



# Equal Education Partners Safeguarding and Prevent Policy August 2024

<b>Company Name:</b>	Equal Education Partners
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<b>Designated Safeguarding Leads (DSL)</b>	Central Safeguarding Email: safeguarding@equaleducationpartners.com  Recruitment: Amy Keen (Candidate Recruitment Manager) - amy.keen@equaleducationpartners.com  Tutoring: Stuart Booker (Project Coordinator Lead) - stuart.booker@equaleducationpartners.com

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## 1. Safeguarding Statement

This Safeguarding & Prevent Policy represents our commitment to safeguarding the welfare and protection of all children, young people and adults at risk, who have contact with the organisation. All allegations of abuse will be taken seriously and responded to swiftly and appropriately.

Equal Education Partners recognises its responsibility to safeguard the well-being of children and adults engaged in the delivery of its service. We provide effective safeguarding systems where the child's needs are paramount. This ensures that every child receives the support they need. All employees who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children.

## 2. Policy Objectives

The objective of this Policy is to prevent and reduce the risk of significant harm to children and adults from abuse or other types of exploitation, including radicalisation, whilst supporting individuals in maintaining control over their lives and in making informed choices without coercion. Our approach is guided by the Welsh Government's 'Keeping Learners Safe Guidance'<sup>1</sup> and the Department of Education's 'Keeping Children Safe in Education (KCSIE)<sup>2</sup>' Guidance.

This Policy applies to all Employees of Equal Education Partners (individuals who work – or have applied to work for Equal Education Partners either on a permanent, temporary, or contractual basis), and forms part of any employment or service contract. It also applies to work conducted with partner organisations (such as governments, government organisations, schools, colleges etc.).

Equal Education Partners' Policy and Procedures comply with statutory duties, reflect current guidance and good practice in safeguarding children and adults at risk. We ensure that the appropriate and proportionate action is taken when an individual is suspected by staff of being subject to, or at risk of abuse from parents, carers, any adult, including any employee, or other individuals, either at work or in placement with other organisations. Equal Education Partners works with external agencies to ensure accurate reporting and appropriate information is shared with them in a timely manner.

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<sup>1</sup> <https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>

<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

Equal Education Partners is committed to ensuring that all individuals, regardless of age, disability, gender, race, marital status, religion or belief, sexual orientation or identity have the right to protection from all types of harm and abuse. This includes employees (internal and external), students and the partners we work with.

Equal Education Partners expects all staff to understand and adhere to this Safeguarding and Prevent Policy. All staff members are provided with annual safeguarding training and regular updates, such as updates to KCSIE. This ensures that staff can identify, respond to and report abuse and radicalisation through appropriate channels. Equal Education Partners expects all members of staff to be sensitive and alert to the patterns and signs of abuse.

### 3. Designated Safeguarding Leads (DSLs)

The role of the DSL is to manage and monitor any child protection issues or wider safeguarding concerns that may be raised by staff of Equal Education Partners. All of our DSLs have completed relevant DSL training to undertake the role. They also have membership of the Safeguarding Network, a professional safeguarding organisation (<https://safeguarding.network/content/team/>). The DSLs attend regular sessions to maintain up-to-date knowledge.

Equal Education Partners' Designated Safeguarding Leads (DSLs) are:

- Recruitment: Amy Keen (Candidate Recruitment Manager) - [amy.keen@equaleducationpartners.com](mailto:amy.keen@equaleducationpartners.com)
- Tutoring: Stuart Booker (Project Coordinator Lead) - [stuart.booker@equaleducationpartners.com](mailto:stuart.booker@equaleducationpartners.com)
- Any safeguarding issues can be directed to a central email address that is monitored by our DSLs - [safeguarding@equaleducationpartners.com](mailto:safeguarding@equaleducationpartners.com)

### 4. Associated Safeguarding Policies

This Safeguarding and Prevent Policy is part of a broader collection of documents that relate to the importance of safeguarding across Equal Education Partners. These include:

- Safer Recruitment Policy;
- Code of Professional Practice;
- Professional Code of Conduct - Tutors;
- Online Safety Policy.

