

## Safeguarding Policy 2024

<b>Introduction</b>	<p>Welcome to Learn With SAT's Safeguarding Policy. This comprehensive document is designed to provide clear and detailed guidance on our commitment to the safeguarding and well-being of all students under our care.</p> <p><b>Purpose</b></p> <p>The purpose of this document is twofold: to ensure that every child and young person who engages with our organisation experiences a safe, secure and nurturing environment, and to offer a clear framework for our staff, partners and stakeholders to understand their roles and responsibilities in achieving this goal.</p> <p><b>Scope</b></p> <p>This document encompasses all aspects of our safeguarding policies, procedures, and practices. It serves as a vital reference for our commitment to the protection of children and young people from harm, abuse, or neglect. It outlines not only the legal and regulatory foundations of safeguarding but also the internal processes, audits, and evaluations we employ to maintain the highest standards of safety and well-being.</p> <p>This guidance has been created for any person who wishes to know how Learn With SAT conducts safeguarding procedures. It should be read with the greatest concern and care. If the reader has any questions on the contents of this document, it must be brought to the attention of Learn With SAT immediately.</p> <p>This guidance could also be for:</p> <ul style="list-style-type: none"><li>• Local authority chief executives</li><li>• Directors of children's services</li><li>• Safeguarding partners</li><li>• Education staff</li><li>• Social workers</li><li>• Health service professionals</li><li>• Adult services</li><li>• Police officers</li><li>• Voluntary and community sector workers in contact with children and families</li><li>• Parents</li><li>• Tutors</li></ul>
<b>Child Protection Statement</b>	<p><b>Policy Statement</b></p> <p>At Learn With SAT, the safeguarding and well-being of every child and young person under our care are of paramount importance. We are committed to creating a safe, secure, and inclusive environment where every student can thrive, learn, and develop to their fullest potential.</p> <p><b>Our Safeguarding Principles:</b></p> <ol style="list-style-type: none"><li>1. Child-Centred Approach: We place the interests and well-being of children and young people at the heart of our safeguarding policies and practices.</li></ol>

2. Prevention: We are dedicated to preventing harm, abuse, or neglect before it occurs, through effective risk assessment and proactive measures.
3. Early Intervention: We believe in early identification and intervention to address concerns promptly and effectively.
4. Respect and Dignity: We treat all children and young people with respect, dignity, and sensitivity to their individual needs.
5. Transparency: We maintain an open and transparent environment where concerns can be raised and addressed without fear.
6. Partnership: We collaborate with parents, carers, external agencies, and the wider community to ensure the best possible safeguarding outcomes.

### **Responsibilities of Staff, Leaders, and Stakeholders**

#### **Staff Responsibilities:**

- All staff members are responsible for actively safeguarding children and young people. This includes recognising signs of potential harm, abuse, or neglect and reporting concerns immediately to the designated safeguarding officer (DSO).
- Staff should maintain a professional relationship with students, respecting boundaries, and ensuring their safety at all times.
- Regular attendance at safeguarding training is mandatory for all staff members to enhance their awareness and understanding of safeguarding issues.

#### **Leaders Responsibilities:**

- The Designated Safeguarding Officer (DSO) plays a central role in coordinating safeguarding activities and being the primary point of contact for safeguarding concerns. The DSL ensures that these concerns are reported, recorded, and acted upon appropriately.
- Leaders within the organisation are responsible for setting a safeguarding culture that promotes best practices and ensures compliance with all relevant laws and regulations.
- Leaders also facilitate communication and collaboration between staff, external agencies, and other stakeholders to safeguard the welfare of children and young people.

#### **Stakeholder Responsibilities:**

- Parents, guardians, and carers are integral stakeholders in our safeguarding efforts. They are encouraged to be actively involved in their child's education and well-being, to raise any concerns promptly, and to work in partnership with the organisation.
- External agencies, such as social services, health professionals, and law enforcement, have a role in safeguarding through information sharing, joint working, and coordinated response to safeguarding concerns.
- Stakeholders are encouraged to support the organisation's safeguarding principles and maintain the utmost confidentiality in safeguarding matters.

Learn With SAT is fully committed to the principles and responsibilities outlined in this safeguarding policy. We believe that, together with our staff, leaders, and stakeholders, we can create a safe and nurturing environment where every child and young person can flourish.

	<p>Above all, our organisation is unwavering in its commitment to safeguarding. We recognise that safeguarding is not a static obligation; it is an ongoing journey of learning, improvement and vigilance. Our collective commitment extends to every student, staff member and partner connected to our institution, including multi-agency participation.</p> <p>Our promise is to nurture an environment where every child and young person feels safe, valued, and supported in their personal and educational journey. We endeavour to be vigilant, proactive, and responsive to any concerns, ensuring that safeguarding is at the forefront of all our activities.</p> <p>We invite all members of our community, both internal and external, to engage with this document and share in our dedication to safeguarding. Together, we can create an environment where the well-being of all students is the paramount priority.</p> <p><i>Thank you for your commitment to the safeguarding of our students. Your involvement is a crucial element in fulfilling our mission.</i></p>
<b>Legislation</b>	<p>This policy is based on legislation, policy and guidance that seeks to protect children in England, including:</p> <ul style="list-style-type: none"><li>• The Children Act (1989 and 2004)</li><li>• Working Together to Safeguard Children 2018</li><li>• Keeping Children Safe in Education 2022</li><li>• The Children and Social Work Act 2017</li><li>• The United Nations convention on the Rights of the Child 1992</li><li>• The Equality Act 2010</li><li>• The Children and Families Act 2014</li><li>• The Human Rights Act 1998</li><li>• What to do if you're worried a child is being abused: guidance from Department for Education (2015)</li><li>• NSPCC website</li></ul> <p>This policy statement should be read alongside other related documents that can be found within The Tutor Hub. Learn With SAT is committed to ensuring that this policy is up to date and updated accordingly.</p> <p><b>Overview of Relevant Laws, Regulations, and Guidelines</b></p> <p>Ensuring the safety and well-being of children and young people within Learn With SAT is not only our moral imperative but also a legal obligation. This section provides an overview of the national and local legal and regulatory framework that guides our safeguarding practices.</p> <p><b>National Laws and Regulations</b></p> <p>Learn With SAT operates within the United Kingdom, where a robust legal framework is in place to safeguard the welfare of children and young people. Key national laws and regulations that govern our safeguarding practices include but are not limited to:</p>

	<ul style="list-style-type: none"> <li>• Children Act 1989 and 2004: These acts set out the legal framework for the protection of children in England and Wales, outlining the duty to promote and safeguard their welfare.</li> <li>• Working Together to Safeguard Children: This government guidance document establishes the framework for how agencies, including educational institutions like ours, should work together to safeguard children.</li> <li>• Keeping Children Safe in Education: This statutory guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children.</li> <li>• General Data Protection Regulation (GDPR): GDPR sets the standards for data protection, including the handling of personal data related to safeguarding.</li> </ul> <p><b>Local Regulations and Guidelines</b>                  In addition to national regulations, Learn With SAT also adheres to local laws and guidelines specific to Leeds and the surrounding areas. These may include regulations provided by the Leeds City Council, the Local Safeguarding Children Partnership, and the Local Authority Designated Officer (LADO) procedures.</p> <p><b>Our Commitment to Compliance</b>                  We emphasise our unyielding commitment to compliance with all relevant national and local laws, regulations, and guidelines. Compliance with these legal standards is not a mere obligation but a fundamental aspect of our mission to create a safe and nurturing environment for children and young people.</p> <p>Learn With SAT is dedicated to:</p> <ul style="list-style-type: none"> <li>• Staying informed about updates to laws, regulations, and guidelines pertaining to safeguarding.</li> <li>• Conducting regular internal audits to ensure compliance with these legal requirements.</li> <li>• Training our staff and stakeholders to be fully aware of their legal responsibilities in safeguarding.</li> </ul> <p>We believe that by maintaining the highest standards of legal compliance, we can better ensure the safety and well-being of all children and young people entrusted to our care.</p>
<p><b>Definition and Key Concepts</b></p>	<p>Safeguarding is about embedding practices throughout the organisation to ensure the protection of children and / or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise.</p> <p>Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power by those in a position of authority. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any socio-economic group, gender or culture.</p> <p>It can take a number of forms, including the following:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional abuse</li> <li>• Bullying</li> </ul>

- Neglect
- Financial (or material) abuse

The following definitions of the above terms are taken from Keeping Children Safe in Education 2022

**Abuse: a form of maltreatment of a child.**

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

	<p>Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p> <p>The NSPCC outlines the common signs of child abuse as:</p> <ul style="list-style-type: none"> <li>• Unexplained changes in behaviour or personality.</li> <li>• Becoming withdrawn.</li> <li>• Seeming anxious.</li> <li>• Becoming uncharacteristically aggressive.</li> <li>• Lacks social skills and has few friends, if any.</li> <li>• Poor bond or relationship with a parent.</li> <li>• Knowledge of adult issues inappropriate for their age.</li> <li>• Running away or going missing.</li> <li>• Always choosing to wear clothes which cover their body.</li> </ul> <p>For more information, you can visit the NSPCC website.</p> <p><b>Definition of a child</b> A child is under the age of 18 (as defined in the United Nations convention on the Rights of a Child).</p> <p><b>Definition of Vulnerable Adults</b> A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited. This may include a person who:</p> <ul style="list-style-type: none"> <li>• Is elderly and frail</li> <li>• Has a mental illness including dementia</li> <li>• Has a physical or sensory disability</li> <li>• Has a learning disability</li> <li>• Has a severe physical illness</li> <li>• Is a substance misuser</li> <li>• Is homeless</li> </ul>
<p><b>Organisational Structure and Responsibilities</b></p>	<p><b>Roles and Responsibilities in Safeguarding</b> At Learn With SAT, safeguarding is a collective responsibility that involves a structured organisational framework to ensure the safety and well-being of children and young people. The following outlines the key roles and their respective responsibilities within our safeguarding structure:</p> <p><b>Designated Safeguarding Officer (DSOs):</b> A DSO will need to participate in the following:</p>

- Take a lead role in developing and reviewing Learn With SAT's safeguarding and child protection policies and procedures - ensuring all safeguarding and child protection issues concerning children and young people who take part in Learn With SAT's activities are responded to appropriately.
- Ensure that children and young people know who are involved in activities at Learn With SAT know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
- Receive and record information from anyone who has concerns about a child who takes part in Learn With SAT's activities.
- Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with Learn With SAT may present a risk to children or young people.

This includes:

- Assessing and clarifying the information
- Making referrals to statutory organisations as appropriate
- Consulting with and informing the relevant members of the organisation's management
- Following the organisation's safeguarding policy and procedures.
- Liaise with and pass on information to, and receive information from, statutory child protection agencies such as:
  - the local authority child protection services
  - the police
  - This includes making formal referrals to agencies when necessary.
- Consulting the NSPCC Helpline when support is needed, by calling 0808 800 5000 or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
- Work closely with management to ensure that they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.
- Report regularly to management on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.
- Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
- Be familiar with issues relating to child protection and abuse and keep up to date with new developments in this area.
- Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at Learn With SAT.
- Attend team meetings, supervision sessions and management meetings as arranged.
- Work flexibly as may be required and carry out any other reasonable duties.

**Deputy Safeguarding Lead (DSL)**

- If the designated safeguarding lead (DSO) is unavailable, the deputy safeguarding lead (DSL) must be contacted immediately regarding any concerns to safeguarding. A DSL must take appropriate action based on the situation and understand the protocol set by the DSO for handling safeguarding issues. The responsibilities of a DSL are similar to a DSO, however the DSO must be contacted first.

#### **Safeguarding and Well-being Team:**

- This team, consisting of designated safeguarding officers and counsellors, works closely with DSLs to provide additional support and guidance to students who may require special attention or interventions.
- They collaborate with the SLT to develop policies and practices that create a nurturing environment for children and young people to flourish.

#### **All Staff Members:**

- Every staff member within the organisation has a collective responsibility for safeguarding. This includes recognising signs of potential harm, abuse, or neglect and promptly reporting concerns to the DSLs.
- Staff members are expected to maintain professional boundaries, treat students with respect and dignity, and actively engage in ongoing safeguarding training and awareness.

#### **Stakeholders:**

- Parents, guardians, and carers are crucial stakeholders in our safeguarding efforts. They are encouraged to actively engage with the organisation, raising concerns, and collaborating in safeguarding initiatives.
- External agencies, including social services, health professionals, and law enforcement, have a role in safeguarding through information sharing, joint working, and coordinated responses to safeguarding concerns.

