financial Abuse: Exploitation through fraud, theft, or coercion.

Bullying and Harassment Bullying is intentional behaviour that makes someone feel unsafe, uncomfortable, or threatened. It can be verbal, emotional, physical, or online (cyberbullying). Harassment is unwanted behaviour that violates a person's dignity or creates an intimidating or offensive environment.

Examples include:

- Physical, verbal, or emotional abuse
- Cyberbullying (via phone, email, or social media)
- Spreading harmful rumours
- Public humiliation
- Exclusion or isolation

Bullying and harassment may be based on characteristics protected under the Equality Act 2010, such as age, disability, race, religion, or gender.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Exploitation where young people are manipulated into illegal activities, such as drug trafficking ('county lines') or sexual abuse.

Female Genital Mutilation (FGM): Teachers must report cases of FGM affecting girls under 18 to the police.

Upskirting: Taking photos under clothing without consent, a criminal offence under the Voyeurism (Offences) Act 2019.

Honour-Based Violence (HBV): Includes forced marriage, FGM, and other harmful cultural practices. Staff should report concerns to safeguarding leads.

Child-on-Child Abuse Children can also be perpetrators of abuse, including bullying, sexual harassment, or sexting. Staff must take all incidents seriously and ensure appropriate interventions. Schools should support victims and educate students on healthy relationships and online safety.

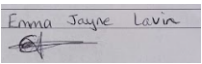
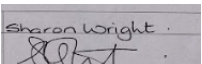
Child missing from education: A child who is not registered at a school and is not receiving suitable education elsewhere.

Children and the Court System: Children involved in legal proceedings, either as victims, witnesses, or subjects of custody disputes.

Child missing from home or care: A child whose whereabouts are unknown and who may be at risk of harm.

Children with family members in prison: Children affected by the imprisonment of a close family member, which can impact their emotional well-being.

Child sexual exploitation (CSE): A form of abuse where a child is manipulated or forced into sexual activities in

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exchange for something.

Child criminal exploitation - county lines (CCE): The use of children by criminal groups to transport and sell drugs across different areas.

Domestic abuse: Any form of controlling, coercive, threatening, violent, or abusive behaviour between intimate partners or family members.

Drugs: The misuse of substances, including illegal drugs, alcohol, and prescription medications, which can harm health and well-being.

E-safety: The practice of staying safe online, protecting personal information, and avoiding cyber threats.

Fabricated or induced illness: When a parent or carer deliberately causes or exaggerates illness in a child.

Faith abuse: Harm caused to a child due to beliefs, including witchcraft accusations or ritualistic practices.

Forced marriage: A marriage where one or both parties do not consent and are pressured or coerced into it.

Gangs and youth violence: Groups that engage in criminal activities, often involving young people and leading to violence.

Gender-based violence/violence against women and girls (VAWG): Harmful acts directed at individuals based on their gender, often disproportionately affecting women and girls.

Homelessness: A situation where a child or family lacks stable, safe, and suitable accommodation.

Mental health – and possible links to indicators of abuse, neglect or exploitation: The impact of poor mental health on a child's well-being, which may indicate underlying safeguarding concerns.

Child-on-child abuse: Abuse where children harm other children physically, emotionally, or sexually.

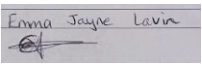
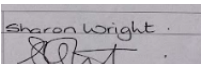
Private fostering: When a child under 16 (or 18 if disabled) is cared for by someone not a close relative for more than 28 days.

Preventing radicalisation and the Prevent duty: Measures to safeguard individuals from being drawn into extremist ideologies or terrorism.

Self-harm and suicidal behaviour: When a child deliberately injures themselves or expresses thoughts of taking their own life.

Serious violent crime: Offences that cause significant harm, such as assault, knife crime, or gang-related violence.

Sexting (also known as Youth Produced Imagery): Sharing or receiving explicit images or messages via digital

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devices.

Sexual violence/harassment: Any unwanted sexual behaviour, including verbal, physical, or online actions.

