



PARITY
EDUCATION

Shaping Futures
With Equal Opportunities

Safeguarding and Child Protection Policy

Aligned with Keeping Children Safe in Education 2026 • effective 1 September 2026

Alternative Provision • EOTAS • SEND • Tuition • Mentoring

Organisation	Parity Education and Careers Services Ltd
Policy owner	Designated Safeguarding Lead
Version	3.1 August 2026
Last reviewed	15 June 2026 (substantive review); targeted update 10 August 2026
Next review due	August 2027, or sooner if legislation, statutory guidance, commissioner requirements or organisational practice changes
Applies to	Employees, tutors, learning support practitioners, mentors, contractors, directors, volunteers and anyone working on behalf of Parity Education
Related Policies	Safer Recruitment; Online Safety; Lone Working; Whistleblowing; Tutor & Contractor Handbook (including Code of Conduct); Data Protection; Attendance; Health & Safety

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1. Policy statement

Parity Education is committed to safeguarding and promoting the welfare of every child and young person we work with. The welfare of the child is our first priority and must sit at the centre of all decisions, systems and practice.

Parity Education provides tutoring, alternative provision, EOTAS, SEND and SEMH support to children and young people who may be particularly vulnerable due to exclusion, reduced attendance, EBSA, SEND, trauma, mental health needs, social care involvement, exploitation risk, or disrupted education.

Safeguarding is everyone's responsibility. All staff, tutors, contractors and volunteers must identify concerns early, share information appropriately and take prompt action to protect children from harm.

2. Purpose and scope

This policy explains how Parity Education safeguards children and young people and how concerns must be reported, recorded and escalated. It applies to all Parity Education activity, including:

- 1:1 tuition
- Alternative Provision
- EOTAS provision
- Home-based education
- Community-based tuition
- Online tuition
- Mentoring and learning support
- SEND and SEMH provision
- Introductory visits, reviews, meetings and assessments
- Communication with parents, schools, local authorities and professionals

The policy applies whether provision takes place in a home, school, library, community venue, online setting or other agreed location.

3. Legislative and statutory framework

This policy has been written with reference to current statutory guidance and relevant legislation, including:

- Keeping Children Safe in Education (KCSIE) 2025:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2026:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Arranging Alternative Provision: A Guide for Local Authorities and Schools:
<https://www.gov.uk/government/publications/alternative-provision>
- Children Act 1989 and Children Act 2004
- Education Act 2002 and Education Act 1996, including duties relating to suitable education
- Alternative Provision statutory guidance
- Equality Act 2010 and Public Sector Equality Duty
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR
- Counter-Terrorism and Security Act 2015, including the Prevent Duty
- Safeguarding Vulnerable Groups Act 2006
- Rehabilitation of Offenders Act 1974
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Online Safety Act 2023

- Serious Violence Duty 2022

Parity Education will follow relevant local safeguarding partnership procedures in the areas where provision is delivered.

4. Safeguarding principles

- The child's welfare is paramount.
- Children should be listened to and taken seriously.
- Safeguarding concerns must be acted on immediately.
- Staff must never promise confidentiality to a child.
- Concerns must be recorded factually and promptly.
- Information must be shared where necessary to protect a child.
- Staff must recognise that behaviour can be a communication of distress, unmet need or risk.
- Children with SEND, communication needs, trauma histories or social care involvement may face additional barriers to reporting harm.
- Safeguarding practice must be trauma-informed, SEND-aware, culturally sensitive and non-discriminatory.

5. Key safeguarding contacts

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Patrick Iberi	p.iberi@parityeducation.co.uk
Deputy DSL and Operations Director	Nicola Catherall	nicola@parityeducation.co.uk
Safeguarding inbox	Safeguarding Team	info@parityeducation.co.uk
Immediate danger	Emergency services	999

If urgent safeguarding advice is required and the DSL cannot be contacted, staff must contact the relevant Local Authority Children's Social Care / MASH for the child's home area. If an allegation is made against an adult working with children, the relevant Local Authority Designated Officer (LADO) must be contacted.

6. Roles and responsibilities

All staff, tutors, contractors and volunteers

- Read and understand this policy and related procedures.
- Complete required safeguarding training before working with children.
- Know how to identify and report safeguarding concerns.
- Report concerns immediately to the DSL or Deputy DSL.
- Maintain professional boundaries at all times.
- Record concerns factually and promptly.
- Follow agreed risk assessments, venue arrangements and lone working procedures.
- Act in the best interests of the child at all times.

