



# Safeguarding Policy

**Dated: 05/01/2026**

**Review: 01/01/2027**

Reviewed by	Date
PC	05/01/2026

# **Safeguarding Policy Framework**

## **1. Introduction**

### **Purpose and Importance of the Policy**

This policy is essential for ensuring the safety and welfare of all students at The Construction School. It aligns with the legal requirements outlined in the Children Act 1989 and 2004, and the Education Act 2002, which stipulate the duties of educational institutions to safeguard and promote the welfare of children. Safeguarding and child protection are at the core of The Construction School Ltd.

### **Scope of the Policy**

This policy applies to all school staff, volunteers, directors, and contractors involved in The Construction School community, ensuring a cohesive and comprehensive approach to child safety.

### **Links to Other Policies**

This safeguarding policy interacts with other related policies such as the behaviour policy, anti-bullying policy, safer recruitment policy and online safety policy, forming an integrated suite of protective measures. See further down the page.

## **2. Policy Aims**

### **Protection**

To safeguard children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

## **Prevention**

To prevent the employment of individuals who may pose a risk to children, including robust safer recruitment procedures and ongoing staff evaluations.

## **Support**

To ensure necessary support is available for students and staff where welfare concerns are identified, fostering an environment of trust and security.

## **Promotion of a Safe Environment**

To promote a school environment where students feel secure, are encouraged to talk, and are listened to, ensuring that children know that there are adults in the school whom they can approach if they are worried.

## **3. Legislation and Statutory Guidance**

This policy is underpinned by several key pieces of legislation and guidance:

### **Children Acts 1989 and 2004**

These Acts form the basis for most of the legal framework around child protection in England, stipulating the responsibilities of parents and professionals who must ensure children's safety and welfare.

### **Education Act 2002**

This Act sets out the responsibilities of educational settings in safeguarding and ensuring the welfare of children.

# **Keeping Children Safe in Education (KCSIE)**

This statutory guidance from the Department for Education (DfE) outlines the specific duties of schools and colleges to safeguard and promote the welfare of children under their care.

## **Working Together to Safeguard Children**

This guidance underpins multi-agency working arrangements for child protection, which this policy complies with, signifying our commitment to collaborative interventions.

## **4. Roles and Responsibilities**

Everyone in our school has a responsibility for safeguarding, with specific roles providing a framework for support:

### **The Construction School**

The Construction School ensures compliance with all relevant legislation and statutory guidance, implementing a whole-school approach to safeguarding and child protection.

### **Designated Safeguarding Lead (DSL)**

The DSL (Lucy Selway) takes lead responsibility for child protection issues in school. She is trained to handle concerns and to coordinate with local statutory children's services agencies.

### **All Staff**

All staff members are expected to be aware of the signs of abuse and neglect, understanding their responsibilities in being alert to the signs of maltreatment and seeking appropriate advice. All staff to have yearly training on safeguarding and keeping children safe in education.

## **Pupils and Parents**

This policy recognises the importance of making children and parents aware of the potential risks, as well as the procedures for safeguarding, ensuring transparent communication channels.

## **5. Procedures**

### **Recognition and Response to Abuse**

It is important for all staff to be vigilant and able to recognise signs of abuse or neglect:

- Types of Abuse: Includes physical, emotional, sexual abuse, and neglect.
- Indicators of Abuse: Changes in behavior or appearance and signs of distress must be monitored.
- Vulnerable Children: Special attention is required for children with SEN, those who are looked after, and others who are at greater risk of harm.

### **Recording Concerns & Referral Process**

Clear procedures must be followed to handle safeguarding concerns efficiently and sensitively:

- Initial Concern: All concerns about a student's safety or welfare should be reported to the DSL immediately.
- Responding to Disclosure: Staff should know how to respond appropriately to a child who discloses abuse.
- Recording Information: Detailed records must be kept securely, noting dates, times, and details of disclosures or indicators of abuse.
- Referral Processes: Procedures for internal and external referrals should be followed without delay.

- Confidentiality and Information Sharing: Information should be shared appropriately and only with individuals who need to know.

## **6. Training, Development and Awareness**

Ongoing training and development are vital to ensure that all staff and volunteers understand their roles and responsibilities:

- Induction Training: All new staff and volunteers undergo safeguarding training as part of their induction process.
- Regular Updates and Refresher Training: Scheduled and mandatory for all staff to keep up-to-date with any changes to safeguarding practices.
- Training Content: Covers the legal framework, recognition and types of abuse, and procedures for handling safeguarding concerns.
- DSL and Deputy DSL Training: More in-depth, specialised training to handle specific safeguarding issues and procedures.

## **7. Procedures for Handling Safeguarding Concerns**

Clear procedures must be followed to handle safeguarding concerns efficiently and sensitively:

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- Recording Information: Detailed records must be kept securely, noting dates, times, and details of disclosures or indicators of abuse.
- Referral Processes: Procedures for internal and external referrals should be followed without delay.
- Confidentiality and Information Sharing: Information should be shared appropriately and only with individuals who need to know.

## 8. Managing Allegations Against Staff and Volunteers

Allegations against staff must be managed with utmost seriousness and efficiency:

- Procedures: Clear protocols on how to handle accusations against staff.
- LADO Contact and Involvement: Immediate contact is made with the Local Authority Designated Officer to seek advice.
- After-action Review: Review procedures to prevent future allegations and improve safety.