Teenage relationship abuse: Controlling, coercive, or violent behaviour between young partners in a romantic relationship.

Trafficking: The recruitment, movement, or exploitation of children for forced labour, sexual exploitation, or other abusive purposes.

County lines: A form of child criminal exploitation where gangs use young people to transport drugs across regions, often involving coercion and violence.

Radicalisation: The process by which individuals are influenced to adopt extremist beliefs, sometimes leading to involvement in terrorism.

APP Fraud: Fraudulent activity through which someone tricks or deceives you into sending a payment to a fraudster. Potentially resulting in you authorising a payment for goods that you never receive or to a person other than whom you believed you were paying.

Prevent Duty Under the Counter-Terrorism and Security Act 2015, educational institutions must help prevent people from being drawn into terrorism. This includes:

- Risk assessments
- Staff training
- IT policies to protect against extremist content
- Awareness of radicalisation indicators

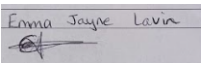
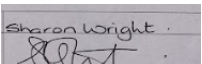
IDENTIFY

Staff should familiarise themselves with detailed information regarding the different categories of abuse.

Signs of Abuse in a Child

A child in an abusive relationship may:

- React nervously or flinch in response to sudden movements.
- Show visible signs of injury, such as bruises or cuts.
- Exhibit fear or anxiety around their parent(s) or caregiver(s).
- Demonstrate behaviors that seem unusual for their age or developmental stage, considering cultural and individual differences.

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Signs of Abuse in a Parent or Carer

A parent or carer in an abusive relationship may:

- Show reluctance or refusal to engage with child health services or seek medical care when needed.
- Place excessive or inappropriate demands on the child's abilities beyond their developmental stage.
- Regularly express dissatisfaction with the child while providing little to no encouragement or positive reinforcement.
- Be physically or emotionally unavailable in the child's life.
- Struggle with substance abuse issues.
- Consistently deny professionals entry into the home during scheduled visits.
- Be engaged in or exposed to domestic violence or abusive situations.
- Have little to no social connections, leading to isolation.

Additional Safeguarding Considerations for Children with Special Educational Needs and Disabilities (SEND)

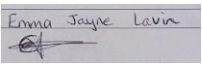
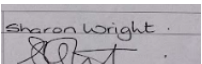
Children with SEND may face extra safeguarding risks, including:

- Signs of abuse, such as changes in behavior, mood, or physical injuries, may be overlooked or mistakenly attributed to the child's disability.
- Heightened risk of being targeted by bullies, often without displaying obvious signs of distress.
- Difficulties in communication may prevent the child from expressing concerns or reporting abuse effectively.

General Indicators of Abuse, Exploitation, or Radicalisation

Staff should remain vigilant and look for warning signs, including:

- Uncharacteristic shifts in behavior or personality.
- Distancing themselves from family and social circles.
- Injuries with no clear explanation.
- Concealing activities or being unusually secretive.
- Developing connections with older individuals or those who raise concern.
- Displaying visible distress or emotional turmoil.
- Acquiring new belongings without a known source.
- Frequent or unexplained school absences.

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Radicalisation warning signs include;;

- Isolating themselves
- Showing hostility toward different perspectives.
- Expressing extremist views

Early intervention and open communication are crucial in safeguarding children and young people from harm.

Safeguarding Responsibilities All staff must:

- Be alert to signs of abuse
- Report concerns to the Designated Safeguarding Lead
- Follow local and national safeguarding policies
- Support children and vulnerable adults who have experienced harm

Resources for additional support are available through organisations like NSPCC, Barnardo's, and CAMHS.

