

# **Safeguarding & Child Protection Policy & Procedures**

September 2025

## DESIGNATED SAFEGUARDING LEADS

All pupil-facing services within One Education have a named Designated Safeguarding Lead who can support with any specific safeguarding concerns.

Jess Lane, Head of Service for School Attendance & Safeguarding, is a Designated Safeguarding Lead for One Education, who can also offer support and advice.

The Executive member with overall responsibility for Safeguarding at One Education is Rachel Foster.

Name	Role	Email	Contact number
Rachel Foster	Director of HR & Education Strategy	<a href="mailto:Rachel.foster@oneeducation.co.uk">Rachel.foster@oneeducation.co.uk</a>	07818038606
Jess Lane	Head of Service School Attendance & Safeguarding	<a href="mailto:Jess.lane@oneeducation.co.uk">Jess.lane@oneeducation.co.uk</a>	07776762363

If the allegation or safeguarding concern is regarding the conduct of an adult in the school or setting you are working in, this must be reported immediately to:

Linda Mason, Internal HR Manager  
[linda.mason@oneeducation.co.uk](mailto:linda.mason@oneeducation.co.uk)  
07436150101

If the concern is about another staff member from One Education or if an allegation is made, please contact:

Rachel Foster, Executive Team member for Safeguarding  
[rachel.foster@oneeducation.co.uk](mailto:rachel.foster@oneeducation.co.uk)  
07818038606

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## 1. INTRODUCTION

- 1.1 This policy will be reviewed annually unless an incident, new legislation or guidance, suggests the need for an interim review.

One Education is committed to putting children first. Underpinning this is our commitment to and belief that all children have the right to feel safe, secure and protected from any kind of abuse.

Our day-to-day work of providing specialist services to schools, academies, settings and local authorities brings us in to regular contact with children, young people and their families. Therefore, our employees, volunteers, casuals and associates are well placed to observe the outward signs and indicators of abuse and neglect, and are in a position to support those who may have been abused, neglected or are considered to be at risk of significant harm.

- 1.2 The purpose of this policy and its procedures are:

- To safeguard children and young people receiving a service from One Education;
- To provide employees, volunteers, casuals and associates with information and guidance for identifying, reporting & escalating cases, or suspected cases, of actual abuse, neglect or where a child or young person is considered to be at risk of significant/immediate harm;
- To ensure good practice for safeguarding is consistent across the organisation, and;
- To support all adults in One Education to work together to safeguard and promote the welfare of children and young people.

- 1.3 “Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.” (KCSiE, Part 1)

This policy and its procedures apply to all employees, volunteers, casuals and associates working on behalf of One Education.

## 2. LEGISLATION AND STATUTORY GUIDANCE

- 2.1 The Children Act 1989 provides the framework for the care and protection of children up to their 19<sup>th</sup> birthday. It defines parental responsibility and encourages partnership working with parents.

The Children Act 2004 supplements the 1989 Act and strengthens the duty placed on all organisations working with children to work together to safeguard and promote the welfare of children. The Education Act 2002 further reinforces this duty.

One Education will have full regard to the statutory guidance set out in HM Government 'Working Together to Safeguard Children' (2023) and DfE 'Keeping Children Safe in Education' (2025), and in doing so will work in partnership with other organisations where appropriate to identify any concerns about child welfare, and take timely action to address them.

- 2.2 The Counter Terrorism and Security Act 2015, places a duty on all schools and specified public facing bodies in the exercise of their functions, to have "due regard to the need to prevent people from being drawn in to terrorism". One Education recognises this as part of its wider safeguarding duties and the similarities in nature to protecting children from other forms of harm and abuse.
- 2.3 Female genital mutilation is illegal in England and Wales under the FGM Act 2003 (as amended by the Serious Crime Act 2015). It is a form of child abuse and violence against women which comprises of procedures involving partial or total removal of the external female genitalia for non-medical reasons. This Act places a duty on all teachers and professionals to report to the police if they suspect a child under the age of 19 is at risk of or has undergone female genital mutilation.
- 2.4 One Education aims to create and maintain a safe environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. One Education is committed to implementing policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 2.5 Where it is appropriate, One Education employees, volunteers, casuals and associates will contribute to early help assessments. This may be where their work brings them in to contact with children and families who would benefit from co-ordinated support from more than one agency.
- 2.6 In seeking to safeguard and promote the welfare of children and young people, One Education will:
- Put children first by valuing, listening to and respecting them
  - Adopt child protection procedures and safer working practices policy for all employees, volunteers, casuals and associates

- Develop effective management systems and arrangements that will create and maintain a safe learning environment for all our children, young people, employees, volunteers, casuals and associates
- Support the prevention of abuse through the teaching and sharing of information about child protection and safe practice with children, young people and their families
- Ensure that all recruitment and selection processes adhere to the guidance contained in DfE 'Keeping Children Safe in Education' (2025).