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## 5. Reporting Procedures for Safeguarding and Prevent

### Reporting and recording concerns about a child

Equal Education Partners ensure all staff know and understand the internal safeguarding and child protection procedures. **(Appendix 1)** If any staff member is concerned about a child's welfare or has been subject to a disclosure they should contact the Designated Safeguarding Lead immediately. Any concerns must be kept confidential and should not be discussed with anyone other than the DSL team. The role of the DSL is to take responsibility for any child protection issues which may be raised by Equal Education Partners staff (internal and external) and instigate the internal safeguarding procedures. Where required concerns are reported to the appropriate Local Authority Designated Officer (LADO) or in the case of an emergency the police.

Should any member of Equal Education staff (internal or external) have any safeguarding or child protection concerns, these should be reported immediately to the central email address that is monitored by our DSLs - [safeguarding@equaleducationpartners.com](mailto:safeguarding@equaleducationpartners.com)

### Early Help and Safeguarding issues

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All staff should have an awareness of safeguarding issues that can put children at risk of harm and be vigilant of repeated signs that could suggest a child is at risk.

In cases where staff have concerns about the welfare of a child, they should report these immediately to the relevant Child Protection Officer (CPO) in the school or institute they are working in and the Equal Education Partners DSL. In line with the Equal Education Partners Child Protection Procedures, they will then be sent a Cause for Concern form **(Appendix 2)** to record the instance. This will be safely secured confidentially in the candidates' file and shared with the CPO at the school.

A child may decide to disclose to a practitioner that they have been subject to harm, abuse or neglect; and/or are aware of another child who may or is being abused. It is important to recognise that children may disclose concerns verbally, through play or through their behaviour. Accurate recordings of disclosures are vital as they could be crucial in legal proceedings.

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Wales Safeguarding Procedures provide clear guidance for staff to manage child protection disclosures which aligns with the safeguarding training provided by Equal Education Partners. These include:

keeping the child at risk safe; safeguarding is paramount;

Asking questions to determine if there is a safeguarding risk such as:

- what's happened?
- when did it happen?
- where did it happen?
- how did it happen?
- who did it?

listen and observe;

record what has been said as soon as possible as this may be the first and only account available to the police;

keeping an open mind about what you see and hear;

explaining to the child any actions to be taken in a way that is appropriate to their age and understanding;

not promising to keep what you have been told secret or confidential as practitioners have a duty to disclose information to social services and in some cases the police;

Remembering that reporting concerns is not a betrayal of trust. [Safeguarding Wales](#)

### **Managing concerns/allegations against staff**

In our Code of Professional Conduct, Equal Education Partners outlines the standards that educators must achieve and maintain to ensure a safe learning environment for the children that they work with. All Equal Education Partners staff are required to demonstrate exemplary behaviour to safeguard children and to protect themselves from allegations of abuse.

Any concern about members of staff is always referred directly to the DSLs, unless the concern is about one of the DSLs in which case the concern is referred to the Managing Director(s).

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## **Incidents and allegations procedure**

The aims of this procedure are to set out the actions to be taken when these rules are breached and to ensure consistent and fair treatment for all. It is designed to establish the facts quickly and deal with safeguarding matters consistently. This procedure applies to all educators regardless of length of service and may be implemented at any stage if the educator's alleged misconduct warrants such action. This guidance should be followed where it is alleged that anyone working for Equal Education Partners (internally or externally) has:

Behaved in a way that has harmed a child, or may have harmed a child and/or

Possibly committed a criminal offence against or related to a child, and/or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Whilst working for the company, should an incident or allegation be made against a staff member (internal or external), the following procedures will be followed.