#### **Reporting Structures and Lines of Communication**

To ensure effective safeguarding, Learn With SAT maintains clear reporting structures and lines of communication:

- Safeguarding concerns should be reported directly to the DSO or the DSL. Staff and stakeholders can approach the DSO through the designated channels, such as the confidential safeguarding email or designated contact numbers.
- The DSO is responsible for recording all safeguarding concerns and liaising with relevant internal and external agencies.
- Lines of communication are transparent, maintaining confidentiality while ensuring that necessary information is shared with those who have a legitimate need to know.
- Information sharing and collaboration with external agencies follow established protocols and procedures, facilitating a coordinated approach to safeguarding.

By establishing this organisational structure, roles, and responsibilities, Learn With SAT strives to create an environment where the safety and well-being of children and young people are paramount.

**DSO - Sammie Allen - [admin@learnwithsat.co.uk](mailto:admin@learnwithsat.co.uk) - 07753166900**

**DSL- Alice Whitehead - [alice@learnwithsat.co.uk](mailto:alice@learnwithsat.co.uk) - 07988869227**



## Safer Recruitment

At Learn With SAT, we are committed to maintaining the highest standards of safeguarding by ensuring that every individual who joins our team is suitable and safe to work with children. Our recruitment procedures are designed to be rigorous and thorough, with a focus on preventing unsuitable individuals from entering our organisation.

The safe recruitment of staff is an important initial step to safeguarding the welfare of children in education. Therefore, Learn With SAT will follow the safer recruitment guidelines to deter unsuitable applicants, reject inappropriate candidates and prevent abuse to young people. We do this by ensuring our application process only attracts the right people and that any individual who is not suitable is rejected. We then implement policies and guidance to prevent abuse. A single centralised record of recruitment and vetting checks is kept in accordance with the Education (Independent School Standards) Regulations 2014 requirements. This is so that all information is easily accessible and to ensure that all staff are appropriately trained. This is kept up-to-date and retained by the DSL. The Single Centralised Register contains details of all employees who are employed or contracted to work at the company, detailing all full-time and part-time staff or contractors who have contact with children.

### **DBS (Disclosure and Barring Service) Checks:**

- All prospective employees, including teaching staff, support staff, and volunteers, are required to undergo enhanced DBS checks before they commence their role. These checks are a vital component of our safeguarding practice, as they reveal any prior criminal convictions or cautions that may disqualify an individual from working with children.
- The Enhanced DBS certificates must be uploaded to The Update Service within 30 days of issue. A Service Check is completed every 6 months to ensure there is no change since the issue.
- DBS checks are conducted in accordance with the legal requirements and guidance set out in the Police Act 1997 and the Protection of Freedoms Act 2012. The results are assessed by our designated safeguarding leads (DSLs), who have the expertise to interpret and make informed decisions regarding suitability for employment.
- In order to avoid DBS gaps, the organisation will maintain and review a list of roles across the organisation which involves contact with children/ vulnerable adults. In addition to checks on recruitment for roles involving contact with children/ vulnerable adults, for established staff the following processes are in place. A 3 year rolling programme of re-checking DBS's is in place for holders of all identified posts. Existing staff (paid or unpaid) who transfer from a role which does not require a DBS check to one which involves contact with children/ vulnerable adults will be subject to a DBS check.

### **Reference Checks:**

- We perform comprehensive reference checks on all prospective employees with 2 external references. These checks include contacting previous employers, educational institutions, or other relevant sources to verify the candidate's employment history, qualifications, and suitability for the role.
- During the reference check process, we make specific inquiries regarding the candidate's previous experience working with children and young people, as well as their conduct and performance in those roles.

	<p><b>Interview Process:</b></p> <ul style="list-style-type: none"> <li>• Our interview process is designed to assess not only a candidate's qualifications and experience but also their suitability and commitment to safeguarding. Candidates are asked targeted questions about their understanding of safeguarding, their approach to creating a safe and nurturing environment for children, and their willingness to adhere to our safeguarding policies and procedures.</li> <li>• Interview panels include at least one DSL or safeguarding expert who evaluates candidates' responses from a safeguarding perspective.</li> </ul> <p><b>Preventing Unsuitable Individuals:</b></p> <ul style="list-style-type: none"> <li>• Our recruitment process is designed to actively prevent unsuitable individuals from working with children. The combination of DBS checks, reference checks, and rigorous interviews enables us to make informed judgments about a candidate's suitability.</li> <li>• In cases where concerning information arises through these checks or interviews, or if there are doubts about a candidate's suitability, we err on the side of caution and may choose not to employ the individual. The safety and well-being of the children in our care always take precedence.</li> <li>• Our vigilance in adhering to these recruitment procedures continues beyond the point of hire. All staff members, including new hires, receive comprehensive safeguarding training to ensure that they understand and adhere to our safeguarding policies and practices.</li> </ul> <p>Service delivery contracting and subcontracting There will be systematic checking of safeguarding arrangements of partner organisations. Safeguarding will be a fixed agenda item on any partnership reporting meetings. Contracts and memorandums of agreement for partnership delivery work will include clear minimum requirements, arrangements for safeguarding and non compliance procedures.</p> <p>The following information will be checked as part of the safer recruitment and is recorded on the SCR:</p> <ul style="list-style-type: none"> <li>• An identity check</li> <li>• A barred list check</li> <li>• An enhanced DBS check</li> <li>• A prohibition from teaching check</li> <li>• A check of professional qualifications</li> <li>• A check to determine the individual's right to work in the UK</li> <li>• Additional checks for those who have lived or worked outside of the UK</li> <li>• Details of two suitable references</li> </ul> <p>By implementing these safe recruitment procedures, Learn With SAT strives to create an environment where only individuals with the highest integrity and commitment to safeguarding are entrusted with the care of children and young people.</p>
<p><b>Training and Development</b></p>	<p>At Learn With SAT, we recognise that effective safeguarding requires ongoing education, awareness, and development of our staff members. Our commitment to the safety and</p>

well-being of children and young people is reflected in our comprehensive approach to staff training and continuous professional development.

**Safeguarding Training:**

- All staff members, regardless of their role within the organisation, are required to undergo regular safeguarding training as part of their onboarding process. This initial training provides the foundation for understanding our safeguarding policies, procedures, and the legal framework surrounding child protection.
- Our safeguarding training covers a wide range of topics, including recognising signs of harm, abuse, or neglect, responding to concerns, and the importance of reporting. This training ensures that all staff members are equipped to contribute to our safeguarding efforts and maintain a safe environment for children.
- All members of staff must be up to date with their safeguarding training. All tutors who work with children (up to 18 years old) must have completed their Level 1 Safeguarding training. The DSO and the DSL are required to complete their Level 3 Safeguarding training. Copies of the training certificates must be in possession of the DSO. It is the tutor's responsibility to ensure that their safeguarding training is updated every 3 years.

**Regular Updates and Refresher Training:**

- Safeguarding training is not a one-time event; it is an ongoing commitment. To stay current with the latest developments in safeguarding, all staff members are required to attend regular updates and refresher training sessions.
- These sessions are designed to reinforce essential safeguarding principles, introduce new practices or policies, and provide opportunities for staff to ask questions, share experiences, and stay informed about emerging risks or best practices.

**Specialised Training:**

- Certain staff members, such as the Designated Safeguarding Officer (DSO) and safeguarding officers, undergo specialised and in-depth training to fulfil their roles effectively. This specialised training ensures that those responsible for coordinating safeguarding activities have a deep understanding of the subject matter.

**Continuous Professional Development:**

- We place a strong emphasis on continuous professional development for all staff members. In addition to safeguarding training, our employees have access to a range of development opportunities, including workshops, seminars, and courses relevant to their roles and interests.
- Professional development is not limited to safeguarding but extends to areas such as teaching, leadership, and the use of technology. This approach enhances the overall skills and competencies of our staff members and ensures they remain engaged, motivated, and well-prepared to meet the evolving needs of our students.

**Online Learning and Resources:**

- To facilitate ongoing learning, we provide online access to a wealth of resources, including articles, research, case studies, and expert insights on safeguarding and education-related topics.

	<ul style="list-style-type: none"><li>• Our commitment to utilising online resources enables staff members to access information and training materials at their convenience, fostering a culture of continuous learning.</li></ul> <p>By maintaining a robust training and development program, Learn With SAT ensures that our staff members are well-equipped to uphold the highest standards of safeguarding and provide a safe, nurturing, and enriching environment for children and young people. Our dedication to continuous professional development reflects our commitment to the ongoing improvement of our practices and the well-being of our students.</p>
<b>If a child makes a disclosure to you</b>	<p><b>Signs and Indicators</b></p> <p>Recognising child abuse involves being vigilant and observant of potential signs and indicators. These may include unexplained injuries, changes in behaviour, fearfulness, withdrawal, sudden mood swings, or significant changes in academic performance.</p> <p><b>Reporting Procedures</b></p> <p>All staff members must be familiar with and adhere to the organisation's reporting procedures when they suspect or witness any form of child abuse. Reporting should be made to the designated safeguarding officer or relevant authority as per organisational policies.</p> <p><b>Training and Awareness</b></p> <p>Regular training sessions and awareness programs will be provided to staff to enhance their ability to recognise and respond to child abuse effectively.</p> <p>At Learn With SAT, we prioritise the safety and well-being of children and young people. Our process for reporting and responding to safeguarding concerns is designed to be transparent, thorough, and protective of the individuals involved. We understand that safeguarding concerns may arise, and it is our duty to address them promptly and effectively.</p> <p><b>THE PROCESS OF REPORTING</b></p> <p>Reporting a safeguarding concern is a critical process in ensuring the safety and well-being of children and vulnerable individuals. The steps to report a safeguarding concern typically involve the following:</p> <ol style="list-style-type: none"><li><b>1. Recognise the Concern:</b> Identify any signs or indicators that raise suspicion or concern about the well-being or safety of a child or vulnerable individual. These signs may include physical injuries, emotional changes, behavioural changes, or disclosures made by the individual.</li><li><b>2. Immediate Action:</b> If the concern involves an immediate and serious threat to the person's safety, contact emergency services without delay.</li><li><b>3. Document the Concern:</b> As soon as possible, make detailed and accurate notes about the concern using our Safeguarding Incident Report Form. Include any observations, conversations, dates, times, and locations. These notes may be crucial for any subsequent investigations or assessments.</li></ol>

4. Consult the Designated Safeguarding Officer (DSO):

The DSO is responsible for handling safeguarding matters within Learn With SAT and will guide you through the reporting process.

5. Internal Reporting:

Follow Learn With SAT's internal reporting procedures. This may involve notifying your supervisor, manager, or another designated person within the organisation responsible for safeguarding.

6. Collaborate with Authorities:

If the concern involves criminal activity or severe abuse, Learn With SAT will contact the relevant authorities, such as the local police or child protective services. Provide them with all relevant information.

7. Consult Legal and Ethical Obligations:

Be aware of your legal and ethical obligations regarding confidentiality. While it's crucial to report concerns, you must also respect privacy laws and regulations. Seek guidance from Learn With SAT or your legal counsel if you have questions.

8. Support the Individual:

Ensure that the individual at risk or their family receives appropriate support and assistance. This may include offering emotional support, information about available resources, or referrals to specialised services.

9. Follow-Up:

Maintain contact with relevant authorities and your organisation's safeguarding team to monitor the progress of the case and provide any necessary additional information.

10. Review and Learn:

After the concern has been reported and addressed, Learn With SAT will conduct a review or debriefing to assess how the situation was handled and identify any improvements needed in your safeguarding procedures.

11. Record Keeping:

Keep accurate records of all actions taken, including your initial observations, conversations, reports, and any follow-up actions. This documentation is essential for accountability and future reference.

**Confidentiality and Privacy:**

- All safeguarding concerns are handled with the utmost confidentiality. Information regarding concerns is shared strictly on a need-to-know basis, and only with individuals who have a legitimate interest in the well-being of the child or young person involved.
- Staff members are required to respect the privacy and dignity of those involved and maintain strict confidentiality in all safeguarding matters. Breaches of confidentiality are treated seriously and may result in disciplinary action.

**Sharing Information with Relevant Agencies:**

- When a safeguarding concern is raised, and it is deemed necessary to protect the child or young person, information may be shared with relevant external agencies, such as social services, health professionals, or law enforcement.
- The decision to share information is made with care and consideration, following legal and regulatory requirements. It is based on the best interests of the child or young person.
- All information shared is done so securely and is documented as part of the safeguarding process.
- Even if a child asks you not to share what they have told you, you must report it if it means you are promoting their welfare. Parents should be informed of the situation and any reports or referrals made about their child, unless informing them will put the child at risk. If you are unsure about this, you must contact either the DSO or the DSL regarding advice on this, before disclosing any information to anyone.
- Children who have experienced abuse need support. Make sure they have someone to talk to and let them know they can contact Childline for free, confidential support at any time.
- You should never wait until a child or young person tells you directly that they are experiencing abuse before taking action. You should also not let concerns about cultural sensitivity stand in the way of safeguarding and protecting children and young people. Concerns should only be shared with the nominated leads and not spread more widely.
- It is important to distinguish between fact and opinion when responding to and recording concerns. Differentiate what you've heard from others from facts and identify where information came from when making notes.
- Recognising and sharing concerns quickly with the appropriate people is important. Addressing children and young people's needs early can help protect them from harm.