2.7 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of One Education. This policy and our procedures complement and supports other relevant One Education policies and procedures.

2.8 This policy and its procedures will be reviewed annually and in the month of September by the One Education Executive Team.

### 3. **DEFINITIONS**

3.1 The following definitions are from 'Keeping Children Safe in Education' (2025).

#### 3.2 **Safeguarding**

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

(KCSIE 2025)

#### 3.3 **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, including where

they see, hear or experience its effects. 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.

### 3.4 **Physical abuse**

A form of abuse that 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 an illness in a child.

### 3.5 **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 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.

### 3.6 **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### 3.7 **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 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.

### 3.8 **Child on Child Abuse**

Along with DfE 'Keeping Children Safe in Education' (2025), One Education recognises that children are capable of abusing another child or children.

Child on Child abuse is likely to include but not be limited to:

- Bullying (including prejudice/ discriminatory bullying and cyberbullying)
- Intimate relationship abuse (Teenage relationship abuse)
- Physical abuse – hitting, kicking, shaking etc. (including online behaviour which may facilitate physical abuse and threatens or encourages abuse)
- Sexual violence and abuse (including online behaviour which may facilitate sexual harassment and abuse, threatens or encourages abuse)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Sexting or youth produced sexual imagery
- Up skirting taking a picture or video under a person's clothing without permission with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Hazing/ initiation to harass, humiliate, threaten or cause emotional harm

### 3.9 **Mental Health**

'Keeping Children Safe in Education' (2025) states that "all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation."

One Education employees, volunteers, casuals and associates should not seek to diagnose a mental health condition (unless this is expected as part of their role). Staff should observe and identify pupils whose behaviour may suggest they are experiencing a mental health difficulty or at risk of developing one.

3.10 In addition to the four categories of abuse, 'Keeping Children Safe in Education' (2025) Part one, recognises and provides further information about specific safeguarding issues. There is a requirement for all One Education employees, volunteers, casuals and associates to read and understand Part One of 'Keeping Children Safe in Education' (2025).

3.11 All employees, volunteers, casuals and associates working on behalf of One Education must be aware of and alert to the signs and indicators of abuse and respond appropriately and proportionately.

If a staff member is concerned they must follow the child protection and safeguarding processes of the setting which they are working by speaking directly to the DSL, Deputy DSL or Senior Mental Health Lead (sometimes referred to as a Mental Health first aider)

3.12 See 'Keeping Children Safe in Education' Part 1, Part 5 & Annexes A and B for definitions and further information about:

- Abuse & Neglect - including physical, emotional & sexual abuse and neglect
- Channel
- Child Abduction and Community Safety Incidents
- Child on Child Abuse – including sexual harassment, upskirting & sharing of nude and semi-nude images
- Child Criminal Exploitation
- Child Sexual Exploitation
- Children and the Court System
- Children Missing from Education
- Children who are lesbian, gay, bi or trans (LGBT)
- Children with Family Members in Prison
- County Lines
- Cybercrime
- Domestic Abuse
- Early Help
- Elective Home Education
- Homelessness
- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty
- Looked After Children and children open to or who have been open to a Social Worker
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Online Safety, including Education at Home
- Prevent Duty
- Preventing Radicalisation
- Serious Violence
- Sexual Violence and Sexual Harassment between children in schools and colleges
- So-called 'Honour-Based Abuse' including Female Genital Mutilation & Forced Marriage & Breast Ironing

#### 4. **EQUALITIES STATEMENT**

- 4.1 Some children are at increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have Special education needs or disabilities (SEND) or health conditions,
- Identify as LGBTQ+ children or are gender-questioning,
- Are young carers,
- May experience discrimination due to their race, ethnicity & religion,
- Speak English as an additional language,
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence,
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation,
- Are asylum seekers,
- Are at risk due to either their own or a family member's mental health needs,
- Are looked after or previously looked after, or
- Are missing from education.

## **5. ROLES & RESPONSIBILITIES WITHIN ONE EDUCATION**

- 5.1 One Education's Executive Team will ensure that:

- There is a senior member of the executive team who takes overall responsibility for safeguarding.
- A Designated Safeguarding Lead is available to support colleagues and heads of service with any safeguarding concerns. That they receive appropriate and ongoing training, support and supervision.
- Safeguarding leads are identified for each team and receive appropriate and ongoing training, support and supervision.
- Sufficient time and resources are made available to enable all employees, volunteers, casuals and associates to discharge their safeguarding responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- The safeguarding and child protection policy and procedures are regularly reviewed and updated, and One Education comply with relevant safeguarding procedures.
- Managers follow safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.

- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with relevant safeguarding procedures.
- All employees, volunteers, casuals and associates who have regular contact with children and young people receive appropriate training on beginning their role, as well as annual updates as outlined in Keeping Children Safe in Education.
- A detailed record of child protection training undertaken by employees, volunteers, casuals and associates is kept and maintained.
- They are kept up to date with changes in policy and procedures and are aware of any guidance issued by HM Government and the Department for Education concerning safeguarding children and young people.

5.2 The Designated Safeguarding Lead will:

- Have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people receiving our services.
- Act as the first point of contact with regards to safeguarding matters.
- Attend up to date training, at least every two years.
- Attend training on specific safeguarding issues as appropriate throughout the year.
- Provide support and training for employees, volunteers, casual workers and associates. (However, the Business Support team will support the Executive Team to ensure a record of all staff training is maintained).
- Ensure that actions following a disclosure or concerns raised are in line with the guidance set out in the HM Government, Working Together to Safeguard Children (2023) and DfE, Keeping Children Safe in Education (2025).
- Support employees, volunteers, casuals and associates to make effective referrals to other agencies where there are concerns about the welfare of a child.
- Keep secure copies of all referrals to any other agencies related to safeguarding children.
- Manage and keep secure any One Education 'Record of Escalation' forms.
- Ensure that all employees, volunteers, casuals and associates understand and are aware of the One Education's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Report to the executive team in relation to child protection matters as appropriate.
- Ensure that the Safeguarding and Child Protection policy and procedures and any other relevant policies are regularly reviewed, updated and approved annually by the One Education Executive Team.
- Keep up to date with changes in policy and procedures and are aware of any guidance issued by HM Government and the Department for Education concerning safeguarding children and young people.

5.3 One Education Team Safeguarding Leads will:

- Have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people receiving services from their team.
- Act as the first point of contact with regards to safeguarding matters within their team.
- Inform and liaise with the Designated Safeguarding Lead with regards to safeguarding matters within their team.
- Attend up to date training, at least every two years.
- Attend training on specific safeguarding issues as appropriate throughout the year.
- Attend safeguarding team briefings in liaison with the Designated Safeguarding Lead.
- Ensure that actions following a disclosure or concerns raised are in line with the guidance set out in the HM Government, Working Together to Safeguard Children (2023) and DfE, Keeping Children Safe in Education (2025).
- Support employees, volunteers, casuals and associates to make effective referrals to other agencies where there are concerns about the welfare of a child.
- Support the management of secure safeguarding records kept by One Education.
- Ensure that all employees, volunteers, casuals and associates within their team understand and are aware of the One Education's escalation and recording procedures and are clear about what to do if they have a concern about a child
- Contribute to the review of One Education's Safeguarding and Child Protection policy and procedures and any other related safeguarding policies.
- Keep up to date with changes in policy and procedures and are aware of any guidance issued by HM Government and the Department for Education concerning safeguarding children and young people.

5.4 One Education employees with a management responsibility will ensure that:

- The policies and procedures adopted to safeguard and promote the welfare of children and young people are fully implemented and followed by all employees, volunteers, casuals and associates working in their teams.
- Safer recruitment and selection of staff, associates and volunteers is practised.
- Ensure that all employees, volunteers, casuals and associates receive information on safeguarding policies and procedures from the point of induction.
- All employees, volunteers, casuals and associates receive appropriate training on beginning their role and receive regular safeguarding updates, at least annually, as outlined in Keeping Children Safe in Education.

- All temporary employees, volunteers, casuals and associates are made aware of One Education's Safeguarding and Child Protection policy and arrangements.
- All employees, volunteers, casuals and associates feel confident in raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people we work with and such concerns will be addressed sensitively and effectively.
- Safeguarding is a set item on team meeting agendas at least once per term.
- Safeguarding matters are discussed at every supervision session where the supervisee is in regular contact with children, young people and their families.
- Keep up to date with changes in policy and procedures and are aware of any guidance issued by HM Government and the Department for Education concerning safeguarding children and young people.