8. LEGISLATION AND STATUTORY GUIDANCE

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

Legislation

The Children Act 1989 (as amended)

The Children Act 2004

The Children and Social Work Act 2017

The Education Act 2002 (Section 175)

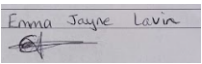
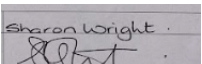
The Education (Health Standards) (England) Regulations 2003

The Equality Act 2010

GDPR 2018 (General Data Protection Regulation)

The Protection of Freedoms Act 2012

The Safeguarding Vulnerable Groups Act 2006

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The School Staffing (England) Regulations 2009

The Children and Families Act 2014

The Sexual Offences Act 2003

Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014

Section 115(4) of the Police Act 1997

Statutory Guidance

DfE (2018, 2024) *Working Together to Safeguard Children*

DfE (2024) *Keeping Children Safe in Education*

DfE (2015) *What to Do if You're Worried a Child is Being Abused*

DfE (2018, 2024) *Information Sharing Advice for Safeguarding Practitioners*

DfE (2018) *Disqualification Under the Childcare Act 2006*

DfE (2015) *The Prevent Duty: Departmental Advice for Schools and Childcare Providers*

DfES Circular 10/95: *Protecting Children from Abuse: The Role of the Education Service*

DfES Circular 11/95: *Misconduct of Teachers and Workers with Children and Young Persons*

DfES Circular 10/98: *Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils*

Child Protection Procedures Handbook: *Sefton Area Child Protection Committee (ACPC) – 2001*

Framework for the Assessment of Children in Need: *Sefton Area Child Protection Committee (ACPC) – Sefton Council and Sefton Health – 2001*

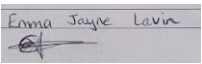
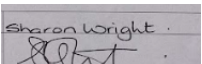
Designated Teacher Handbook: *Sefton LA – 1998*

Personal Safety and Child Protection, Curriculum Planning Guide: *Sefton LA – 2000*

The Children Act: 1989

Working Together to Safeguard Children: *Dept. of Health – 2000*

Working Together to Safeguard Children and Vulnerable Adults (2004, updated 2010)

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Safeguarding Children and Safer Recruitment in Education (DCSF statutory code of practice 2007, updated 2012)

Disclosure & Barring Service Guidance

Paypal user agreement update - APP Fraud - online safety

Relevant Sections of Legislation

Children Act 2004

- Section 10: Co-operation to improve well-being
- Section 11: Arrangements to safeguard and promote welfare
- Section 16k: Guidance by Secretary of State relating to Sections 16E-16J

Education Act 2002

- Section 175(3): Duty on the governing body of an institution within the further education sector to ensure arrangements are in place for safeguarding and promoting the welfare of children.

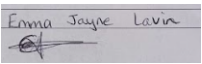
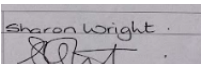
Working Together to Safeguard Children (2018, 2024)

- Emphasizes shared responsibility and effective joint working between different agencies to protect children.
- Highlights the importance of *Early Help* in supporting children before statutory services become necessary.

This document should be read in conjunction with all relevant safeguarding legislation and statutory guidance to ensure compliance and best practice in child protection. This document is also paired with a number of other documents available at Everyday Lessons - available to all staff, students and external stakeholders.

9. REPORTING, RECORDING AND STORING

Once you suspect or become aware of any abuse involving a child or vulnerable adult, you must immediately inform the Designated Safeguarding Person (DSP) in person or via telephone. This includes situations where you have only heard rumours, have suspicions without concrete evidence, or become aware of past incidents involving staff or students. If the DSP is unavailable, Emma Jayne Lavin, the owner of Everyday Lessons should be contacted. Under no circumstances should staff attempt to investigate independently, as they are not trained to do so. All safeguarding concerns must be accurately documented and reported to the DSP within 24 hours. Reports should be factual, free from personal opinions, and include key details such as visible signs of abuse, relevant circumstances, or direct accounts provided by the child or vulnerable adult. Reports must be signed, dated, and securely stored in compliance with UK GDPR regulations, ensuring confidentiality and restricted access only to those involved in safeguarding decisions.