Designated Safeguarding Lead

- Lead safeguarding and child protection practice across Parity Education.
- Manage safeguarding concerns, referrals and case discussions.
- Provide advice and support to staff and tutors.
- Liaise with schools, local authorities, social care, police, LADO, health professionals, Prevent and other agencies.

- Ensure safeguarding records are accurate, secure and reviewed.
- Oversee safeguarding induction, training and updates.
- Monitor safeguarding themes, risks and lessons learned.
- Ensure safer recruitment and allegation procedures are followed.
- Ensure the policy is reviewed at least annually.

Deputy DSL

The Deputy DSL supports the DSL and acts in their absence. Deputy DSLs must be trained to the same standard as the DSL.

Directors and senior leaders

Senior leaders are responsible for ensuring safeguarding is embedded across the organisation, appropriately resourced and subject to effective oversight and challenge.

7. Definitions

Safeguarding	Protecting children from maltreatment, preventing impairment of health or development, ensuring children grow up with safe and effective care, and taking action to enable children to have the best outcomes.
Child protection	The part of safeguarding focused on protecting children who are suffering or likely to suffer significant harm.
Child	Anyone under the age of 18.
Child in Need	A child who requires additional services from the local authority to achieve or maintain a reasonable standard of health or development, or to prevent harm.
Early Help	Support provided at the earliest opportunity to prevent needs escalating.
Contextual safeguarding	Understanding and responding to risks beyond the family, including peer groups, online spaces, communities and public places.
Looked After Child	A child in the care of the local authority, including those accommodated under section 20 or subject to a care order.
Low-level concern	A concern that an adult working with children may have acted in a way inconsistent with expected professional conduct, even where the threshold for a LADO referral may not be met.

8. Types of abuse and safeguarding concerns

Staff must be alert to all forms of abuse, neglect and harm, including those that occur online, in the home, in the community, in education settings, or between children.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Domestic abuse
- Child-on-child abuse
- Bullying, including cyberbullying and discriminatory bullying
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Child sexual exploitation (CSE)

- Child criminal exploitation (CCE)
- County lines
- Online abuse, grooming and sextortion
- Radicalisation and extremism
- Female genital mutilation (FGM)
- Forced marriage and honour-based abuse
- Modern slavery and trafficking
- Serious youth violence
- Self-harm and suicidal ideation
- Mental health concerns linked to safeguarding
- Children missing education
- Fabricated or induced illness
- Exploitation through gangs, drugs, money, gifts or relationships

9. Additional vulnerabilities

Children referred to Parity Education may have additional vulnerabilities. Staff must consider how individual needs, context and communication barriers may increase risk or make it harder for a child to disclose harm.

- SEND or communication needs
- Autism, ADHD, learning difficulties or sensory needs
- SEMH needs
- EBSA or school avoidance
- Trauma or adverse childhood experiences
- Looked After Child or previously Looked After Child status
- Child in Need or Child Protection involvement
- Reduced timetable or missing education
- Exclusion or risk of exclusion
- Mental health needs
- Social isolation
- Exploitation risk
- Poor attendance
- Home-based or community-based provision

Staff must not assume that indicators of abuse, distress or neglect are simply part of a child's SEND, diagnosis or behaviour profile. Concerns must always be reported.

10. Safeguarding in alternative provision

Parity Education recognises that alternative provision can involve increased safeguarding complexity due to individualised delivery, community venues, home-based learning, social isolation, disrupted education and the vulnerability of referred learners.

Before provision starts, Parity Education will consider:

- Referral information and known risks
- EHCP, risk assessments and relevant professional reports
- Location of provision
- Whether 1:1 or 2:1 support is required
- Communication needs and SEND strategies
- Medical or personal care needs
- Attendance expectations and welfare check arrangements
- Emergency procedures
- Parent/carer contact arrangements
- Safeguarding contacts for the commissioning school or local authority

Where a child presents with aggressive, unsafe or highly dysregulated behaviour, Parity Education may recommend 2:1 support consisting of a lead tutor and learning support assistant. This decision will be informed by referral information, risk assessment, staff safety and the child's needs.

11. Home, community and lone working

Where provision takes place in the home or a community venue, staff must follow agreed lone working and safeguarding procedures.