**Assessment and Action:**

- The DSLs are responsible for assessing the safeguarding concern and determining the appropriate course of action. This may include conducting further investigations, initiating support for the child or young person, or involving external agencies when necessary.
- The DSLs will maintain open lines of communication with the individual who reported the concern, keeping them informed of any actions taken and the progress of the case.

**Record-Keeping:**

- Detailed and accurate record-keeping is a fundamental aspect of our safeguarding process. Records of safeguarding concerns, decisions, and actions taken are maintained securely and in accordance with data protection laws.
- These records play a vital role in monitoring safeguarding practices, providing transparency in case reviews, and fulfilling legal and regulatory requirements.

Any allegation or concern that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place.

If you believe that any of the Learn With SAT team is a concern, you must report this to the DSO or the DSL. In the instance of either the DSO or the DSL being a potential risk, you must follow guidance in the Whistleblowing policy.

You should feel confident about challenging the behaviour of others and voicing concerns, and it will in no way impact negatively on your employment at Learn With SAT.

If you know, or suspect, that any of the tutors at Learn With SAT have behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against, or related to, a child, behaved towards a child or children in a way that indicates they may pose a risk of harm to children, behaved in a way that indicates they may not be suitable to work with children you must report it to the DSO immediately, by using an Incident Report Form, which is accessible to all tutors.

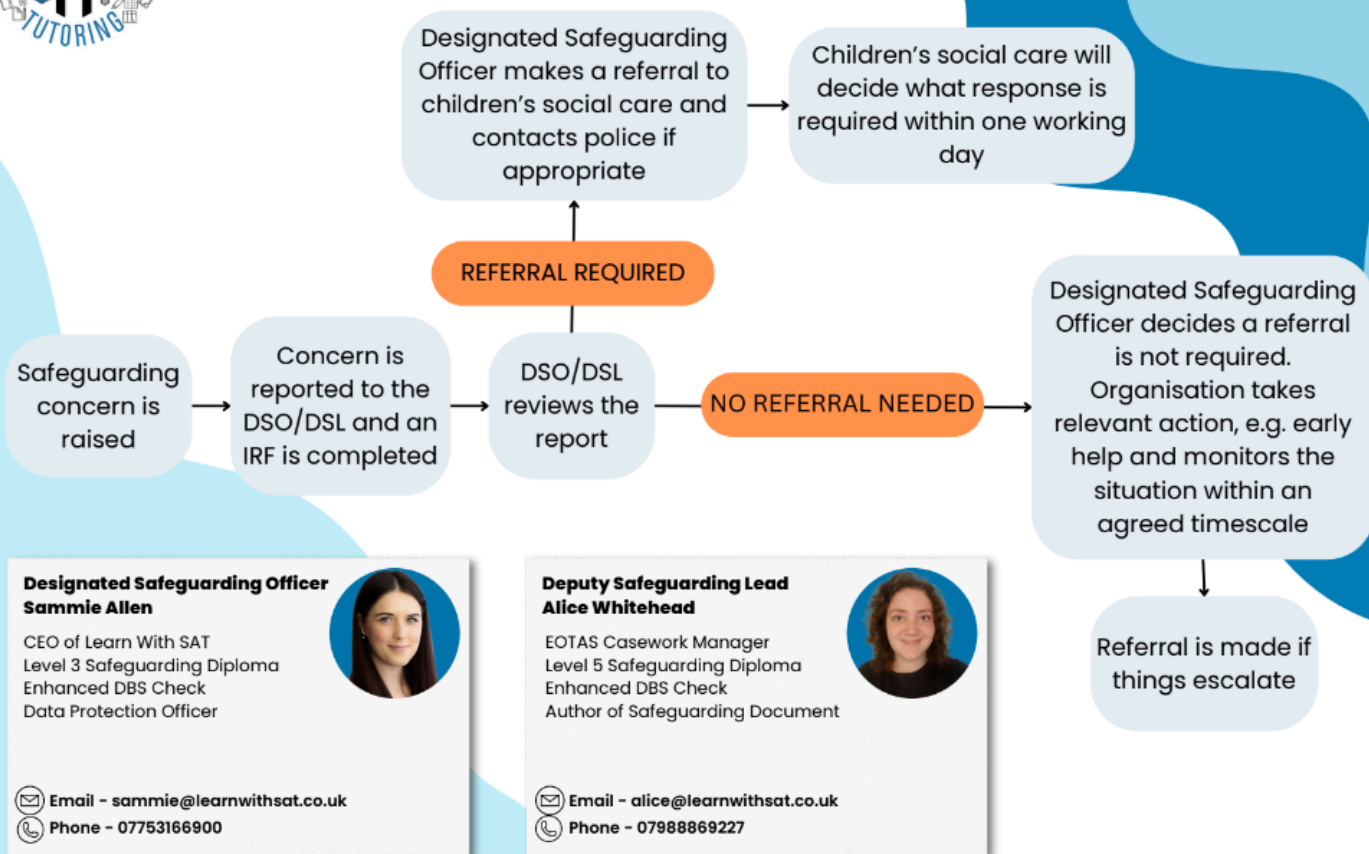
Depending on the situation, an appropriate response may involve:

- The police investigating a possible criminal offence.
- Your local child protection services making enquiries and/or assessing whether a child needs support.
- Learn With SAT following the relevant disciplinary procedures with individuals concerned.

Please also report directly to Appendix 6 which outlines more guidance on the moment a child discloses information to you.



# Safeguarding Procedure



**Designated Safeguarding Officer  
Sammie Allen**

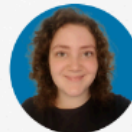
CEO of Learn With SAT  
Level 3 Safeguarding Diploma  
Enhanced DBS Check  
Data Protection Officer



Email - [sammie@learnwithsat.co.uk](mailto:sammie@learnwithsat.co.uk)  
Phone - 07753166900

**Deputy Safeguarding Lead  
Alice Whitehead**

EOTAS Casework Manager  
Level 5 Safeguarding Diploma  
Enhanced DBS Check  
Author of Safeguarding Document



Email - [alice@learnwithsat.co.uk](mailto:alice@learnwithsat.co.uk)  
Phone - 07988869227

**Child Sexual Exploitation**

Child sexual exploitation (CSE) can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

**Behavioural indicators**

Children and young people who are being sexually exploited may display certain behaviours:

- Displaying inappropriate sexualised behaviour for their age
- Being fearful of certain people and/or situations
- Displaying significant changes in emotional wellbeing
- Being isolated from peers/usual social networks
- Being increasingly secretive
- Having money or new things (such as clothes or a mobile phone) that they can't explain
- Spending time with older individuals or groups
- Being involved with gangs and/or gang fights
- Having older boyfriends or girlfriends
- Missing school and/or falling behind with schoolwork
- Persistently returning home late



- Returning home under the influence of drugs/alcohol
- Going missing from home or care
- Being involved in petty crime such as shoplifting
- Spending a lot of time at hotels or places of concern, such as known brothels
- Not knowing where they are, because they have been trafficked around the country (Department for Education, 2017).

**Physical signs include:**

- Unexplained physical injuries and other signs of physical abuse
- Changed physical appearance - for example, weight loss
- Scars from self-harm.
- Repeat sexually transmitted infections, pregnancy and terminations can also be a sign of CSE
- Risks and vulnerability factors

Child sexual exploitation can happen to any child or young person. But research has identified certain factors that may make a child or young person more vulnerable to CSE.

**These include:**

- Low self-esteem or self-confidence
- Lacking friends from the same age group
- Being a young carer
- Being in or leaving care
- A history of abuse, particularly sexual abuse
- Recent bereavement or loss
- Homelessness
- Links to a gang through relatives, peers or intimate relationships
- Living in a gang-affected neighbourhood.

There are some factors affecting LGBTQ+ children and young people that can put them at risk of sexual exploitation. For example, they don't always receive relevant sex and relationships education and may not be able to find safe spaces where they can meet peers. If the young person feels isolated and unsupported, they may go online and/or build relationships with strangers. This can mean they are more easily influenced by exploitative adults.

**CSE can be perpetrated by:**

- Individuals or groups
- Males or females
- Children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

**Identifying perpetrators is difficult because:**

- Data isn't always recorded or is inconsistent or incomplete
- Children and young people may only know their abuser by an alias, nickname, or appearance
- Victims may be 'passed between' abusers and assaulted by multiple perpetrators

- Children and young people are often moved from location to location and abused in each place
- Young people may be given alcohol or drugs, so may not remember details clearly.
- People who sexually exploit children are often described as highly manipulative individuals. They exert power over young people through physical violence, emotional blackmail, or financial pressure, for example holding them in debt.
- Perpetrators may use one victim to gain access to others, persuading or forcing a child or young person to bring their friends along to pre-arranged meetings or 'parties'. In some
- Cases, if a child or young person tries to break free, the perpetrator will use their peers to draw them back in.

### **Reporting**

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 your organisational child protection procedures. Organisations that work with children and families must have safeguarding policies and procedures in place.

Contact the NSPCC Helpline on 0808 800 5000 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Trained professionals 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.

Services will risk assess the situation and take action to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

### **Removing explicit images**

You should take steps to report and remove evidence of online child sexual exploitation, such as explicit images.

- Report the image to the site or network hosting it.
- Contact the Internet Watch Foundation (IWF).
- Children and young people can use Childline's Report Remove tool.
- Assessment

When assessing the risk of CSE, it's important for professionals to:

- take a collaborative and supportive approach
- remember that the victim is not to blame
- use professional judgement
- gather as much narrative information as possible - this helps to see the bigger picture and understand risk and protective factors
- include all potential indicators of risk such as:
  - online/social media communication
  - gaming
  - drug and/or alcohol use

	<ul style="list-style-type: none"> <li>● gang involvement</li> <li>● deprivation/poverty</li> <li>● disability</li> <li>● sexual interests and attitudes</li> <li>● focus on factors that may put a child at risk of harm, rather than assessing incidents that have already taken place</li> <li>● make sure the tool you're using is appropriate for the child (some risk assessment tools don't contain indicators for boys, younger children and disabled children)</li> <li>● look at protective factors or strengths of young people, their families and their immediate environment</li> <li>● make sure professionals are trained to assess the risk of CSE - it may also be useful to provide lists of risk and protective indicators to help less experienced staff.</li> </ul> <p>By adhering to this process for reporting and responding to safeguarding concerns, Learn With SAT aims to ensure a safe and supportive environment for all children and young people in our care. We are committed to continuous improvement in our safeguarding practices, and our procedures are regularly reviewed and updated to reflect best practices and evolving standards.</p>
<p><b>Female Genital Mutilation</b></p>	<p>Learn With SAT is committed to protecting all children and young people from harm, including the practice of Female Genital Mutilation (FGM). FGM is a violation of human rights and a form of child abuse. Our organisation is dedicated to the prevention, identification, and reporting of FGM cases, as well as providing support and guidance to those at risk.</p> <p><b>Definition:</b> FGM refers to all procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. It is a deeply harmful practice that has no health benefits and can lead to severe physical and psychological consequences.</p> <p><b>Prevention:</b></p> <ol style="list-style-type: none"> <li>1. Awareness and Education: We are committed to raising awareness and educating our community about the dangers of FGM. This includes providing information to students, parents, and staff about the legal implications and health risks associated with FGM.</li> <li>2. Collaboration with External Agencies: We actively collaborate with external agencies, such as healthcare professionals, social services, and community organisations, to identify and prevent cases of FGM.</li> <li>3. Training: Our staff is trained to identify potential cases of FGM and respond appropriately. This training includes recognising signs, knowing how to respond, and understanding the legal requirements for reporting.</li> </ol> <p><b>Identification and Reporting:</b></p> <ol style="list-style-type: none"> <li>1. Recognising Signs: We encourage staff to be vigilant and observant in identifying any signs or disclosures of FGM among students. This includes being aware of behavioral changes, physical symptoms, or disclosures that may indicate the practice of FGM.</li> <li>2. Reporting Obligations: Any member of our organisation who suspects that a child is at risk of or has undergone FGM must report it to the designated safeguarding lead (DSL)</li> </ol>