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When receiving a disclosure, staff must listen carefully, avoid leading questions, and reassure the individual while being clear that confidentiality cannot be guaranteed. Emotional responses such as shock or disbelief should be avoided to ensure the individual feels safe and supported. The DSP will oversee external referrals and manage the secure recording of all safeguarding concerns. Confidential records will be stored securely using CPOMS and only shared with relevant agencies or the receiving educational institution when a child transfers. UK GDPR requires that all personal data related to safeguarding is processed lawfully, fairly, and transparently, with strict access controls. Information should only be shared on a 'need-to-know' basis to protect the welfare of the child while maintaining legal compliance. Proper record-keeping supports risk assessment, decision-making, and accountability, ensuring that safeguarding procedures align with statutory guidance.

Working together to safeguard children (Department for Education, 2023) highlights the importance of providing early help to promote the welfare of children. Local organisations and agencies should work together to:

- identify children and families who would benefit from early help
- undertake an assessment
- ensure good ongoing communication
- co-ordinate or provide support
- engage effectively with families and the family network.

If a child has complex needs, it may be appropriate for the local authority to provide support under section 17 of the Children Act 1989 (children in need).

Where there are child protection concerns, the local authority must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

OVERVIEW

IMMEDIATELY INFORM DSL

CONCERNS RECORDED IN AS MUCH DETAIL AS POSSIBLE

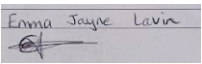
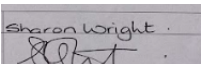
MUST BE SIGNED AND DATED

STORE SECURELY

REMAIN CONFIDENTIAL

RESTRICT ACCESS TO INFORMATION

IDENTIFY WHERE EARLY SUPPORT WOULD BE BENEFICIAL.

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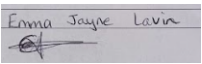
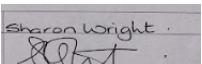
When receiving an allegation:

- Treat it seriously and keep an open mind
- Do not investigate
- Do not make assumptions or offer alternative explanations
- Do not promise confidentiality
- Record the details using the child/adult's own words
- Note time/date/place of incident(s), persons present and what was said
- Sign and date the written record
- Do not tell the member of staff/volunteer if this might place the child at risk of significant harm or jeopardise any future investigation.

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- Follow Everyday Lessons child protection procedures laid out within this document.
- Seek advice from NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk. NSPCC child protection specialists will talk through your concerns with you and give you expert advice.
- Contact your local child protection services. Their contact details can be found on the website for the local authority the child lives in. (This information is in section 4)
Reporting link to Wigan council childrens portal -
<https://childrensportal-lcs.wigan.gov.uk/web/portal/pages/professional>
- Contact the police.

(<https://learning.nspcc.org.uk/child-protection-system/england#article-top>
<https://childrensportal-lcs.wigan.gov.uk/web/portal/pages/professional> Supportive guidance can be found here.)

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10. ALLEGATIONS AGAINST STAFF AND VOLUNTEERS - SAFER RECRUITMENT

Safer recruitment

Everyday Lessons is committed to maintaining a rigorous and thorough safer recruitment process for all appointments, adhering to its recruitment policy and the statutory guidance outlined in *Keeping Children Safe in Education* (DfE, 2023). Before any candidate is appointed, all required pre-employment checks mandated by the DfE will be conducted, including verification of identity and qualifications, an enhanced Disclosure and Barring Service (DBS) check (including a children's barred list check where applicable), prohibition from teaching checks for teaching roles, right-to-work verification, and professional references. Additional checks will be carried out for individuals who have lived or worked outside the UK, in line with current guidance. Where relevant, these checks will be recorded on the Single Central Record (SCR) and supporting evidence will be retained in personnel files.

Everyday Lessons will also ensure that all third-party organisations, such as contractors, supply agencies, and alternative education providers, have conducted the necessary safeguarding and employment checks for individuals working with children. Written confirmation of these checks will be obtained, and where appropriate, Everyday Lessons will request DBS certification and safeguarding policies from external providers to ensure full compliance with child protection requirements.