- Attend only agreed venues at agreed times.
- Ensure the session location is appropriate and safe.
- Keep professional boundaries at all times.
- Ensure a parent, carer or responsible adult is available where required by the risk assessment.
- Notify the office of arrival and departure where required.
- Report any concern about the environment, family circumstances or child presentation.
- Never transport a child unless formally agreed, risk assessed and authorised.
- Never arrange private meetings outside agreed provision.
- Use dynamic risk assessment and stop the session if it becomes unsafe.

Community venues should be appropriate, accessible, agreed in advance and suitable for the child's needs.

12. Attendance, absence, non-engagement and children missing education

Attendance is a safeguarding matter. Many Parity Education learners have disrupted attendance, EBSA, exclusion histories or reduced timetables, so absence and non-engagement must be monitored carefully.

- Attendance must be recorded for every planned session.
- Unexplained absence must be followed up the same day.
- Repeated cancellations, non-engagement or concerning patterns must be escalated to the DSL or relevant manager.
- Commissioners, schools and local authorities must be informed of attendance concerns in line with agreed reporting arrangements.
- Where a child is missing from education, not engaging or there are welfare concerns, Parity Education will escalate promptly.
- Where a child leaves a session unexpectedly or cannot be accounted for, staff must follow emergency procedures and contact parents/carers, the office, DSL, police or social care as appropriate.

13. Reporting safeguarding concerns

1. Ensure the child is safe in the moment.
2. If there is immediate danger, call 999.
3. Report the concern to the DSL or Deputy DSL as soon as possible.
4. Record the concern factually, using the child's own words where relevant.
5. Do not ask leading questions or investigate.
6. Follow any further instructions from the DSL.
7. Continue to monitor and report any further concerns.

Safeguarding concerns must be reported even if they seem minor, unclear or uncertain.

14. Responding to disclosures

- Listen calmly and give the child time.
- Reassure the child they have done the right thing by telling someone.
- Do not promise confidentiality.
- Do not ask leading or investigative questions.
- Do not ask the child to repeat the disclosure unnecessarily.
- Record the child's words as accurately as possible.
- Report immediately to the DSL.
- If the child is in immediate danger, call 999.

Suggested wording

"I may need to share this with someone who can help keep you safe."

15. Record keeping

Safeguarding records must be accurate, factual, timely, dated, stored securely and shared only with those who need to know.

Records should include:

- What was seen, heard or reported
- Date, time and location
- Names of those involved
- Exact words used by the child where possible
- Action taken
- Who was informed
- Decisions made and rationale
- Follow-up actions and monitoring

Records must be handled in accordance with UK GDPR and the Data Protection Act 2018. Safeguarding records should be kept separately from general education records where appropriate.

16. Information sharing

Parity Education will share safeguarding information when it is necessary, proportionate and in the best interests of the child. Staff must not delay sharing a safeguarding concern because they are unsure about data protection. UK GDPR does not prevent safeguarding information from being shared where a child is at risk.

Information may be shared with children's social care, police, schools, local authorities, health professionals, LADO, safeguarding partners and parents/carers unless doing so would increase risk to the child or compromise safeguarding action.

Parity Education will comply with current statutory and Department for Education information-sharing requirements and will review this policy where relevant legislation or guidance changes.

17. Allegations against staff, tutors or contractors

Any allegation or concern about an adult working with children must be reported immediately to the DSL or senior leader. Staff must not investigate allegations themselves or discuss them with colleagues unnecessarily.

This includes concerns that an adult may 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 in a way that indicates they may pose a risk
- Behaved in a way that raises suitability concerns
- Breached professional boundaries or behaved in a way that could undermine safeguarding confidence

Where appropriate, the DSL or senior leader will contact the relevant LADO and follow local procedures. If the allegation concerns the DSL, it must be reported to the Operations Director or another senior leader.

18. Low-level concerns

A low-level concern is any concern that an adult may have acted in a way that is inconsistent with the staff code of conduct, even if it does not meet the threshold for LADO referral.

Examples include:

- Over-familiar communication
- Poor professional boundaries
- Inappropriate language
- Being alone with a child without authorisation
- Sharing personal contact details
- Failing to follow agreed procedures
- Using personal devices or accounts inappropriately
- Behaviour that causes discomfort or could be misinterpreted

Low-level concerns must be reported to the DSL or senior leader. They will be recorded, reviewed and monitored to identify patterns and prevent escalation.