## 9. Specific Safeguarding Issues

The policy addresses specific areas of concern that are relevant to the school community:

- Peer-on-Peer Abuse: Recognises and outlines steps to combat bullying, harassment, and abuse within the student community.
- Online Safety: Strategies to ensure safe internet use and protect children from online harms.
- Child Sexual and Criminal Exploitation: Identifies signs and responses to these specific issues.

- Radicalisation/Extremism: Procedures for preventing radicalisation and handling concerns.
- Mental Health: Supports the identification of and response to mental health issues among children.

## **10. Monitoring and Evaluation**

### **Policy Review**

The Policy will be reviewed and updated as necessary every 12 months, including changes in legal frameworks and school procedures.

## **11. Supporting Policies**

**Anti-Bullying Policy:** see website

**Behaviour Policy:** see website

**GDPR Policy:** see website

**Safer Recruiting Policy:** see website

**E-safety Policy:** see website

# **12. Appendices**

## **Useful Contacts**

Student contact details and DoB in file.

Lucy Selway (DSL) 07948 612174

Pete Caddick (DDSL) 07390 952666

BANES Children's Social Care 01225 396111 or 01225 477929

BANES Out of Hours Emergency Duty Team 01454 616165

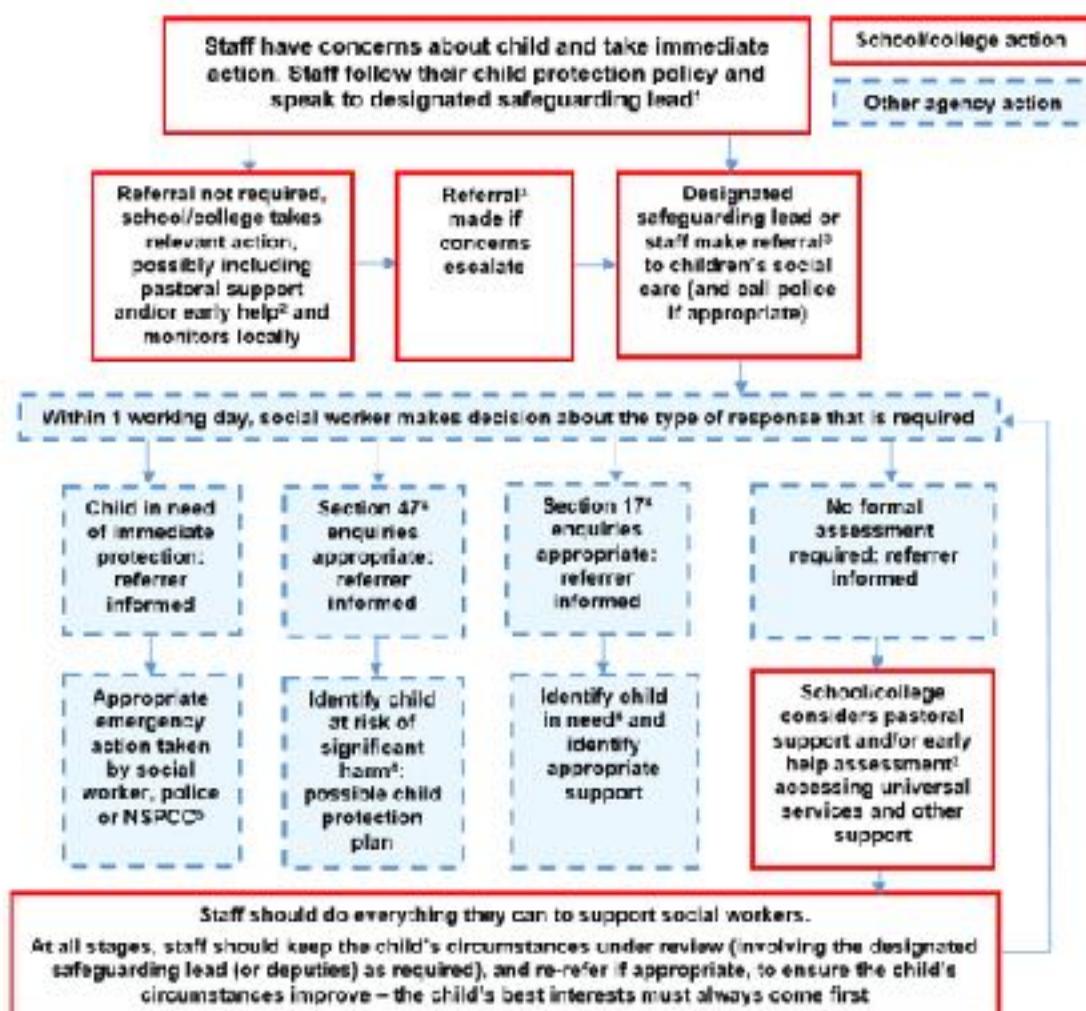
Somerset Children's Social Care 0300 1232224

Somerset Out of Hours Emergency Duty Team 0300 1232327

In an emergency contact the police by dialling 999

## Flow Diagram of Actions

### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