### **Cause for Concern**

If a school or alternative provision informs Equal Education Partners of a particular incident, but they do not wish to take the matter further, the DSL will call the staff member concerned to arrange a meeting to discuss the incident or allegation. They will not be offered any further work until after the meeting and will not be paid by the company during this time. During the meeting, the alleged member of staff will have the opportunity to discuss the incident and put forward their version of events. After the meeting, a decision will be made regarding whether they can continue to work for the company. Where it is decided that further work will be offered, it is expected that additional training will be completed before recommencing work, including child protection, safeguarding and GDPR training and, if required, complete appropriate training, such as a Team Teach course.

### **Allegation of abuse**

If a school or alternative provision informs Equal Education Partners of a particular incident or allegation, and they are taking the matter further, the school or alternative provision will inform the Local Authority Designated Officer (LADO) and the school will investigate the incident or allegation. If the incident or allegation reaches the LADO threshold, a PASM (Position of Abuse Strategy Meeting) will be organised, where representatives from the company, the school or alternative provision and,

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in some instances, the police and social workers meet with the LADO to discuss the incident or allegation. This process can be lengthy, and the alleged staff member will not be allowed to work with children, young people or vulnerable adults in any capacity during this time. They will not be paid by the company during this process. Equal Education Partners make a decision regarding whether to work with the staff member again will be based on the outcome of this process. Outcomes will be one of the following:

1. The allegation is **malicious** – you will be able to continue to work in regulated activity and can continue working through our agencies.
2. The allegation is **unsubstantiated** – you will be able to continue to work in regulated activity and can continue working through Equal Education Partners.
3. The allegation is **unfounded** – you will be able to continue to work in regulated activity and can continue working through Equal Education Partners.
4. The allegation is **substantiated** and the **harm level has been reached** – you will not be able to continue being registered with Equal Education Partners. The case will be referred to the DBS and the relevant teaching council (EWC in Wales or TRA in England).
5. The allegation is **substantiated** but the **harm level has not been reached** – you will be invited to a safeguarding review meeting and a decision will be made as to whether you can continue working with Equal Education Partners.

### **Safeguarding review meeting**

Following a **cause for concern** investigation a safeguarding review meeting will be held with the member of staff and the DSL team. In the interest of fairness Equal Education Partners will allow a trade union representative or work colleague to accompany the member of staff should they feel that is necessary. If they intend to be accompanied, then advance notice must be given.

Depending on the seriousness of the incident or allegation, we may also make a report to statutory agencies such as the police, Disclosure Barring Service, Teaching Regulation Authority and the local authority's Child Protection Service.

Following the conclusion of an **allegation of abuse** and the local authority PASM meeting an internal meeting will be held by the DSL team. This will conclude the internal process and identify whether the staff member returns to work or is struck from our system. Following this meeting the institution or school involved and the alleged member of staff will receive an Allegation Outcome Letter (**Appendix 3**) Where required Equal Education Partners will contact the EWC and the DBS.

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## 6. What is Safeguarding?

The Welsh Government Legislation [Keeping Learners Safe](#) (KLS), defines safeguarding as “protecting children from harm, abuse and neglect.” Safeguarding is the action that is taken to promote the welfare of children and vulnerable adults and protect them from harm. It involves an awareness that the lives of many children (and their families) are difficult and recognising signs and indicators of abuse and neglect. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. It is critical to identify people at risk and put in place interventions to help prevent abuse or neglect, and to protect people.

Whilst Safeguarding procedures focus on responding to incidents of abuse and radicalisation, its prevention must always be the primary objective. Equal Education Partners encourages prevention through a safeguarding culture. Its employees can help prevent abuse and radicalisation, by encouraging people they are concerned about to recognise risks, to seek support and to access services they need.

## 7. What is abuse? Forms of abuse

The NSPCC defines child abuse as when a child is intentionally harmed by an adult or another child . This can be over a period of time but can also be a one-off action. The Children Act 1989 defines the four categories of significant harm as physical, sexual, emotional and neglect. These categories of harm can occur in person or online. Abuse and neglect are forms of maltreatment; it can be due to an individual inflicting harm or failing to prevent harm. An individual may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. It is often the case that multiple issues will overlap:

**Physical abuse** – may involve hitting, slapping, pushing, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, misuse of medication, restraint, or inappropriate sanctions or otherwise causing physical harm to an individual.