	<p>immediately. The DSL is responsible for taking appropriate action, which may involve contacting relevant authorities, as required by law.</p> <p><b>Support and Guidance:</b></p> <ol style="list-style-type: none"> <li>1. Victim Support: We are committed to supporting students who are at risk of or have experienced FGM. This support includes providing access to appropriate healthcare, counselling, and legal assistance.</li> <li>2. Confidentiality: All reports of FGM will be handled with the utmost confidentiality, while adhering to legal reporting requirements.</li> </ol> <p><b>Legal Obligations:</b></p> <p>Learn With SAT is fully committed to adhering to all legal obligations and guidelines regarding FGM. We acknowledge that FGM is a criminal offense in many jurisdictions, and we will cooperate with law enforcement agencies to ensure that those responsible for committing FGM are held accountable.</p> <p><b>Conclusion:</b></p> <p>This FGM Safeguarding Policy reflects our commitment to protecting children and young people from the dangers of Female Genital Mutilation. We will take all necessary measures to prevent, identify, and respond to FGM cases, provide support to victims, and uphold our legal obligations. We pledge to work collaboratively with external agencies and organisations to eradicate this harmful practice and ensure the safety and well-being of our students.</p>
<p><b>Phones and Social Media</b></p>	<p>Professional boundaries are what define the limits of a relationship between a support worker and a client. They are a set of standards we agree to uphold that allows this necessary and often close relationship to exist while ensuring the correct detachment is kept in place.</p> <p>Learn With SAT expects staff to protect the professional integrity of themselves and the organisation. The following professional boundaries must be adhered to:</p> <p>Personal relationships between a member of staff (paid or unpaid) and a client who is a current service user is prohibited. This includes relationships through social networking site such as Facebook. It is also prohibited to enter into a personal relationship with a person who has been a service user over the past 12 months. In addition to the above expectations, employees and volunteers using personal social media accounts, websites, web forums or 'blogs' must:</p> <ul style="list-style-type: none"> <li>• Refrain from identifying themselves as working for Learn With SAT in a way which has, or may have, the effect of bringing the company into disrepute;</li> <li>• Not identify other employees, volunteers or students;</li> <li>• Not allow students or their parents/carers to access their personal social networking accounts;</li> <li>• When they are contacted by a student or parent/ carer via a social media route, bring that to the attention of their line manager at the earliest opportunity Regarding the use of phones, all staff members must:</li> <li>• Refrain from sharing a personal phone number with any students or parents/carers</li> <li>• Only use personal phones outside of working hours The following policies also contain guidance on staff (paid or unpaid) conduct:</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff Behaviour Policy (including additional for tutors) If the professional boundaries and/or policies are breached this will result in disciplinary procedures or enactment of the allegation management procedures.</li> </ul>
<p><b>Online Safety and Cyberbullying</b></p>	<p>At Learn With SAT, we recognise the importance of providing a safe online environment for our students, given the increased use of digital platforms and the potential risks associated with online activities. To ensure the safety of our students, we have implemented a comprehensive approach that includes measures for monitoring internet use and educating students about online safety.</p> <p><b>Measures to Ensure Online Safety:</b></p> <ol style="list-style-type: none"> <li>1. Secure and Monitored Platforms: We use secure and monitored online platforms for all online sessions. These platforms are designed to protect against unauthorised access and provide a safe space for learning.</li> <li>2. Internet Use Policies: We have established clear and comprehensive internet use policies that outline the acceptable and responsible use of online resources. These policies are communicated to all students, staff, and stakeholders.</li> <li>3. Age-Appropriate Content: Our educators ensure that all online content and materials are age-appropriate, reducing the risk of exposure to inappropriate material.</li> <li>4. Privacy Protection: We take data privacy seriously, ensuring that all personal information is handled securely, in compliance with data protection laws, and used only for the intended purpose.</li> </ol> <p><b>Monitoring Internet Use:</b></p> <ol style="list-style-type: none"> <li>1. Supervision: During online sessions, educators and supervisors maintain a level of supervision to ensure that students are engaged in appropriate activities and are adhering to established guidelines.</li> <li>2. Logging and Auditing: We maintain logs of online sessions and interactions, enabling us to review activities and address any concerns promptly. Auditing these logs helps us ensure that students are using online resources safely.</li> </ol> <p><b>Educating Students About Online Safety:</b></p> <ol style="list-style-type: none"> <li>1. Online Safety Curriculum: We have integrated online safety education into our curriculum, ensuring that students receive age-appropriate guidance on staying safe online.</li> <li>2. Cyberbullying Prevention: Our programs include instruction on recognising and addressing cyberbullying. Students are encouraged to report any instances of cyberbullying they encounter or witness.</li> <li>3. Open Communication: We foster open communication with students, encouraging them to share their concerns or questions about online safety. Our staff is trained to address these concerns and provide support when needed.</li> </ol> <p><b>Reporting Concerns:</b></p> <p>We maintain clear reporting mechanisms for students, staff, and parents to report any online safety concerns. These mechanisms are designed to protect the identity of the reporter and ensure that concerns are addressed promptly.</p>

	<p>By implementing these measures, Learn With SAT is dedicated to providing a secure online learning environment where students can learn, explore, and communicate safely while developing the skills and knowledge they need to navigate the digital world responsibly.</p>
<p><b>Risk Assessment and Mitigation</b></p>	<p><b>Identifying Potential Risks</b></p> <p>As an online-based organisation predominantly conducting sessions through platforms such as Zoom, our safeguarding framework recognises that risks may manifest differently in a digital context. To ensure the safety and well-being of all children and young people, we have identified and evaluated the following potential risks:</p> <ul style="list-style-type: none"> <li>● <b>Online Safety and Cyberbullying:</b> Children and young people may encounter online safety risks, including exposure to inappropriate content, contact with unknown individuals, or potential cyberbullying. They may also encounter technical difficulties and disruptions during online sessions.</li> <li>● <b>Privacy and Data Protection:</b> Ensuring the confidentiality and security of personal data, both of our students and staff, is a priority. Risks related to data breaches or unauthorised access to personal information are a consideration.</li> <li>● <b>Isolation and Well-being:</b> Students may experience feelings of isolation, loneliness, or a lack of social interaction due to the online nature of our services. This can impact their emotional well-being.</li> </ul> <p><b>Measures to Mitigate Risks</b></p> <p>Learn With SAT has established robust measures to mitigate the identified risks and create a safe online learning environment for children and young people:</p> <p><b>Online Safety and Cyberbullying:</b></p> <ul style="list-style-type: none"> <li>● <b>Secure Platforms:</b> We use secure and monitored online platforms for sessions. Our staff members are trained to follow strict protocols for online interactions.</li> <li>● <b>Internet Safety Education:</b> We provide internet safety education for both students and their parents or guardians to raise awareness of online risks and equip them with strategies to stay safe.</li> <li>● <b>Reporting Mechanisms:</b> We have clear and confidential reporting mechanisms in place to allow students, staff, and parents to report concerns related to online safety or cyberbullying.</li> </ul> <p><b>Privacy and Data Protection:</b></p> <ul style="list-style-type: none"> <li>● <b>Data Protection Policies:</b> We adhere to stringent data protection policies and practices to ensure the privacy and security of personal information.</li> <li>● <b>Secure Data Handling:</b> Personal data is handled securely, and access is restricted to those with a legitimate need to know.</li> <li>● <b>Incident Response:</b> In the event of a data breach or other data-related incidents, we have an incident response plan in place to address the situation promptly and effectively.</li> </ul> <p><b>Isolation and Well-being:</b></p>

	<ul style="list-style-type: none"> <li>• <b>Mental Health Support:</b> We provide access to mental health resources and support to address feelings of isolation or well-being concerns. This includes access to counsellors or well-being professionals when needed.</li> <li>• <b>Social Interaction:</b> We incorporate interactive elements into online sessions to foster a sense of community and social interaction among students.</li> </ul> <p><b>Adult to Child Ratio:</b> Guidance on appropriate levels of supervision for children and young people When working with groups of children and young people there must be enough adults to provide the appropriate level of supervision. It is recommended by the NSPCC that at least 2 adults should be present when working with, or supervising children or young people.</p> <p>They recommend the following:</p> <ul style="list-style-type: none"> <li>• 0-2 years - one adult to 3 children</li> <li>• 2-3 years - one adult to four children</li> <li>• 4-8 years - one adult to six children</li> <li>• 9-12 years - one adult to 8 children</li> <li>• 13-18 years - one adult to 10 children</li> </ul> <p><b>Children with Additional Needs or disabilities:</b> When working with children and young people who have special educational needs or disabilities (SEND) you may need more supervision than the minimum ratios above. Learn With SAT operates in a 2-2-1 ratio.</p> <p>For each activity you should undertake a risk assessment to help you decide on supervision ratios. The assessment should take into account children and young people's behaviour, ability and mobility. As far as possible, include input from children and young people and their parents and carers in risk assessments to ensure children's needs are met.</p> <p>Our ongoing commitment to safeguarding in the online context means that we regularly review and update our risk assessments, ensuring that our measures remain effective in mitigating these risks and protecting the well-being of the children and young people in our care.</p>
<p><b>Allegations Management</b></p>	<p>Learn With SAT recognises its duty to report concerns or allegations against its staff (paid or unpaid) within the organisation or by a professional from another organisation. The process for raising and dealing with allegations is as follows: Any member of staff (paid or unpaid) from Learn With SAT is required to report any concerns in the first instance to the DSO (our deputy DSL if the concern regards the DSO) and then follow up with a written record. A written record of the concern will be completed by the DSO (or deputy DSL). This will be followed by contacting the local authority for advice and following their process.</p> <p>Learn With SAT recognises its legal duty to report any concerns about unsafe practice by any of its paid or unpaid staff to the Independent Safeguarding Authority (ISA), according to the ISA referral guidance document.</p>

<b>Monitoring</b>	<p>The organisation will monitor the following Safeguarding aspects: Safe recruitment practices, DBS checks undertaken, References applied for new staff, Records made and kept of supervision sessions, Training – register/ record of staff training on child/ vulnerable adult protection, Monitoring whether concerns are being reported and actioned, Checking that policies are up to date and relevant, Reviewing the current reporting procedure in place, and ensuring the presence and action of the Designated Safeguarding Lead responsible for Safeguarding is in post.</p> <p>At Learn With SAT, safeguarding is a dynamic and ongoing process. We understand the importance of regular monitoring and auditing to assess the effectiveness of our safeguarding practices, identify areas for improvement, and ensure compliance with legal and regulatory standards. Our approach to monitoring and auditing includes both internal and external assessments.</p> <p><b>Internal Audits:</b></p> <ol style="list-style-type: none"><li>1. Regular Reviews: We conduct regular internal reviews of our safeguarding policies, procedures, and practices to ensure they align with current best practices and legal requirements.</li><li>2. Audit Teams: Our internal audit teams, often led by the Designated Safeguarding Officer (DSO), examine records, documents, and processes related to safeguarding. These teams include knowledgeable and experienced staff members who can identify areas for improvement.</li><li>3. Incident Analysis: In cases of safeguarding incidents or concerns, we conduct internal investigations and analyses to determine the root causes and identify any breakdowns in safeguarding processes. These analyses guide improvements.</li><li>4. Policy and Procedure Updates: Based on the findings of internal audits, we update policies and procedures to reflect best practices and address any identified weaknesses.</li><li>5. Training and Awareness: Our internal audits also assess the effectiveness of staff training and awareness programs, allowing us to identify areas where additional training or support is needed.</li></ol> <p><b>External Audits:</b></p> <ol style="list-style-type: none"><li>1. Independent Assessments: We engage external auditors and assessors periodically to conduct impartial reviews of our safeguarding practices. These external audits provide an independent perspective on our policies and procedures.</li><li>2. Regulatory Compliance: External audits assess our compliance with relevant legal and regulatory standards, including GDPR and any local safeguarding requirements.</li><li>3. Best Practices Benchmarking: We use external audits as an opportunity to benchmark our practices against industry best practices and emerging trends in safeguarding.</li><li>4. Third-Party Organisations: We collaborate with reputable third-party organisations specialising in safeguarding audits to ensure objectivity and comprehensive assessments.</li></ol> <p><b>Continuous Improvement:</b></p> <ol style="list-style-type: none"><li>1. Action Plans: Following both internal and external audits, we develop action plans to address identified issues and implement recommendations.</li></ol>
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	<ol style="list-style-type: none"> <li>2. <b>Training and Awareness:</b> Audit findings often inform training and awareness campaigns to ensure that all staff members are informed of the changes and improvements made as a result of audits.</li> <li>3. <b>Regular Reporting:</b> Audit reports are reviewed by our executive team and governing body. We provide regular updates on audit outcomes and actions taken to relevant stakeholders, including parents, guardians, and regulatory authorities.</li> <li>4. <b>Feedback Loops:</b> We encourage feedback from all stakeholders regarding the safeguarding measures and welcome suggestions and concerns. This input is used to inform audit priorities and areas of focus.</li> </ol> <p>Learn With SAT is dedicated to a culture of continuous improvement in safeguarding practices. Our approach to monitoring and auditing safeguards the well-being of our students, maintains compliance with legal requirements, and ensures that we remain at the forefront of best practices in safeguarding.</p>
<p><b>Managing Information</b></p>	<p>Information will be gathered, recorded and stored in accordance with the following policies: Data Protection Policy, Confidentiality Policy.</p> <p>All staff must be aware that they have a professional duty to share information with other agencies in order to safeguard children and vulnerable adults. The public interest in safeguarding children and vulnerable adults may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by the Designated Safeguarding Lead.</p> <p>All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets.</p>
<p><b>Record Keeping/Data Sharing</b></p>	<p>At Learn With SAT, we place a strong emphasis on the responsible and lawful handling of personal data in accordance with data protection laws, particularly the General Data Protection Regulation (GDPR). We are committed to ensuring the privacy, security, and integrity of personal data in our possession.</p> <p><b>Key Aspects of Data Protection:</b></p> <ol style="list-style-type: none"> <li>1. <b>Data Collection and Consent:</b> We collect personal data only for specified, explicit, and legitimate purposes. Prior to collecting personal data, we obtain informed and specific consent from individuals, where applicable, and provide clear information on the purpose and processing of the data.</li> <li>2. <b>Data Minimisation:</b> We ensure that the personal data collected is relevant and limited to what is necessary for the purposes for which it is processed. We do not retain data for longer than required.</li> <li>3. <b>Transparency and Information:</b> We maintain transparency in our data processing activities. Individuals are informed about how their data is processed, their rights, and the contact information of the data protection officer (DPO).</li> <li>4. <b>Security Measures:</b> We employ robust technical and organisational measures to protect personal data against unauthorised access, disclosure, alteration, and destruction. Data is stored securely, and access is restricted to authorised personnel only.</li> <li>5. <b>Data Subject Rights:</b> We respect the rights of data subjects, including the right to access, rectify, erase, and port their personal data. We have mechanisms in place to facilitate the exercise of these rights.</li> </ol>