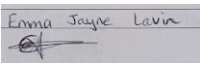
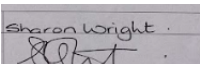
Additionally, Everyday Lessons is legally required to assess whether staff members fall within the scope of **Disqualification under the Childcare Act 2006** and the *Childcare (Disqualification) Regulations 2018*. This includes verifying whether an individual is listed on the **DBS Children's Barred List** or has been convicted of or cautioned for a relevant offence under the 2006 Act and 2018 Regulations. Any staff member found to be disqualified will be removed from regulated activity in accordance with statutory requirements.

To maintain the highest standards of safeguarding, all staff will be required to declare any changes that may affect their suitability to work with children. Recruitment and vetting procedures will be reviewed regularly to ensure compliance with the latest safeguarding legislation and best practices, reinforcing Everyday Lessons' commitment to creating a safe and secure learning environment.

Allegations against staff and volunteers

All staff and volunteers must report any concerns about a colleague's behaviour towards children to Emma Jayne Lavin. These concerns can also be raised with the Designated Safeguarding Lead (DSL) or deputy safeguarding lead. If necessary, concerns may be escalated directly to the Local Authority Designated Officer (LADO) via Children's Services. Further guidance can be found in Section 4 of the *DfE's Keeping Children Safe in Education (2024)*.

The *Sexual Offences Act 2003* clearly states that all staff members are in a position of trust and would be committing a criminal offence by engaging in a sexual relationship with any student under 18, even if they are above the legal age of consent. Additionally, forming a relationship with a student over 18 would constitute a serious breach of professional conduct, leading to formal disciplinary action and potential dismissal for gross

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misconduct.

The UK government provides resources through the *Educate Against Hate* initiative, offering guidance to educational institutions and parents on identifying and addressing extremism and radicalisation in young people.

At Everyday Lessons, all staff and volunteers are required to maintain a respectful and professional approach at all times, prioritising the safety and well-being of our young learners and adults. It is essential to distinguish between being approachable and forming personal friendships—clear professional boundaries must always be upheld. Staff should not share their personal phone numbers or home addresses with learners.

Staff are required to consistently uphold the Safeguarding Policy and Procedures, ensuring the welfare of children and vulnerable adults is always prioritised. This includes taking action to prevent abuse, promoting well-being, and reporting any concerns or suspicions of abuse.

Key guidelines for staff include:

Implementing safeguarding protocols at all times to protect children and vulnerable adults.

Avoiding physical contact that is rough or inappropriate, including horseplay or any form of touching that is not suitable.

Respecting personal boundaries by ensuring that touch is appropriate, consensual, and suitable for the individual's age and development.

Not performing personal tasks for children or vulnerable adults that they or their parents can manage independently.

Restraining a child or vulnerable adult only when necessary to prevent harm, ensuring the restraint is appropriate, reasonable, and non-abusive.

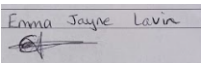
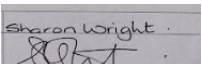
Refraining from making inappropriate comments of a sexual or suggestive nature, and maintaining professionalism at all times.

Avoiding transporting children or vulnerable adults alone in a vehicle; if transportation is necessary, another staff member or volunteer must accompany the trip, and adequate insurance coverage must be in place.

Not taking children or vulnerable adults to the toilet without another adult present or informed of the situation. Male staff should use cubicles in shared facilities.

Not spending time alone with a child or vulnerable adult outside of regular teaching environments unless the situation allows for visibility and observation by others.

Maintaining professional boundaries and not engaging in personal relationships beyond the teacher/learner relationship.

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Not sharing personal contact details, such as home phone numbers or personal emails, with children or vulnerable adults.

Staff who fail to adhere to the above guidelines may face disciplinary action. In the event of an allegation against a staff member, an investigation will be conducted. To ensure the safety of young people and vulnerable adults, Everyday Lessons reserves the right to suspend any staff member during an internal and/or external investigation. Everyday Lessons may carry out its own internal investigation at any stage of this process, which could lead to further disciplinary action.