**Sexual abuse** – involves forcing or enticing a child, young person or adult to take part in sexual activities, whether or not they are aware of what is happening. This may include ‘rape and sexual assault or sexual acts to which the individual has not consented or could not consent or was

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pressured into consenting'. Sexual abuse also includes forcing a person to look at pornographic materials.

**Emotional abuse** – the persistent emotional ill-treatment of an individual such as to cause severe and persistent adverse effects on the individual's emotional development and wellbeing. This may include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

**Neglect and acts of omission** – the persistent failure to meet an individual's basic physical and/ or psychological needs, likely to result in the serious impairment of the individual's health or development. This may include ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate heating and nutrition.

**Financial or material abuse** – may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Discriminatory abuse** – may include abuse, bullying or harassment based for example on an individual's age, sex, disability, religion, race, ethnicity or sexual orientation. The Company will endeavour to identify and deter any form of discriminatory behaviour. Bullying and harassment can escalate rapidly and can damage individuals significantly.

In addition to these categories, all staff should also be aware of safeguarding issues that can put a child at risk of harm. These include but are not limited to, behaviours linked to issues such as drug taking and/or alcohol misuse, absence from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of (nude and semi-nude) inappropriate images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

**Domestic abuse** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage

relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

**Child on Child abuse** (formally known as peer-on-peer abuse) All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

**Child Sexual Exploitation and Child Criminal Exploitation** are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity.

**Child Sexual Exploitation** is a form of child sexual abuse. Sexual abuse may involve physical contact or non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media.

**Child Criminal Exploitation** can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

**Female Genital Mutilation** is a painful, non-medical, procedure undertaken on girls and young women which can seriously harm their long-term health. It is a form of child abuse is illegal in the

UK. Whilst all staff should speak to the designated safeguarding lead with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

**Serious Violence** is strongly linked to gang involvement carrying a weapon and ‘county lines’. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

**Additional Learning Needs and Disabilities** mean that children are 3.7 times more likely than other children to be abused or neglected. Sometimes this is because of high care needs, increased vulnerability or the range of other factors that affect other children.

### Children who are absent from Education

As mentioned in KSCIE 2023, it is a requirement for all staff to be aware of children who are absent from education for prolonged periods and/or repeated occasions. Equal Education Partners ensures that all staff are trained to be aware of common trends in student absence, including poor or irregular attendance and patterns in absence, such as regular days and times.

Equal Education Partners monitors attendance closely and works with our staff to ensure that information is recorded accurately via our virtual systems. In the instance of a student not attending, we contact the school immediately to record the absence with a member of staff. All absences and late arrivals are recorded in lesson reports that are completed via our virtual platform after each session. We work in conjunction with the school and their policies to maintain clear lines of communication. As part of our approach to monitoring attendance, all schools receive weekly and termly attendance logs. If the session is in person, the school would be responsible for monitoring attendance adhering to their own internal policies.

### Indicators of Abuse and Neglect

The most likely ways that a suspicion or concern will be raised is by:

- An individual “disclosing” abuse.

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- Evidence of physical hurt, for example, bruising, which may or may not be accompanied by a change in behaviour.
- The conduct of a child, member of staff or another individual.

## 8. Radicalisation and Extremism

Radicalisation is defined as the process through which a person comes to support or be involved with extremist ideologies.<sup>3</sup> The PREVENT Strategy is part of the Government’s overall counter-terrorism strategy, known as CONTEST. The aim of PREVENT specifically is to stop people becoming drawn into terrorism. The three specific strategic objectives under PREVENT are:

- **Respond** to the ideological challenge of terrorism and the threat we face from those who promote it.
- **Prevent** people from being drawn into terrorism and ensure they are given appropriate advice and support.
- **Work** with sectors and institutions where there are risks of radicalisation that we need to address.