6. **Data Breach Response:** In the event of a data breach, we have established procedures for reporting the breach to the appropriate supervisory authority and, when necessary, to affected data subjects. We also take measures to mitigate and address the impact of the breach.
7. **Data Protection Impact Assessments (DPIAs):** We conduct DPIAs for high-risk data processing activities, evaluating the necessity and proportionality of the processing, and implementing measures to mitigate risks.

**GDPR Compliance:**

1. **Data Protection Officer (DPO):** We have designated a Data Protection Officer responsible for ensuring compliance with data protection laws, including GDPR. The DPO is a point of contact for data subjects and supervisory authorities.
2. **International Data Transfers:** We ensure that international data transfers comply with GDPR requirements, including the use of Standard Contractual Clauses (SCCs) or other appropriate safeguards.
3. **Regular Audits and Assessments:** We conduct regular audits and assessments of our data processing activities to verify compliance with GDPR and identify areas for improvement.
4. **Data Processor Contracts:** When we engage data processors, we have legally binding contracts in place that include specific provisions to protect personal data.

**Staff Training:**

Awareness and Training: Our staff members are trained in data protection principles, their roles and responsibilities, and the importance of compliance with data protection laws.

**Data Protection Policies:**

Data Protection Policy: We maintain a comprehensive Data Protection Policy that outlines our commitment to data protection, our procedures for handling personal data, and the roles and responsibilities of staff members.

**Record Retention and Storage**

If an organisation needs to hold records about a child or adult for any reason, it must have policies and procedures in place regarding the retention and storage of that information. As well as this, as part of its safeguarding policy and procedures, every organisation must have clear guidelines for the retention, storage and destruction of child protection records. These are records which relate to concerns about a child's welfare and safety, and/or concerns about possible risks posed by people working or volunteering with children. Each nation of the UK has legislation and guidance about the retention and storage of child protection records. Some sectors, such as education, have their own specific guidance. Official inquiries, for example the Independent Inquiry into Child Sexual Abuse (IICSA), may also issue instructions requiring records to be retained for longer periods of time, which must be followed.

According to Data Protection principles, records containing personal information should be:

- Adequate, relevant, and not excessive for the purpose(s) for which they are held, accurate and up to date and only kept for as long as is necessary

- The introduction of the General Data Protection Regulation (GDPR) in 2018 does not change the way child protection records should be stored and retained.

You must:

- Know the reason why you're keeping records about children and/or adults (for example, because they relate to child protection concerns)
- Assess how long you need to keep the records for
- Have a plan for how and when the records will be destroyed.

To keep personal information secure, you should:

- Compile and label files carefully
- Keep files containing sensitive or confidential data secure and allow access on a 'need to know' basis
- Keep a log so you can see who has accessed the confidential files, when, and the titles of the files they have used.
- If you are creating records about the children and/or adults that take part in your services or activities, you need to make sure they understand what records you hold, why you need to hold them and who you might share their information with. If you are keeping records for child protection reasons, you don't necessarily need to get consent from the adults and/or children concerned.

Keep an accurate record of:

- the date and time of the incident/disclosure
- the date and time of the report
- the name and role of the person to whom the concern was originally reported and their contact details
- the name and role of the person making the report (if this is different to the above) and their contact details
- the names of all parties who were involved in the incident, including any witnesses
- the name, age and any other relevant information about the child who is the subject of the concern (including information about their parents or carers and any siblings)
- what was said or done and by whom
- any action taken to look into the matter
- any further action taken (such as a referral being made)
- the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).

### **Storage of child protection records**

Whether your child protection records are electronic or paper-based, they need to be kept confidential and stored securely. Electronic files should be password protected and stored on computers with protection against hackers and viruses.

Information about child protection concerns and referrals should be kept in a separate child protection file for each child, rather than in one 'concern log'. The child protection file should be started as soon as you become aware of any concerns.

It's good practice to keep child protection files separate from a child's general records. You should mark the general record to indicate that there is a separate child protection file.

### **Records retention and storage guidelines**

If you need to share records (within your own organisation or externally), make sure they are kept confidential. Use passwords and encryption when sharing electronic files. If your staff and volunteers use their personal computers to make and store records, you need a clear agreement to ensure the records are being stored securely.

If the person responsible for managing your child protection records leaves your organisation, make sure you appoint somebody to take over their role and arrange a proper handover.

Where there are legal proceedings, it is best to seek legal advice about how long to retain your records. Some records are subject to statutory requirements and have a specific retention period.

This includes records relating to:

- children who have been 'looked after' by the local authority
- adopted children
- registered foster carers
- residential children's homes.

### **Destruction of child protection records**

When the retention period finished, confidential records should be incinerated or shredded in the presence of a member of the organisation or entrusted to a firm specialising in the destruction of confidential material. At the same time any electronic versions of the record must be purged. If not shredded immediately, all confidential records must be held in a secured plastic bag, labelled as confidential and locked in a cupboard or other secure place; or placed in a confidential waste bin. Sharing photographs and images of children on social media or other online platforms carries potential risks.

For example:

- children may become vulnerable to grooming if a photograph is shared alongside information that makes them identifiable.
  - This includes: personal details; a tag with location information; visual details such as a school uniform
  - inappropriate images of children may be shared online
  - images may be copied, downloaded, screenshotted or shared by anyone
  - images of children may be adapted and used inappropriately
- Photos or videos may appear in internet search results depending on the terms and conditions of using an online platform, the image may be owned by the platform once it's been posted. Platforms may then licence images for use by third parties – such as for commercial purposes.
- Each photo or video, and any comments on them, become a part of a child's public image. This may affect them later in life – for example, it may affect how they see themselves, or how they are viewed when applying for a job.

Before sharing images of children on social media, adults should consider how widely images may be shared, how long they may remain available and how this may affect the children's long-term wellbeing. Children should always be consulted about the use of their image and give consent to it being used and shared. For young people under 16, you should also get parental consent to use an image.

In situations where under 16s are separated from their parents (for example if they are in care) you should seek consent from someone who holds parental responsibility (for example the child's carer or the local authority).

For 16- to 17-year-olds, you should decide if it's appropriate to obtain parental consent, depending on the activity and the young person's circumstances. If you decide you do not need parental consent, then consider whether you should still inform parents that the child's photograph is being shared. In most circumstances, parents have a legal parental responsibility for their children up to the age of 18.

- Make sure children, young people, their parents and carers understand what they are agreeing to.
- Make them aware that a photo or video is being taken.
- Explain what the image is going to be used for.
- Ask for their consent to share their image and record this on a written consent form.
- Tell them how long their consent is valid for and how long you will keep the image for.
- Explain what you will do if a child or their parents change their mind and withdraw consent at a later stage.
- Make it clear that if a child's image has been used online or in printed publications it will be very difficult to recall it if consent is withdrawn.
- Keep a record of the written consent that parents, carers and children have given for images being used.

It's good practice to share your photography policy with children and parents and seek their consent at the beginning of the year. You may also need to get additional consent in specific circumstances (if for instance, you are bringing in a professional photographer or the photos might appear in the local or national media).

If your organisation stores images or video recordings of children for official use, you must ensure you are complying with the Data Protection Act 2018.

You must take steps to mitigate the risk of unauthorised access to and inappropriate use of images of children.

This might include:

1. storing images in a secure location
2. encrypting electronic images before they are stored
3. only using devices belonging to your organisation to take and store photos and recordings of children
4. making sure anyone who takes or uses images of children for your organisation has permission to do so.

Learn With SAT is fully committed to the responsible and compliant handling of personal data, and we regularly review and update our data protection practices to stay aligned with evolving legal requirements and best practices. Our approach ensures that personal data is treated with the utmost care, respect, and security.

Learn With SAT will manage and share confidential information about children in line with Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018) –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_service\\_s.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/information_sharing_advice_practitioners_safeguarding_service_s.pdf)

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR places duties on the company and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure. However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe.

Keeping Children Safe in Education (DfE 2022) states clearly that “Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children”. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately.

If in any doubt about confidentiality, staff will seek advice from the DSL or outside agency as required (such as Leeds Children Safeguarding Partnership). It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that student’s general needs are met. However, staff will report all child protection and safeguarding concerns to the DSO or – in the case of concerns about the DSO – to the deputy DSL. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

The GDPR and the Data Protection Act 2018 do not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The DSL will normally obtain consent from the student and/or parents to share sensitive information within Learn With SAT or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL. Information sharing will take place in a timely and secure manner and where: it is necessary and proportionate to do so; and the information to be shared is relevant, adequate and accurate. Information sharing decisions will be recorded, whether or not the decision is taken to share. All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- Processed for limited purposes

	<ul style="list-style-type: none"> <li>● Adequate, relevant and not excessive</li> <li>● Accurate</li> <li>● Kept no longer than necessary</li> <li>● Processed in accordance with the data subject's rights</li> <li>● Secure. Record of concern forms and other written information will be stored electronically, password protected and only made available to relevant individuals.</li> </ul> <p>Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a USB drive will be password protected or encrypted.</p>
<p><b>Complaints and Feedback</b></p>	<p>At Learn With SAT, we value open communication and are committed to creating a safe and supportive environment for our students. We understand that concerns or feedback related to safeguarding may arise, and we provide clear channels for students, parents, and staff to raise their concerns and share feedback.</p> <p><b>Raising Concerns:</b></p> <p>Students:</p> <p style="padding-left: 40px;">Students are encouraged to speak to a trusted staff member, teacher, or designated safeguarding officer (DSO) if they have any concerns related to their safety or well-being.</p> <p style="padding-left: 40px;">We have a "Student Concern Box" located in a discreet and accessible area within the premises. Students can use this box to submit written concerns or suggestions anonymously.</p> <p>Parents and Guardians:</p> <p style="padding-left: 40px;">Parents and guardians can contact their child's teacher or designated safeguarding lead directly to discuss concerns or provide feedback. Contact information for these individuals is readily available.</p> <p style="padding-left: 40px;">We maintain an official email address or phone line dedicated to handling safeguarding concerns and feedback. Parents and guardians can use these channels to reach out at their convenience.</p> <p>Staff:</p> <p style="padding-left: 40px;">Staff members are encouraged to report concerns or provide feedback through established communication channels. They can approach their line manager, the DSL, or utilise anonymous reporting options if available.</p> <p><b>Feedback Mechanisms:</b></p> <p>Student and Parent Surveys:</p> <p style="padding-left: 40px;">Periodically, we conduct surveys to gather feedback from students and parents on various aspects of the organisation, including safeguarding. Survey responses are confidential and used to inform improvements in our safeguarding practices.</p> <p>Parent-Teacher Meetings:</p> <p style="padding-left: 40px;">We hold regular parent-teacher meetings, during which parents and guardians can discuss their concerns and provide feedback in a one-on-one setting.</p>