5.5 All One Education employees, volunteers, casuals and associates will:

- Attend safeguarding training on beginning their role and then receive regular safeguarding updates, at least annually.
- Comply with One Education's Safeguarding and Child Protection policy, procedures and record keeping guidance.
- Be alert to indicators of abuse and respond appropriately.
- Practise in a way that safeguards and promotes the welfare of all children and young people and is in line with One Education's Safer Working Practice policy.
- Alert the Senior Designated Safeguarding Lead to any organisational blockages to safeguarding and promoting the welfare of all children and young people
- Be aware of child protection policy and procedures held in schools where they are working
- Know who the designated safeguarding lead is within the school where they are working
- Keep up to date with changes in policy and procedures and are aware of any guidance issued by HM Government and Department of Education concerning safeguarding children and young people.

## **6 DUTY TO REFER**

6.1 All One Education employees, volunteers, casuals and associates have a duty to share concerns with the setting's Designated Safeguarding lead, Deputy Designated Safeguarding Lead, Children's Social Care or the Police if it is believed or suspected that:

- A child is being abused, or is at risk of immediate or significant harm
- There are concerns regarding the welfare of a child
- A child may benefit from intervention in the form of an Early Help assessment

- 6.2 When there are concerns about significant harm, concerns must be shared **immediately** with the setting's DSL or Deputy DSL. The greater the level of perceived risk, the more urgent the action should be. This should be followed up in writing, either via email, on the school's CPOMS system or similar. You may be required to contribute to making a referral to Children's Social Care.
- 6.3 If you are working outside of school hours, or there is no Designated Safeguarding Lead available, and you know or suspect that a child is at risk of significant harm or has been harmed, you should contact the police immediately via 999.
- 6.4 If the concerns you have relate to harm caused by another child, both children, i.e. the suspected perpetrator and victim, should be referred to Children's Social Care. A risk assessment may also need to be undertaken. Further guidance is available locally on the relevant Local Safeguarding Children's Board website.
- 6.5 The suspicion or allegation may relate to a parent, professional, volunteer or anyone caring for or working with the child - if so, procedures for Managing Allegations of Abuse Made Against Adults Who Work with Children and Young People will also be followed.
- 6.6 Advice and support can be sought from the setting's DSL or safeguarding teams, you may also seek support about when to make a referral from your team DSL at One Education or in their absence from One Education's Designated Safeguarding Lead.

## **WHEN IN DOUBT, CONCERNS MUST BE SHARED**

### **7. ESCALATION OF CONCERNS PROCEDURES**

- 7.1 Any concerns about the welfare or safety of a child that have been witnessed or observed by a member of One Education staff should ensure that a factual and accurate record is made. Concerns should be reported to the Designated Safeguarding Lead at the school, immediately and where there is risk of immediate harm, a referral into Children's Social Care or the police should be made. Where appropriate, the concern should be saved securely on the child's folder on RSS, where direct work is being completed. If the colleague does not have access to RSS, the record should be sent as soon as reasonably possible, to the Designated Safeguarding Lead for their team, to be logged.
- 7.2 In most cases, agreement will be reached about how to proceed with any concerns about a child. Where agreement cannot be reached, the concern must be escalated to One Education's Designated Safeguarding Lead, thereafter the Executive Team member with responsibility for safeguarding. If concerns are still held or where internal escalation cannot be achieved in a timely manner, a direct referral to Children's Social Care must be made.

- 7.3 If it is felt an education setting has failed to take appropriate action or action which is felt to be inappropriate, staff must complete a Record of Escalation and consult their Team Safeguarding Lead in the first instance. If a satisfactory outcome or agreement cannot be reached contact must be made by the Team Safeguarding Lead and the staff member with concerns, with the Designated Safeguarding Lead for One Education.
- 7.4 When escalating a concern this must be recorded and any action taken, using the One Education Record of Escalation Form which can be found on the Intranet. This should be completed and sent to One Education's Designated Safeguarding Lead at [safeguarding@oneeducation.co.uk](mailto:safeguarding@oneeducation.co.uk) as soon as reasonably possible, that same day.
- 7.5 One Education's Designated Safeguarding Lead will have full access to the safeguarding inbox. Once your concern has been received you will be notified which member of the safeguarding team will be dealing with your concern via e-mail.

## **8. HOW INFORMATION WILL BE RECORDED AND SHARED**

### 8.1 Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality
- The gathering of evidence
- Commitment or loyalty to relatives, friends or colleagues.

8.2 The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

8.3 The seven golden rules will be followed when sharing information. Further guidance about this is available in HM Government [Information sharing advice for practitioners safeguarding services \(2024\)](#)

8.4 Further guidance is available locally on the relevant Local Safeguarding Children's Board website if your concerns relate to under-age sexual activity.

8.5 If suspicions or allegations are about relatives, friends or colleagues, professional or otherwise, the concerns **must not** be discussed with them before making a referral to Children's Social Care or the Police.