Equal Education Partners has a statutory duty under Section 26 of the Counter Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty (Prevent Duty Guidance in England and Wales<sup>4</sup>).

All staff complete Prevent Training alongside Safeguarding training upon induction. They are required to complete annual training and receive support with updates to policy. Staff are alert to prevent issues that could include, but are not limited to:

- Drawings or writing promoting extremist ideologies.
- Change of behaviour to extremist views.
- Intolerance of difference, such as gender, disabilities, race, culture, religion and sexuality.
- Attempts to impose extremist views on others.
- Concerns raised by other students, friendship groups, parents, staff or external organisations.
- Voicing opinions drawn from extremist ideologies and narratives. This might include

<sup>3</sup> <https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation>

<sup>4</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

glorifying violence, especially against other faiths or cultures.

- Attending or expressing a desire to attend extremist events or rallies outside of the education setting.
- Isolation and withdrawal from social interactions and friendship groups.

## British Values

In line with PREVENT duty guidance (Counter Terrorism and Security Act 2015), Equal Education Partners actively promotes the fundamental British values. These reflect what it is like to be a citizen in a modern and diverse Britain, valuing our community and celebrating diversity. There are four values outlined in the guidance:

- **Democracy** – an understanding of how citizens can influence decision-making through the democratic process.
- **The rule of law** – an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety.
- **Individual liberty** – an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- **Mutual respect and Tolerance of those with different faiths and beliefs** – an acceptance that other people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. understanding of the importance of identifying and combating discrimination.

## 9. Cybersecurity and Online Safety

Equal Education Partners takes a comprehensive approach to online safety that aims to protect staff, tutors and students in their use of technology. We also have established mechanisms to identify, intervene in and escalate any concerns where appropriate, in line with the filtering and monitoring standards set out by the Department for Education (DfE) and Keeping Children Safe in Education (KCSIE) 2023.

Equal Education Partners has comprehensive systems in place to ensure that online is at the forefront of our work. These measures include:

- All communication between students and staff is directly through our online platform. This is monitored closely by our staff.

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- We have a zero-tolerance policy about the use of mobile phones during any sessions. This relates to both staff and students.
- Promotion of events promoting internet safety, such as Safer Internet Day.
- Any safeguarding concerns, are reported directly to our DSLs.
- Having a rota to watch back lesson recordings to ensure that the messages in the chat are relevant, videos suitable and discussion between pupils and staff is on track.
- Ensure all recordings are safely secured on the online platform that can be accessed immediately to monitor and act should any safeguarding concerns arise.
- We have central email accounts for specific projects, such as NTP, that allow tutors and students to share resources, such as worksheets, answers to exam questions, feedback on answers, etc.

For more information relating to our online safety, we would encourage you to look at our Online Safety Policy.

Equal Education Partners also holds Cyber Essentials Plus certification, which helps us guard against the most common cyber threats and demonstrates our commitment to cyber security.

## 10. Managing and Supporting our Policy

Equal Education Partners believes that safeguarding is everyone's responsibility. It is the responsibility of all employees to ensure they are familiar with this Policy and follow the Procedures and guidelines.

This is a company-approved policy. We will coordinate and review its implementation as part of our ongoing safeguarding reviews. All staff and external organisations are also provided with copies of our safeguarding and associated policies. In instances where legislation changes, policies are updated and amendments are shared with internal and external staff. We provide all staff with annual training via our internal safeguarding training course that is approved and accredited by CPD UK, and provide all staff with updates concerning safeguarding and prevent policies.