	<p><b>Staff Meetings and Training:</b>                  Staff meetings are used as a forum to discuss concerns, share feedback, and identify areas for improvement. Feedback from staff members is integral to enhancing safeguarding practices.</p> <p><b>Anonymous Reporting:</b>                  We maintain an anonymous reporting mechanism, such as a dedicated email address or an online form, for individuals who prefer to raise concerns or provide feedback without revealing their identity.</p> <p><b>Complaints Procedure:</b>                  We have a documented complaints procedure that outlines the steps for handling complaints related to safeguarding. This procedure ensures a systematic and fair approach to addressing concerns.</p> <p><b>Confidentiality and Privacy:</b>                  We respect the confidentiality and privacy of individuals who raise concerns or provide feedback. Information is shared on a need-to-know basis and is treated with sensitivity and discretion.</p> <p><b>Timely Response:</b>                  We are committed to providing a prompt and appropriate response to concerns and feedback. Each case is assessed, and actions are taken to address the issue and prevent its recurrence.</p> <p>Learn With SAT encourages open and constructive communication, which is essential for maintaining a safe and secure environment. We take all concerns and feedback seriously and are dedicated to continuous improvement in our safeguarding practices.</p>
<p><b>Child on Child Abuse</b></p>	<p>Learn With SAT believes that all children have a right to learn in a safe environment. Children should be free from harm, both from adults and other students in our sessions. Children may be harmed by other children or young people. All staff recognise that children can abuse their peers and are trained to record any concerns during group sessions or disclosures to the DSL. All child on child abuse is unacceptable and will be taken seriously.</p> <p>It is most likely to include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Bullying (including cyberbullying);</li> <li>• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;</li> <li>• Sexual violence, such as rape, assault by penetration and sexual assault;</li> <li>• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;</li> <li>• Sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);</li> <li>• Upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or</li> </ul>



	<p>buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (upskirting is a criminal offence and may constitute sexual harassment).</p> <p>Anyone of any gender can be a victim;</p> <ul style="list-style-type: none"> <li>• Teenage relationship abuse – defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;</li> <li>• Initiation/hazing – used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and</li> <li>• Prejudiced behaviour – a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity. Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child’s wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported to the DSL (where group sessions take place within a school, all concerns should be noted to the school DSL before leaving the premises).</li> </ul>
<p><b>PREVENT</b></p>	<p>The Prevent duty is section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), stating we should have ‘due regard to the need to prevent people from being drawn into terrorism’. Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of Learn With SAT’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for Learn With SAT’s strategy for protecting children from those risks. Outlined below is information from the NSPCC about radicalisation and what you should do if you think a child is being radicalised.</p> <p>How does radicalisation happen? The process of radicalisation may involve:</p> <ul style="list-style-type: none"> <li>• Being groomed online or in person</li> <li>• Exploitation, including sexual exploitation</li> <li>• Psychological manipulation</li> <li>• Exposure to violent material and other inappropriate information</li> <li>• The risk of physical harm or death through extremist acts. It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into. Vulnerability factors</li> </ul> <p>Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:</p> <ul style="list-style-type: none"> <li>• Being easily influenced or impressionable</li> <li>• Having low self-esteem or being isolated</li> <li>• Feeling that rejection, discrimination or injustice is taking place in society</li> <li>• Experiencing community tension amongst different groups</li> <li>• Being disrespectful or angry towards family and peers</li> <li>• Having a strong need for acceptance or belonging</li> <li>• Experiencing grief such as the loss of a loved one.</li> </ul>

	<p>These factors will not always lead to radicalisation. Indicators of radicalisation If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:</p> <ul style="list-style-type: none"> <li>• Spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)</li> <li>• Change their style of dress or personal appearance</li> <li>• Lose interest in friends and activities that are not associated with the extremist ideology, group or cause</li> <li>• Have material or symbols associated with an extreme cause</li> <li>• Try to recruit others to join the cause</li> </ul> <p><b>What to do if you think a child is being radicalised</b></p> <p>If you think a child or the people around them are involved in radicalisation and there is an immediate risk of harm, call 999 straight away. If it isn't an emergency, you should follow the 'Report a concern' procedures as outlined in this policy, making sure you contact Sammie Allen (CEO).</p>
<p><b>Vulnerable Groups</b></p>	<p>At Learn With SAT, our commitment to safeguarding extends to every student, including those with special educational needs or disabilities. We understand the unique challenges and requirements of these students and are dedicated to providing the specialised care and support necessary to ensure their safety and well-being.</p> <p><b>Individualised Support Plans:</b></p> <ol style="list-style-type: none"> <li>1. Assessment: Each student with special educational needs or disabilities undergoes a comprehensive assessment to determine their unique requirements, strengths, and areas where they may need additional support.</li> <li>2. Individualised Education Plans (IEPs): For students with special educational needs, we develop Individualised Education Plans (IEPs) in consultation with parents, guardians, and relevant specialists. These plans outline specific goals, accommodations, and support strategies to optimise their learning experience.</li> </ol> <p><b>Qualified and Trained Staff:</b></p> <ol style="list-style-type: none"> <li>1. Specialist Staff: We employ qualified and experienced staff members, including special education teachers, speech and language therapists, occupational therapists, and other specialists. These professionals provide tailored support to students with disabilities or special needs.</li> <li>2. Continuous Training: Our staff members receive ongoing training in areas related to special education, disability awareness, and the latest techniques and practices to support vulnerable students. This ensures they are well-equipped to meet the unique needs of each student.</li> </ol> <p><b>Accessible Facilities and Resources:</b></p> <ol style="list-style-type: none"> <li>1. Adaptive Resources: We maintain a range of adaptive resources and technologies to cater to the diverse needs of our students. These resources include assistive technologies, modified learning materials, and adaptive equipment.</li> </ol>

	<p>2. Accessible Environment: Our facilities are designed to be accessible to all students. This includes ramps, elevators, and accessible bathrooms to accommodate students with physical disabilities.</p> <p><b>Health and Well-being:</b></p> <ol style="list-style-type: none"> <li>1. Healthcare Support: We collaborate with healthcare professionals and specialists to provide medical and healthcare support for students with complex health needs.</li> <li>2. Mental Health Services: Our students' emotional and mental well-being is a priority. We offer access to counselling, emotional support, and guidance services to address psychological and emotional challenges.</li> </ol> <p><b>Inclusive Education and Peer Support:</b></p> <ol style="list-style-type: none"> <li>1. Inclusive Practices: We foster an inclusive learning environment that encourages peer interaction and acceptance. All students are encouraged to respect and support one another.</li> <li>2. Peer Support Programs: Peer mentoring and support programs are in place to help vulnerable students connect with their peers, providing guidance, companionship, and a sense of belonging.</li> </ol> <p><b>Regular Review and Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Progress Tracking: We continuously monitor the progress of vulnerable students, making adjustments to support plans as needed. We maintain open lines of communication with parents or guardians to ensure that they are actively involved in the monitoring process.</li> <li>2. Review Meetings: Regular review meetings are held to discuss and adapt the support provided to each vulnerable student, ensuring that it remains effective and relevant to their evolving needs.</li> </ol> <p>Learn With SAT is dedicated to creating a safe, inclusive, and supportive environment where all students, including those with special educational needs or disabilities, can thrive. Our specialised care and support practices are guided by a commitment to individualised attention, professional expertise, and a genuine desire to see every student succeed</p>
<p><b>Collaboration with External Agencies</b></p>	<p>At Learn With SAT, safeguarding the well-being of our students is a collective responsibility that extends beyond the boundaries of our organisation. We recognise the importance of collaborating with external agencies, including social services, health professionals, and law enforcement, to ensure that safeguarding cases are addressed comprehensively and in the best interests of the child.</p> <p><b>Key Aspects of Collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Communication and Information Sharing: We maintain open and transparent lines of communication with external agencies. When a safeguarding concern arises that necessitates their involvement, we share relevant information securely and promptly.</li> <li>2. Multi-Agency Meetings: In complex safeguarding cases, we actively participate in multi-agency meetings, bringing together representatives from various agencies, including social services, health professionals, educational authorities, and law</li> </ol>

	<p>enforcement. These meetings provide a platform to discuss cases, share insights, and collaborate on decision-making.</p> <ol style="list-style-type: none"> <li>3. Referrals: When appropriate, we make referrals to external agencies. For instance, in cases where a student requires specialised medical care, we refer them to relevant healthcare professionals to receive the necessary support.</li> <li>4. Child Protection Conferences: In cases of significant concern, we actively contribute to child protection conferences, where multi-agency assessments are conducted to determine the best course of action for safeguarding the child.</li> </ol> <p><b>Confidentiality and Consent:</b></p> <ol style="list-style-type: none"> <li>1. Respect for Privacy: We are committed to respecting the privacy and confidentiality of the individuals involved in safeguarding cases. Information is shared on a need-to-know basis and in accordance with data protection laws.</li> <li>2. Informed Consent: In cases where a child's welfare is a primary concern, and it is deemed necessary to share information with external agencies, we seek informed consent from parents or guardians whenever possible. However, our primary duty is to the safety and well-being of the child, and we may act without consent when it is in their best interests.</li> </ol> <p><b>Continuity of Care:</b></p> <ol style="list-style-type: none"> <li>1. Transitions and Handovers: We work closely with external agencies to ensure the smooth transition of care for children moving between services or leaving our organisation. This includes providing comprehensive records and supporting the child's adjustment to a new environment.</li> </ol> <p><b>Training and Collaboration Protocols:</b></p> <ol style="list-style-type: none"> <li>1. Staff Training: Our staff members are trained in the protocols and procedures for collaboration with external agencies. They understand their role in safeguarding cases and the importance of effective partnership working.</li> <li>2. Clear Protocols: We have clear, documented protocols for handling safeguarding cases that involve external agencies. These protocols are regularly reviewed to ensure that they align with current best practices and legal requirements.</li> </ol> <p>Learn With SAT places a high value on collaboration with external agencies to create a protective safety net for our students. This collaborative approach ensures that safeguarding concerns are addressed comprehensively, that children receive the support they need, and that all decisions are made with their best interests in mind.</p>
<p><b>The Role of Fathers</b></p>	<p>At Learn With SAT, we firmly believe that safeguarding is a shared responsibility, and we acknowledge the significant role fathers play in the protection and well-being of their children. Fathers are essential partners in our efforts to create a safe and nurturing environment for every child under our care.</p> <p><b>Equal Partners:</b></p> <p>Fathers are equal partners in safeguarding alongside mothers and legal guardians. Their involvement and cooperation are highly valued and encouraged. Learn With SAT recognises the</p>

	<p>importance of fathers' engagement in safeguarding, fostering a strong, supportive family environment.</p> <p><b>Open Communication and Collaboration:</b> We encourage open communication and collaboration between fathers and our organisation regarding all aspects of safeguarding. This includes sharing concerns, seeking information, and participating in the development and review of safeguarding policies and procedures.</p> <p><b>Consent and Involvement:</b> Both fathers and mothers (or legal guardians) are equally responsible for providing consent for their child's participation in activities, trips, or other initiatives that require permission. We emphasise the importance of fathers being actively involved in decision-making processes related to safeguarding.</p> <p><b>Safeguarding Education:</b> Learn With SAT offers safeguarding training and awareness programs that are inclusive of fathers. These programs ensure that fathers are well-informed about our policies and procedures, empowering them to recognise and respond to safeguarding concerns effectively.</p> <p><b>Emergency Contact and Participation:</b> Fathers' contact information is collected and updated to ensure smooth communication in case of emergencies or safeguarding concerns. We actively involve fathers in safeguarding efforts, seeking their participation in awareness campaigns, workshops, and advisory committees.</p> <p><b>Confidentiality and Privacy:</b> Learn With SAT respects fathers' involvement in safeguarding issues, maintaining strict confidentiality and privacy. We assure fathers that their contributions to safeguarding will be treated with the utmost discretion while adhering to legal reporting requirements when necessary.</p> <p><b>Positive Parenting and Role Modelling:</b> We promote positive parenting behaviours and responsible role modelling among fathers. Learn With SAT underscores the importance of fostering a safe and nurturing environment at home, setting a strong example for children.</p> <p><b>Parental Engagement in Education:</b> Fathers are encouraged to actively engage in their child's education. We invite them to participate in parent-teacher meetings, school events, and monitor their child's academic progress and extracurricular activities. By being actively involved in their child's education, fathers play a critical role in ensuring their well-being.</p>
<p><b>Whistleblowing Policy</b></p>	<p><b>Confidential Reporting and Protection of Whistleblowers</b></p> <p>At Learn With SAT, we are deeply committed to upholding the highest standards of safeguarding and ethical conduct. We recognise the vital role that staff members play in identifying and reporting concerns related to the safety and well-being of children and young people. To ensure that staff can report concerns confidentially and without fear of retaliation,</p>