### 8.6 Record keeping

When escalating a concern record your concerns and any action taken using the One Education Record of Escalation Form which can be found on the safeguarding area of the Intranet.

- 8.7 A record of all conversations relating to safeguarding concerns, (including the timings, the setting, those present, as well as what was said by all parties) and actions agreed or taken will also be kept.
- 8.8 All conversations with a child throughout the child protection process will be recorded using their words. If a criminal investigation proceeds, failure to follow the guidance in relation to listening and recording information provided by a child could lead to conflict and the credibility of the child's account being undermined at court.
- 8.9 Whilst all efforts will be made to maintain confidentiality for all those involved, the welfare of the child will be paramount. Information will be treated sensitively and will be shared with others in line with ['Information Sharing: Advice for practitioners providing safeguarding services'](#) (2024)
- 8.10 Our approach to working with parents and carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with parents and carers.
- 8.11 In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child or where a referral is to be made to the relevant children's social care team or any other agency.
- 8.12 Parents and carers will not be informed if it is believed that by doing so would put the child at risk or jeopardise a criminal investigation. In such cases the team safeguarding lead or Designated Safeguarding Lead will seek advice from the relevant Children's Social Care Team.
- 8.13 All employees, volunteers, casuals and associates must understand that they have a professional duty to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

## **9. ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS, CASUALS AND ASSOCIATES**

- 9.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare and the welfare of other children and young people.
- 9.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
- 9.3 All employees, volunteers, casuals and associates have a responsibility to report concerns if they suspect a colleague or other professional or volunteer is or maybe abusing a child. One Education will fully support and protect

anyone, who in good faith, reports a concern of this nature.

- 9.4 All allegations made against an employee, volunteer, casual or associate, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 9.5 Allegations or concerns should be reported immediately to One Education's Executive Designated Safeguarding Lead where the HR Director is the subject of the allegation, report your concern to the CEO.
- 9.6 The HR Director/ CEO will assess the allegation made and act in accordance with the relevant local safeguarding children's board managing allegations of abuse procedures. The Local Authority Designated Officer (LADO) will be informed accordingly.

## **10. WHISTLEBLOWING**

- 10.1 One Education employees, volunteers, casuals and associates will be protected and supported under the Whistleblowing policy.
- 10.2 A disclosure qualifies for protection if it falls into one of a list of categories which include:
- If the health or safety of any individual or group has been, is being or is likely to be endangered
  - If a criminal offence has been committed, is being committed or is likely to be committed.
- 10.3 If you are concerned over how child protection issues are being handled within One Education or another organisation, you can talk to the NSPCC anonymously by telephoning 0800 028 0285 or discuss with the Local Authority Designated Officer (LADO).
- 10.4 Anyone can call the NSPCC whistleblowing advice line if they have a concern about a child and how that concern is being handled. One Education employees, volunteers, casuals and associates should call this helpline if they believe:
- Someone will cover it up
  - They will be treated unfairly for complaining
  - The concern has already been escalated however there has been no satisfactory outcome
- 10.5 The advice line isn't intended to replace any current practices or responsibilities of organisations working with children. Any concerns about a child should be raised with One Education's Director for HR or Executive Team in the first instance.

## **11. FURTHER GUIDANCE & LINKED POLICIES**

- DfE '[Keeping Children Safe in Education](#)' 2025
- Hm Government '[Working Together to Safeguard Children](#)' 2023
- DfE '[Information Sharing – Advice for practitioners providing safeguarding services for children, young people, parents and carers](#)' 2024
- DfE '[The Prevent Duty: safeguarding learners vulnerable to radicalisation](#)' 2023

**12. APPENDICES**

**Record of Escalation**

<b>Name of School:</b>		<b>Date:</b>	
<b>School Address and postcode:</b>			
<b>Name of Headteacher:</b>			
<b>Email Address:</b>			
<b>Name of school DSL:</b>			
<b>Email Address:</b>			

<b>One Education Staff Member:</b>			
<b>Team:</b>			
<b>Email Address:</b>			
<b>Initials of pupil concerned:</b>		<b>Year group of pupil concerned:</b>	

<b>Action taken by member of One Education staff at initial point of concern:</b>

<b>Action taken by school staff at initial point of concern:</b>

<b>Please outline your concerns with the level of action that has been taken and any areas of further support which you require:</b>

<b>OFFICE USE ONLY</b>	
<b>Name of One Education DSL providing support:</b>	
<b>Outline of agreed actions to be taken by member of staff and One Education DSL:</b>	
<b>Signature of member of staff:</b>	<b>Signature of One Education DSL:</b>