### Contact information

If you wish to contact us regarding our Policy content, its implementation or regarding a safeguarding issues, please contact our DSLs via email: [safeguarding@equaleducationpartners.com](mailto:safeguarding@equaleducationpartners.com)

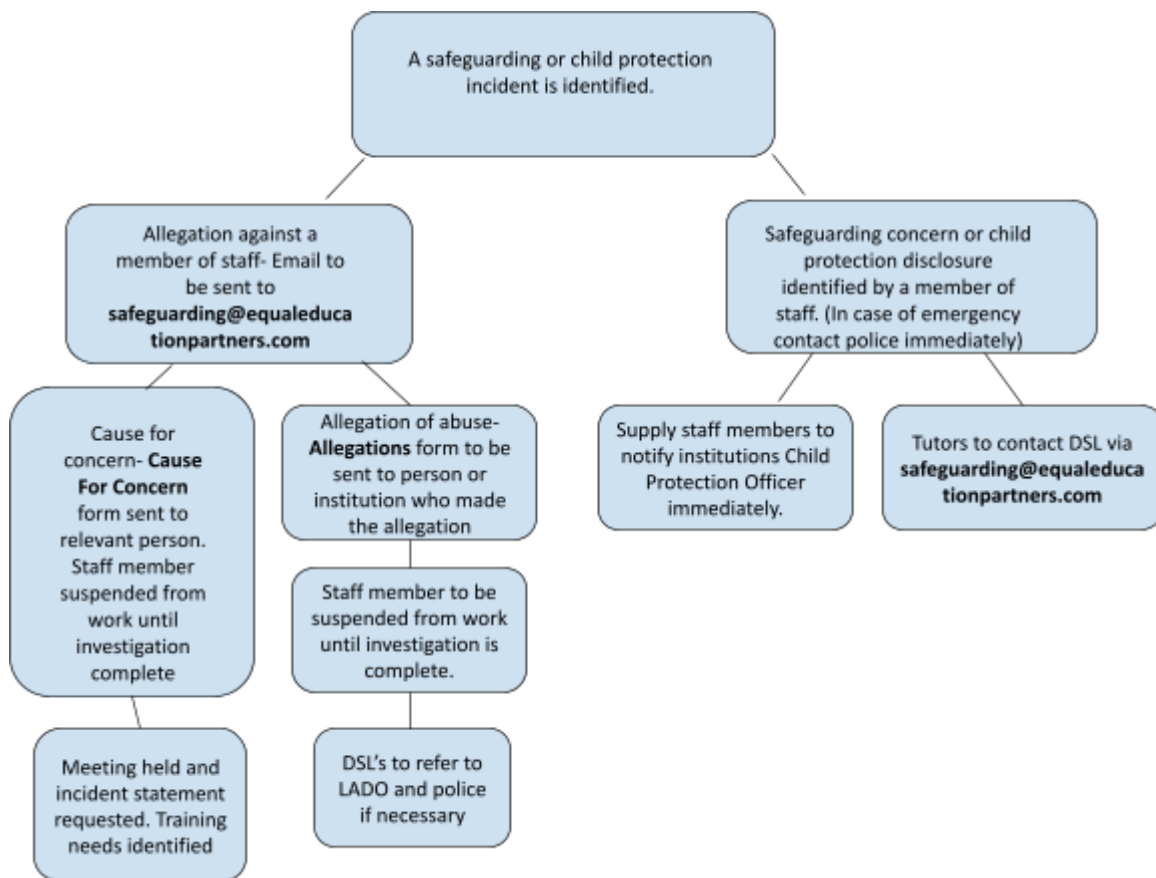
Recruitment: Amy Keen (Candidate Recruitment Manager) - [amy.keen@equaleducationpartners.com](mailto:amy.keen@equaleducationpartners.com)

Tutoring: Stuart Booker (Project Coordinator Lead) - [stuart.booker@equaleducationpartners.com](mailto:stuart.booker@equaleducationpartners.com)

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## Appendix 1 - Safeguarding and Child Protection Procedures





Appendix 2 - Cause For Concern Form

**Cause for Concern Form**

<b>Name of Pupil:</b>	
<b>Name of School:</b>	
<b>Name of Educator:</b>	
<b>Date of Incident/report/disclosure:</b>	
<b>Time of incident/report/disclosure:</b>	