	<p>we have established a whistleblowing policy that emphasises transparency, protection, and accountability.</p> <p><b>Confidential Reporting:</b></p> <ul style="list-style-type: none"> <li>• Learn With SAT provides multiple channels for staff to report concerns confidentially. These channels are designed to safeguard the identity of whistleblowers, ensuring their privacy and protection.</li> <li>• Confidential reporting options may include dedicated email addresses, secure online portals, or direct communication with designated individuals, such as the Designated Safeguarding Officer (DSO) or a dedicated whistleblowing officer.</li> </ul> <p><b>Protection of Whistleblowers:</b></p> <ul style="list-style-type: none"> <li>• Whistleblowers are individuals who report concerns in good faith, with genuine belief, and a sense of responsibility. We value and protect the contributions of whistleblowers and are committed to safeguarding them from any form of retaliation, discrimination, or adverse consequences related to their disclosure.</li> <li>• Any staff member who makes a protected disclosure under our whistleblowing policy can expect the following safeguards:             <ul style="list-style-type: none"> <li>○ Confidentiality: The identity of the whistleblower will be treated with the utmost confidentiality, and their details will not be disclosed without their explicit consent, unless required by law.</li> <li>○ Protection from Retaliation: We prohibit any form of retaliation or victimisation against whistleblowers. Any employee found to be engaged in such actions will face disciplinary consequences.</li> <li>○ Support and Guidance: Whistleblowers will be provided with support and guidance throughout the process. This includes access to legal advice, counselling, and any necessary protection measures.</li> <li>○ Regular Updates: We will maintain open lines of communication with whistleblowers, keeping them informed of the progress of any investigations or actions taken as a result of their disclosure.</li> </ul> </li> </ul> <p><b>Responsibilities of the Organisation:</b></p> <ul style="list-style-type: none"> <li>• Learn With SAT is dedicated to thoroughly and impartially investigating all concerns reported through our whistleblowing policy. We will ensure that every disclosure is assessed, and, where appropriate, corrective actions will be taken to address the concern and improve safeguarding practices.</li> <li>• Our organisation is committed to continuously monitoring and evaluating the effectiveness of this whistleblowing policy and making any necessary improvements to further enhance the protection and support provided to whistleblowers.</li> </ul> <p>By fostering an environment in which staff can report concerns confidentially and without fear of retaliation, we reinforce our commitment to the safety and well-being of children and young people. Our whistleblowing policy is a cornerstone of our safeguarding practices, promoting accountability, transparency, and ethical conduct at all levels of our organisation.</p>
<p><b>Transport Safety</b></p>	<p>At Learn With SAT, we are dedicated to providing safe and reliable transportation services for our students. The safety of our students during transit is a top priority, and we have</p>

implemented a comprehensive set of measures to ensure the highest standards of safety and security.

**Vehicle Standards:**

1. Fleet Inspection: Our vehicles undergo regular inspections and maintenance to ensure they meet or exceed safety standards. All vehicles are regularly serviced and maintained by qualified mechanics.
2. Seat Belts: All vehicles are equipped with seat belts, and it is mandatory for all passengers to wear them during transit.
3. Age and Maintenance: We maintain a fleet of modern vehicles that meet or exceed safety and emissions standards. Older vehicles are systematically phased out and replaced with newer, more fuel-efficient, and safer models.
4. Emergency Equipment: Our vehicles are equipped with essential emergency equipment, including first aid kits and fire extinguishers.
5. Driver Training: Our drivers undergo rigorous training and certification processes to ensure they are well-prepared for their roles. This includes driver safety training, first aid training, and regular refresher courses.

**Driver Standards:**

1. Driver Licensing: All drivers hold valid and appropriate driver's licences for the vehicles they operate. These licences are periodically verified.
2. Background Checks: All drivers are subject to comprehensive background checks, which include criminal records and employment history checks. We only employ individuals with a clean and responsible record.
3. Driver Conduct: Our drivers are expected to maintain professional conduct at all times. This includes adhering to road safety rules and regulations, ensuring the safety of passengers, and providing a courteous and respectful service.
4. Driver Well-being: We prioritise the well-being of our drivers, including monitoring their health and providing opportunities for rest and recuperation. Fatigued or unwell drivers are relieved of their duties until they are fit to drive.

**Safety Protocols:**

1. Student Supervision: We ensure that students are supervised at all times during transportation. For younger students, we have an adult supervisor or chaperone on board.
2. Communication: Our vehicles are equipped with communication devices to maintain contact with our central dispatch or other responsible staff members in case of emergencies or delays.
3. Route Planning: We plan transportation routes carefully, considering factors such as road conditions and traffic to ensure safe and efficient transit.
4. Emergency Procedures: Our drivers are trained to respond to emergencies and are equipped with the necessary tools to manage situations that may arise during transportation.
5. Regular Safety Drills: We conduct regular safety drills with students to familiarise them with safety procedures during transit, such as evacuation and emergency responses.

	<p>Our commitment to transport safety ensures that students can travel to and from our premises with confidence in their safety and well-being. We continuously review and enhance our transport safety measures to adapt to changing circumstances and evolving safety standards.</p>
<p><b>Submitting Child Protection Referrals</b></p>	<p>All child protection referrals should be made to Leeds Children Safeguarding Partnership by completing following this link - <a href="https://www.leedsscp.org.uk/concerned-about-a-child">https://www.leedsscp.org.uk/concerned-about-a-child</a></p> <p>All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made by first telephoning the 999, then following up with LCSP:</p> <ul style="list-style-type: none"> <li>• During office hours (9.00am – 5.00pm) call the Duty &amp; Advice Team on 0113 376 0336 (option 2)</li> <li>• Out of office hours (evenings, weekends and bank holidays) call the Children's Emergency Duty Team (EDT) on 0113 5350600.</li> <li>• If you think a child is immediate danger call the police on 999 out of office hours (evenings, weekends and bank holidays).</li> </ul>
<p><b>Staff reporting directly to child protection agencies</b></p>	<p>Staff should ordinarily follow the reporting procedures outlined in this policy. However, as highlighted above, all staff should be aware of the early help process and understand their role in it; and all staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:</p> <ul style="list-style-type: none"> <li>• The situation is an emergency and the DSL and the deputy DSL are both unavailable;</li> <li>• They are convinced that a direct report is the only way to ensure the child's safety;</li> <li>• Or for any other reason they make a judgement that a direct referral is in the best interests of the child.</li> </ul> <p>In any of those circumstances, staff may make direct child protection referrals and share information without being subject to censure or disciplinary action. However, staff should inform the DSL at the earliest opportunity that they have made a direct referral unless in their judgement doing so would increase the risk of harm to the child. If in any doubt, members of staff may consult the LCSP.</p>
<p><b>Communicating and reviewing this policy</b></p>	<p>Learn With SAT will make clients aware of the Safeguarding Policy through the following means: by displaying it on our website. This policy will be reviewed by the DSL every year and when there are changes in legislation.</p>
<p><b>Training Records and Certification</b></p>	<p>At Learn With SAT, we consider the continuous development and training of our staff in safeguarding practices to be of utmost importance. To ensure that our staff are well-prepared to uphold the highest standards of safeguarding, we maintain comprehensive records of their training and certification.</p> <p><b>Key Aspects of Our Training Record and Certification Process:</b></p> <ol style="list-style-type: none"> <li>1. Individual Training Plans: Each staff member is provided with an individual training plan that outlines their training requirements and goals in the context of safeguarding. These plans are developed in accordance with their roles and responsibilities within the organisation.</li> </ol>



	<ol style="list-style-type: none"> <li>2. <b>Mandatory Training:</b> We ensure that all staff members undergo mandatory safeguarding training that covers the fundamental principles and legal obligations related to safeguarding. This training is typically refreshed annually.</li> <li>3. <b>Specialised Training:</b> Depending on their roles, some staff members may require specialised training in areas such as child protection, mental health, or first aid. This specialised training is provided and tracked as part of their professional development.</li> <li>4. <b>External Training Providers:</b> We collaborate with reputable external training providers who offer certified safeguarding training programs. Staff members who attend external training programs provide proof of certification, which is recorded in their training records.</li> <li>5. <b>Record Keeping:</b> We maintain a centralised and secure database for training records. These records include details such as the date of training, type of training, duration, and certification details.</li> <li>6. <b>Certification Renewal:</b> For ongoing compliance, we actively monitor the expiration dates of staff certifications and ensure that they complete refresher courses as required. We also notify staff well in advance of upcoming renewals.</li> <li>7. <b>Training Feedback and Evaluation:</b> After each training session, we solicit feedback from staff members to assess the quality and effectiveness of the training. This feedback informs the selection of training providers and the improvement of training programs.</li> <li>8. <b>Internal Training Resources:</b> We provide internal resources and materials for staff to review and refresh their knowledge on safeguarding practices. This includes access to updated policies and procedures related to safeguarding.</li> <li>9. <b>Regular Audits and Compliance Checks:</b> We conduct regular internal audits to verify that staff training records are up-to-date and that all mandatory training requirements are met.</li> </ol> <p><b>Benefits of Our Training Record and Certification Process:</b></p> <ol style="list-style-type: none"> <li>1. <b>Compliance:</b> Our comprehensive approach ensures that our staff remain in compliance with legal and regulatory requirements related to safeguarding.</li> <li>2. <b>Competence:</b> Regular training and certification help to maintain and enhance the competence of our staff in safeguarding practices.</li> <li>3. <b>Accountability:</b> The clear record-keeping process holds staff members accountable for their training commitments and ensures that all mandatory training is completed.</li> <li>4. <b>Continuous Improvement:</b> By actively seeking feedback and evaluating training programs, we continuously improve the quality and relevance of our training offerings.</li> </ol> <p>Learn With SAT is committed to providing the highest level of safeguarding practices, and our robust training record and certification process is integral to this commitment. It ensures that our staff are well-equipped to protect the well-being of our students</p>
<p><b>Continuous Improvement</b></p>	<p>At Learn With SAT, our commitment to safeguarding is not static; it's a dynamic and ever-evolving process. We recognise the evolving nature of best practices, legal requirements, and the changing circumstances affecting the well-being of our students. Therefore, our commitment to continuous improvement in safeguarding procedures is unwavering.</p> <p><b>Key Aspects of Our Commitment to Continuous Improvement:</b></p>

1. **Regular Reviews:** We conduct regular reviews of our safeguarding policies and procedures to ensure they are up-to-date and aligned with the latest best practices and legal requirements.
2. **Monitoring and Auditing:** We actively monitor and audit our safeguarding practices, both internally and through external assessments, to identify areas for improvement and ensure compliance with relevant standards.
3. **Feedback Loops:** We encourage feedback from all stakeholders, including students, parents, staff, and external partners. This input is invaluable for pinpointing areas that require attention.
4. **External Collaborations:** We actively collaborate with external agencies, educational authorities, and specialists to stay informed about emerging trends and best practices in safeguarding.
5. **Training and Development:** Our commitment to continuous improvement extends to our staff's training and professional development. We provide ongoing training to ensure they stay updated on best practices and changing circumstances.
6. **Legal and Regulatory Compliance:** We closely monitor changes in legal and regulatory frameworks related to safeguarding, ensuring our policies and procedures are always in compliance.
7. **Technology and Tools:** We invest in technology and tools that can enhance our safeguarding efforts, from digital record-keeping systems to advanced monitoring and reporting platforms.

**Adaptive Response to Changing Circumstances:**

1. **Pandemic Response:** The global COVID-19 pandemic has underscored the importance of adaptability. We've adjusted our safeguarding procedures to address the unique challenges presented by remote learning and the well-being of students during these challenging times.
2. **Mental Health Focus:** Recognising the growing importance of mental health in education, we have expanded our safeguarding approach to incorporate strategies for identifying and addressing mental health concerns.
3. **Online Safety:** In a rapidly digitising world, we have strengthened our commitment to online safety, ensuring students are protected while using digital platforms and technologies.

**Inclusive Stakeholder Involvement:**

1. **Student Engagement:** We actively engage students in the process, seeking their feedback and insights into their own well-being and safety. We value their perspectives as we shape our safeguarding strategies.
2. **Parent and Guardian Collaboration:** We maintain open lines of communication with parents and guardians, keeping them informed about our safeguarding efforts and inviting their participation in discussions.

**Transparent Reporting:**

**Annual Safeguarding Report:** We produce an annual safeguarding report that details our activities, successes, and areas for improvement. This report is shared with stakeholders and the public to maintain transparency.