Suspension under the Safeguarding Procedure:

If a staff member is suspended due to a safeguarding concern, Everyday Lessons disciplinary policy will be followed. If the suspension is related to an external investigation, representatives will be unable to discuss the details of any allegations made under the Protection of Children Act (1999).

11. COMMUNICATING WITH PARENTS/CAREGIVERS

Everyday Lessons is dedicated to safeguarding children, prioritising their welfare in alignment with the principles of *Working Together to Safeguard Children*. (https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

Key points include:

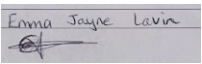
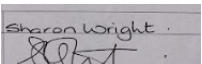
Child-Centred Approach: Decisions are made with the child's welfare at the forefront, in collaboration with the child and their family unless this would cause harm to the child.

Adherence to Local Authority Guidelines: We follow Wigan Council's guidance on communicating with parents regarding safeguarding concerns. (<https://www.wigan.gov.uk/Docs/PDF/Business/Professionals/Safeguarding.pdf>)

Referral Responsibilities: Everyday Lessons must refer concerns about children in need of protection to relevant agencies (e.g., police, health services, children's services).

Confidentiality in Referrals: In most cases, parents/carers will be informed about referrals, but there may be instances where children's services or the police advise withholding information for safety or investigation reasons.

- **Online Safety:** Staff must report concerns such as sexting to the Designated Safeguarding Lead (DSL), following the guidance from the UK Council for Child Internet Safety.
- **E-Safety Policy:** The centre has protocols in place for the responsible use of technology and mobile devices, with special consideration given to Looked After Children.
- **Attendance Monitoring:** A child missing from education may indicate abuse, neglect, or exploitation. Vulnerable children's attendance, including those with child protection plans or special educational needs,

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is closely monitored.

- Action on Missing Children: Immediate action is taken if a vulnerable child's family cannot be contacted and the child has not attended.

Everyday Lessons remains committed to acting in the best interests of the child and works closely with external agencies and families to ensure positive outcomes.

12. MENTAL HEALTH SAFEGUARDING

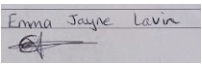
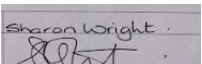
Mental health is a crucial aspect of safeguarding, as it can sometimes indicate that a child or vulnerable adult has experienced or is at risk of abuse, neglect, or exploitation. Under the latest *Keeping Children Safe in Education* (KCSIE, 2024) guidance, all staff should remain vigilant in identifying signs of mental health struggles and understand their role in supporting learners while recognising that only trained professionals can diagnose mental health conditions. Staff are well placed to observe daily behaviors and recognise changes that may suggest a mental health concern. Schools and colleges should collaborate with external agencies to provide additional support for those in need.

Key considerations for staff regarding mental health and safeguarding:

- Be aware that mental health issues can be linked to past or ongoing abuse, neglect, or exploitation.
- Observe and identify behavioral changes that may indicate mental health struggles.
- Seek guidance from designated safeguarding leads (DSLs) if concerns arise.
- Follow child protection policies when mental health concerns also present a safeguarding risk.
- Ensure that children and vulnerable adults receive appropriate support, including referrals to specialist services where necessary.
- Work collaboratively with external agencies to access expert advice and interventions.
- Continually professionally develop mental health and well being knowledge and the way we embed this into lessons to educate learners.

If a mental health concern also raises safeguarding issues, staff must take immediate action by following their organization's child protection policy and reporting concerns to the designated safeguarding lead (DSL) or a deputy.

13. MONITORING AND UPDATES

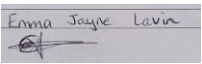
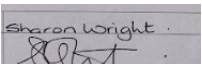
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Everyday Lessons has developed this policy which outlines our commitment to safeguarding. Any future updates will be recorded in detail in this section, providing more information than the summary on the front page.

Version 1 - Developed to include updated KCSIE. Using this link

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Version 2 - This is a new layout and the staff SL contact information has been amended alongside new signatures at the footer. Added a mental health section.

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