*For any sections below, please continue/ extend box if needed*

**Concern Details**

*Provide details of the incident or concerns you have. Include anything you have personally witnessed. Please provide a description of any incidents or observations including dates and times. Be clear about what is fact and what is your opinion. Include anything the child or another person has told you. Use exact words if possible. Be clear about who has said what. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted. If the pupil has a physical injury, has the child received any medical attention or has any advice been sought? Please clearly sign and date the record at the end of your statement and pass immediately to the DSL.*

**TO BE COMPLETED BY SENIOR DESIGNATED PERSON / DEPUTY DESIGNATED PERSON**

**AGREED ACTIONS & ANTICIPATED OUTCOMES:**

*Record all discussions, communications, referrals & decisions made. Include details of conversations with schools/ other agencies.*

**Please contact [safeguarding@equaleducationpartners.com](mailto:safeguarding@equaleducationpartners.com) immediately to share any causes for concern.**

### Appendix 3 - Allegation Outcome Letter



Swansea (HQ)  
20XX  
01554 777749  
12 Axis Court  
Riverside Business Park  
Mallard Way  
Swansea  
SA7 0AJ

February 04,

**Dear, name.**

Outcome of Safeguarding Allegation

I am writing to formally advise you of the outcome of the safeguarding allegation that was made against you in relation to your role as (name of role) at (name of establishment).

The details of the safeguarding allegation were that you (insert comprehensive summary of the allegation)

**\*Insert if appropriate**

\*These concerns are in relation to your behaviour towards children, outside of your work setting.

**The last bullet point above includes behaviour that may have happened outside of your work role (paid or unpaid); therefore it is appropriate for an assessment of the transferable risk to any children in any setting.**

This safeguarding allegation meets the criteria for being considered under HM Government Guidance Working Together to Safeguard Children 2018 and Kirklees LADO 'Allegations management Guidance for Professionals' who have concerns about any adult in a position of trust working (paid or unpaid) with children and a referral has been made to the Local Authority Designated Officer (LADO).

The outcome of the safeguarding allegation is that it was determined to be:

**\*\*Insert the LADO outcome**

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(Employers/Organisations will have been notified by the Local Safeguarding Team of the outcome)

**\*\*UNFOUNDED**

There is no evidence or proper basis which supports the allegation being made, or there is evidence to prove that the allegation is untrue. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances. As the safeguarding allegation was not substantiated it will not be referred to in any future references.

**\*\*UNSUBSTANTIATED**

This is not the same as a false allegation. It means that there is insufficient identifiable evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence. As the safeguarding allegation was not substantiated it will not be referred to in any future references.

**\*\*SUBSTANTIATED**

There is sufficient identifiable evidence to prove the allegation. As the allegation was substantiated it will be referred to in any future references.

**\*\*MALICIOUS**

There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false. As the safeguarding allegation was not substantiated it will not be referred to in any future references, a detail will be removed from your employment record, unless you indicate that you wish for these to be retained.

**\*\*FALSE (Education sector only)**

There is sufficient evidence to disprove the allegation. As the safeguarding allegation was not substantiated it will not be referred to in any future references.

Retention of the Safeguarding allegation (by employer or organisation)

A copy of this letter will be kept on your personal file and a copy has been provided to you. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the Police about an allegation that did not result in a criminal conviction and it will help prevent unnecessary re-investigation if an allegation re-surfaces after a period.

Reviewed: August 2024

Date of next review: August 2025

This record will be retained at least until you have reached normal pension age or for a period of 10 years from the date of the allegation, whichever is longer.

#### Referrals Regulatory or Professional

A referral will be made to the Disclosure and Barring Service (DBS) for their consideration of barring from work with children. The DBS will write to you to confirm receipt of the referral and to advise you of their process.

Or

A referral will not be made in relation to the DBS for consideration of barring from work with children.

A referral has/ has not been made to the Professional body, for consideration of any actions by them.**(Delete as appropriate and insert details of Professional body)**

If you have any questions about this letter, please contact **(insert name of manager)**.

Yours sincerely

#### Your Name and Title



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