	<p><b>Empowering a Culture of Safety:</b></p> <ol style="list-style-type: none"> <li>1. Education and Awareness: We prioritise education and awareness to empower all members of our community to take an active role in safeguarding. This includes educating students about safety and providing resources for parents and staff.</li> <li>2. Reporting Culture: We foster a culture where reporting concerns and feedback is encouraged and valued. We ensure that individuals who raise concerns are protected from retaliation and that their voices are heard.</li> </ol> <p>Learn With SAT is committed to continuous improvement in safeguarding procedures, always striving to provide the safest and most supportive environment for our students. We understand that adaptability and proactive engagement are key to safeguarding their well-being, and we remain dedicated to this mission.</p>
<p><b>Appendices and Resources</b></p>	
<p><b>Appendix 1 - Contact Information</b></p>	<p>Contact Information: The current Designated Safeguarding Officer (DSO) is Sammie Allen of Learn With SAT. Her contact information is listed below as priority contact:</p> <ul style="list-style-type: none"> <li>• Email - sammie@learnwithsat.co.uk</li> <li>• Phone - 07753166900</li> </ul> <p>The current Deputy Safeguarding Lead (DSL) is Alice Whitehead of Learn With SAT. Her contact information is listed below as contact:</p> <ul style="list-style-type: none"> <li>• Email - alice@learnwithsat.co.uk</li> <li>• Phone - 07768296261</li> </ul> <p>The people above might choose to contact:</p> <p>NSPCC</p> <ul style="list-style-type: none"> <li>• Phone: 0808 800 5000</li> </ul> <p>Local Area Designated Officer</p> <ul style="list-style-type: none"> <li>• Phone: 0113 376 0336</li> </ul> <p>Childline</p> <ul style="list-style-type: none"> <li>• Phone: 0800 1111</li> </ul> <p>Leeds Children Safeguarding Partnership</p> <ul style="list-style-type: none"> <li>• During office hours (9.00am – 5.00pm) call the Duty &amp; Advice Team on 0113 376 0336 (option 2)</li> <li>• Out of office hours (evenings, weekends and bank holidays) call the Children’s Emergency Duty Team (EDT) on 0113 5350600.</li> </ul> <p>If a child is in immediate danger, you must contact the police. Phone: 999</p>
<p><b>Appendix 2 - Safeguarding Incident Report Form</b></p>	<p>Learn With SAT - Safeguarding Incident Report Form</p> <p>This form is to be used to record basic information in the light of an allegation, suspicion or disclosure of a potential concern. Completing this record should not stand in the way of contacting Police or Social Services in the event of an emergency. A direct link to this form can be found on The Tutor Hub.</p>

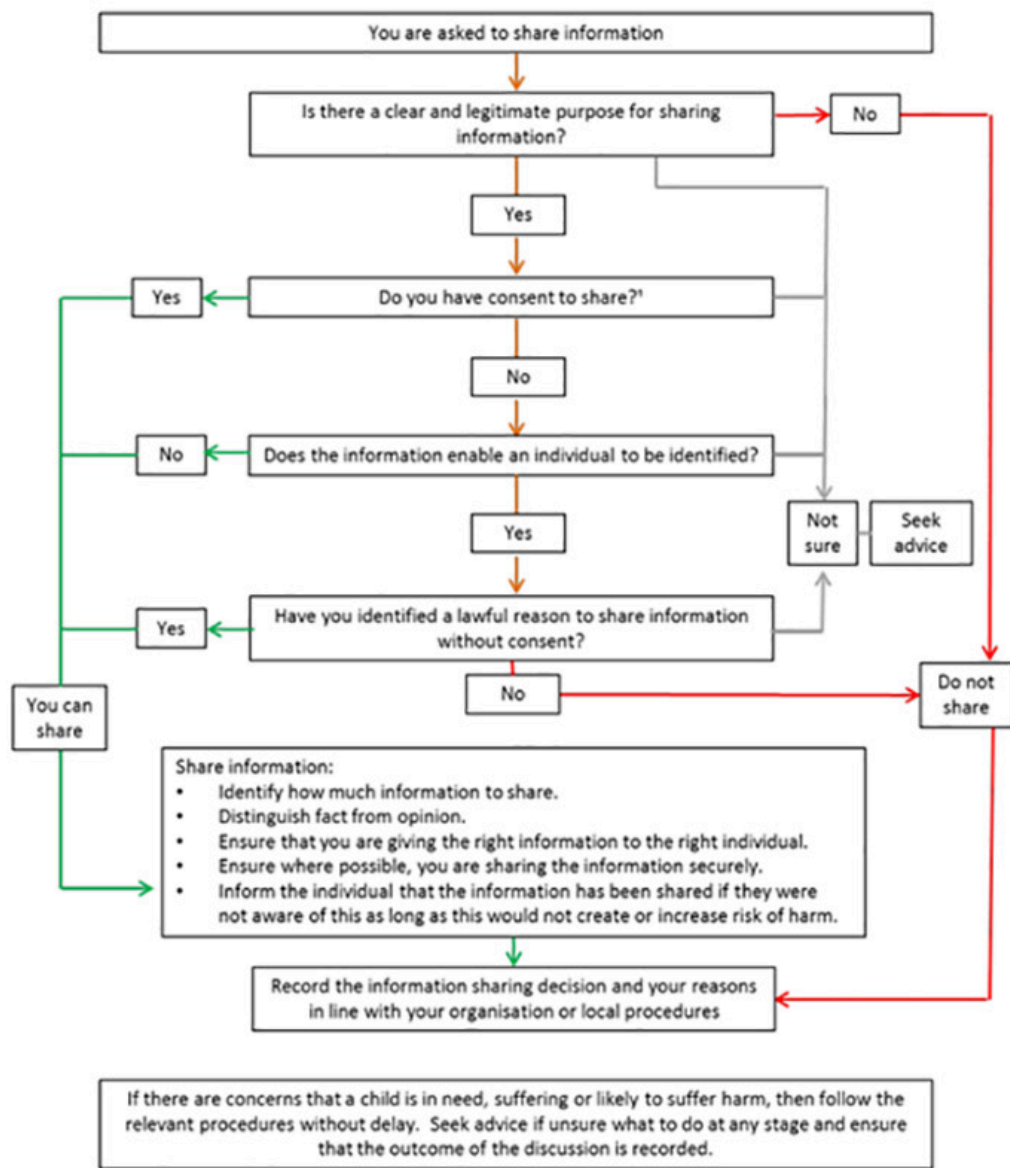
	Name of the person completing this form:	
	Date and time of completing this form:	
	Your position or relationship to who your safeguarding concern is about:	
	Your contact number:	
	Your email address:	
	Name of which the safeguarding concern or incident is about:	
	Address (if known) of the person the safeguarding concern is about:	
	Telephone number (if known) of the person the safeguarding concern is about:	
	Age and date of birth of the alleged victim (if known):	
	Date and time of the incident:	
	Please give accurate details of what caused you to raise this concern:	
	Please report anything that the client has said directly to you:	
	Any other relevant information:	

	Action taken so far:
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**Appendix 3 - Flowchart of Procedures**



### Appendix 4 - When to share Information (KCSIE, 2022)



### Appendix 5 - Yearly Calendar

- September - Review of new publications and safeguarding policies
- October - Send out information about new publications and procedures
- November - Review of safeguarding document
- December - 6 month DBS service check
- January - Admin and CEO training
- February - Training record update and review
- March - Review of policies and procedures
- April - No action
- May - No action
- June - 6 month DBS service check

	<p>July - Yearly NSPCC and Section 11 Audit August - No action</p>
<b>Appendix 6</b>	<p>If a child shares a concern</p> <ol style="list-style-type: none"><li>1. Listen carefully to what they're saying Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.</li><li>2. Let them know they've done the right thing by telling you Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.</li><li>3. Tell them it's not their fault Abuse is never a child's fault. It's important they hear, and know, this.</li><li>4. Say you'll take them seriously They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.</li><li>5. Don't confront the alleged abuser Confronting the alleged abuser could make the situation worse for the child.</li><li>6. Explain what you'll do next For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.</li><li>7. Report what the child has told you as soon as possible Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes straight after you've spoken to the child. Try to keep these as accurate as possible.</li></ol> <p>Our role is to recognise and refer not investigate.</p> <p>This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &amp;/or Social Services and to ensure that the child is not placed in the stressful position of having to repeat their story over and over again. 'Not investigating' does not mean that the staff member receiving the concern cannot ask any questions. However, careful thought needs to be given to how and what questions are asked, avoiding anything that can be interpreted as 'leading' the child. The basic rule of thumb is that staff should ONLY ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.</p> <p>Things to say or do:</p> <ul style="list-style-type: none"><li>• 'What you are telling me is very important'</li></ul>

	<ul style="list-style-type: none"> <li>● This is not your fault</li> <li>● 'I am sorry that this has happened/is happening'</li> <li>● 'You were right to tell someone'</li> <li>● What you are telling me should not be happening to you and I will find out the best way to help you'</li> <li>● Make notes soon after the event. Try to write down exactly what the young person or child said. Avoid assumptions or conjecture. Questions you can ask to clarify details (open): Who/What/Where/How Who was there? (avoid 'who did this to you?') Where were you? How did it happen? What happened? How does it make you feel? How often does it happen? Things not to say or do:             <ul style="list-style-type: none"> <li>● Do not ask leading questions – see below for examples</li> <li>● Avoid asking questions that start with why - these can cause the child to feel at fault</li> <li>● Do not say 'Are you sure?'</li> <li>● Do not show your own emotions e.g. shock/disbelief</li> <li>● Do not make false promises</li> </ul> </li> </ul> <p>What you should not do</p> <ol style="list-style-type: none"> <li>1. Project workers/volunteers should not begin investigating the matter themselves.</li> <li>2. Do not discuss the matter with anyone except the correct people in authority.</li> <li>3. Do not form your own opinions and decide to do nothing.</li> </ol> <p>Leading Questions Avoid any leading questions (questions that start with the below)</p> <p>Isn't it true.... Isn't it a fact.... Won't you admit.... Won't you concede.... Wouldn't you agree.... Safeguarding Policy Learn With SAT   Safeguarding Policy   Updated August 22 – V3 Wouldn't you have to say... Don't... Didn't... Isn't... Aren't... Wasn't... Weren't... Do... Did... Is... Are... Was... Were... Examples: Did [name] do this to you? Is that where you got the bruise from? Was anyone else there? (instead ask - who else was there?)</p>
<p><b>Statement of Commitment</b></p>	<p>At Learn With SAT, our unwavering commitment to safeguarding children and young people is at the very core of our mission. We stand firm in our dedication to providing an environment where every child can thrive, learn, and grow with the utmost confidence in their safety and well-being.</p> <p>Our commitment is more than just words on paper; it's a steadfast promise we uphold each day:</p> <p>We commit to...</p> <ol style="list-style-type: none"> <li>1. Protecting the Vulnerable: Safeguarding the welfare of every child and young person within our care, placing their well-being above all else.</li> <li>2. Promoting Dignity and Respect: Fostering a culture of respect, dignity, and inclusivity, where every individual's voice is heard, valued, and respected.</li> <li>3. Continuous Improvement: Striving for excellence by continuously evolving our safeguarding practices, staying informed of the latest developments in safeguarding, and actively responding to changing circumstances.</li> </ol>



4. **Transparent Communication:** Ensuring open and transparent communication with students, parents, staff, and external partners about our safeguarding efforts and outcomes.
5. **Educational Empowerment:** Empowering students with the knowledge and skills to recognise, understand, and protect themselves in various situations.
6. **Collaboration and Partnership:** Actively collaborating with external agencies, experts, and the wider community to create a protective safety net around our students.
7. **Strengthening Resilience:** Preparing children and young people for the future by nurturing resilience, emotional well-being, and self-confidence.
8. **Maintaining Legal and Ethical Compliance:** Upholding the highest ethical standards and full compliance with legal and regulatory requirements related to safeguarding.
9. **Listening and Responding:** Attentively listening to the concerns and feedback of all stakeholders and responding with urgency, empathy, and action.
10. **Ensuring a Safe, Inclusive, and Supportive Environment:** Creating a safe, inclusive, and supportive environment where every child is free to explore their potential, express themselves, and achieve their dreams without fear.

Learn With SAT stands as a beacon of trust, care, and protection. Our commitment to safeguarding children and young people is the bedrock of everything we do. It is our solemn duty, our highest calling, and our unwavering pledge to you, our community, and most importantly, to every child in our care.

Together, we forge a path where every child's safety and well-being is secured, and their futures are filled with promise and opportunity.

Sammie Allen  
Chief Executive Officer  
Learn With SAT