19. Professional boundaries and code of conduct

- Treat children with dignity and respect.
- Maintain appropriate professional boundaries.
- Communicate through approved channels only.
- Never share personal phone numbers, personal email addresses or social media details with children.
- Never contact children outside agreed provision arrangements.
- Never take photographs or recordings of children unless formally authorised.
- Avoid physical contact unless necessary to prevent immediate harm and only where proportionate.
- Avoid being alone with a child in a private or concealed space.
- Report any incident that could be misinterpreted.
- Never accept gifts, money or personal favours from children or families.
- Never arrange private tutoring or services with families introduced through Parity Education.
- Do not smoke, vape, consume alcohol or use illegal substances during provision or in view of children.
- Do not make discriminatory, suggestive, humiliating or derogatory comments.

20. Online safety and virtual tuition

Where tuition takes place online, staff must use approved platforms and follow safeguarding procedures. Online safety includes risks relating to content, contact, conduct and commerce, including harmful content, grooming, exploitation, bullying, misinformation, self-harm material, radicalisation, scams and coercion.

Online sessions must:

- Take place only at agreed times.

- Be delivered from an appropriate professional environment.
- Use approved accounts and platforms.
- Avoid personal contact details being shared.
- Use professional language and behaviour.
- Not be recorded unless authorised for safeguarding, quality assurance or contractual reasons.
- Not include unauthorised screenshots, images or personal data.
- Be reported immediately if any safeguarding concern arises.

Parents, carers or responsible adults may be required to remain nearby depending on the child's age, needs and risk assessment. Parity Education will consider appropriate filtering and monitoring arrangements where it provides devices, platforms or online learning systems.

21. Safer recruitment

Parity Education follows safer recruitment procedures for all staff, tutors and contractors. No tutor may begin unsupervised work with children until required checks have been completed and approved.

- Application and identity checks
- Right to work checks
- Enhanced DBS checks where required
- Barred list checks where the role involves regulated activity
- References
- Qualification checks where relevant
- Employment history review and exploration of gaps
- Overseas checks where applicable
- Online searches where appropriate and proportionate
- Interview or suitability assessment
- Safeguarding induction before work begins

Parity Education will maintain a Single Central Record or equivalent compliance tracker for staff and tutors. Recruitment records will be audited regularly.

Parity Education will determine whether each role constitutes regulated activity and undertake the appropriate DBS and children's barred-list checks in accordance with current law and guidance. From 1 September 2026, recruitment and volunteer checks will reflect the removal of the regulated-activity supervision exemption.

22. Training and induction

All staff and tutors must complete safeguarding induction before working with children. Training includes:

- This policy and reporting procedures
- Types and indicators of abuse
- SEND and communication barriers
- Child exploitation and contextual safeguarding
- Online safety
- Prevent
- Professional boundaries
- Low-level concerns
- Allegations procedures
- Recording and information sharing
- Lone working and alternative provision risks

The DSL and Deputy DSL will undertake DSL training at least every two years and keep knowledge updated regularly. All staff will receive safeguarding updates at least annually and whenever significant guidance changes require it.

23. Prevent duty

Parity Education recognises its duty to have due regard to the need to prevent people from being drawn into terrorism. Staff must report concerns about radicalisation or extremism to the DSL. The DSL will consider whether a Prevent referral or other safeguarding action is required.

- Expressing extremist views
- Sudden changes in behaviour
- Isolation or withdrawal
- Accessing extremist content
- Being influenced by others online or in the community
- Hostility towards protected groups or democratic values

24. Child-on-child abuse

Parity Education recognises that children can abuse other children. Staff must not dismiss harmful behaviour as banter, just a joke or part of growing up.

- Bullying
- Sexual harassment
- Sexual violence
- Online abuse
- Sharing nude or semi-nude images
- Threats or intimidation
- Physical harm
- Discriminatory abuse
- Coercive or controlling behaviour
- Initiation or hazing-type behaviour

Where Parity Education provides 1:1 provision, child-on-child abuse may still be relevant through previous education settings, community settings, online activity, siblings, peers or social networks. All concerns must be reported.

25. Sexual harassment, sexual violence and harmful sexual behaviour

All incidents or concerns involving sexual harassment, sexual violence or harmful sexual behaviour must be taken seriously and referred to the DSL immediately. The DSL will consider the wishes and feelings of the child, immediate safety, support needs, risk to others, parental communication, police involvement and referral to children's social care.

Staff must use sensitive, factual language and avoid victim-blaming. Children must be reassured that they are being taken seriously and that support is available.

26. Exploitation, county lines and serious violence

Child sexual exploitation and child criminal exploitation are forms of abuse. Children may be manipulated, coerced, threatened or groomed into sexual or criminal activity, sometimes in exchange for gifts, money, status, protection, affection or belonging.

Indicators may include unexplained money or gifts, older relationships, secrecy, repeated absences, unexplained travel, association with risky adults or peers, changes in behaviour, possession of weapons, injuries, fearfulness or signs of coercion. All concerns must be reported immediately to the DSL.

27. Domestic abuse

Domestic abuse can include controlling or coercive behaviour, emotional abuse, physical abuse, sexual abuse, financial abuse or threats. Children who see, hear or experience the effects of domestic abuse are victims in their own right.

Indicators may include anxiety, withdrawal, aggression, unexplained absences, fear of going home, disclosures about conflict or sudden changes in presentation. Concerns must be reported to the DSL.

28. FGM, forced marriage and honour-based abuse

FGM is illegal and a form of child abuse. Any staff member who discovers that FGM appears to have been carried out on a girl under 18 must make a direct report to the police and inform the DSL.

Forced marriage and honour-based abuse may involve coercion, threats, surveillance, isolation, physical harm or emotional abuse. Mediation must never be attempted in suspected forced marriage cases. Concerns must be reported immediately to the DSL.

29. Modern slavery and trafficking

Modern slavery includes human trafficking, forced labour, domestic servitude, criminal exploitation and sexual exploitation. Indicators may include a child being accompanied by controlling individuals, lacking personal documents, appearing fearful, providing inconsistent accounts, or signs of coercion or exploitation. The DSL will make referrals to children's social care and, where appropriate, to the National Referral Mechanism.

30. Mental health, self-harm and suicide ideation

Mental health concerns can be indicators of abuse, neglect, trauma or exploitation. Parity Education is not a clinical service, but staff must report concerns and work with families, schools, local authorities and health professionals to ensure appropriate support and escalation.

- Self-harm
- Suicidal thoughts or statements
- Significant withdrawal
- Extreme anxiety
- Sudden changes in mood
- Disordered eating
- Disclosure of harm
- Risk-taking behaviour
- Expressions of hopelessness
- Marked deterioration in presentation or engagement

31. Looked After Children and children with a social worker

Parity Education recognises that Looked After Children, previously Looked After Children and children with a social worker may have experienced trauma, loss, disrupted attachments, placement instability or previous harm. Every child is unique and staff must avoid assumptions, but they must understand that these experiences can increase vulnerability and affect trust, behaviour, relationships and engagement in learning.

Where Parity Education works with children who are looked after or supported by social care, we will liaise appropriately with the commissioner, Virtual School, social worker, carer, school and other professionals. Staff must follow information sharing and safeguarding procedures carefully and escalate any concerns about placement stability, attendance, wellbeing, exploitation or contact arrangements.

32. Working with parents and carers

Parity Education values partnership with parents and carers. However, the child's safety remains the priority. We will usually share concerns with parents unless doing so may place the child at increased risk, interfere with a police or social care investigation, place another person at risk or compromise safeguarding action. Where needed, Parity Education will seek advice from children's social care.

33. Whistleblowing

Staff and tutors must raise concerns if they believe safeguarding procedures are not being followed or if they are worried about the conduct of another adult. Concerns may be raised with the DSL, Deputy DSL, Operations Director, senior leadership, LADO or the NSPCC Whistleblowing Advice Line. No staff member will suffer detriment for raising a genuine safeguarding concern.

34. Quality assurance and monitoring

Parity Education will monitor safeguarding through:

- Attendance records
- Daily check-ins and session notes
- Safeguarding logs
- Staff supervision and case discussions
- Incident reviews
- Compliance checks
- Training records
- Safer recruitment records
- Feedback from families, schools and commissioners
- Review of patterns including absence, cancellations, non-engagement and repeated concerns

Safeguarding themes will be reviewed by senior leadership to improve practice and strengthen risk management.

35. Related policies

- Safer Recruitment Policy
- Staff Code of Conduct
- Lone Working Policy
- Online Safety Policy
- Data Protection Policy
- Health and Safety Policy
- Whistleblowing Policy
- Complaints Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Support Policy
- Attendance Policy
- Risk Assessment Procedures

36. Policy approval and review

Version 3.1 was reviewed and approved by Parity Education and Careers Services Ltd in August 2026. The policy will be reviewed annually or sooner if there are changes to legislation, statutory guidance, organisational practice or safeguarding arrangements.

Approval Record:

Name	Position	Signature	Date
Patrick Iberi	Designated Safeguarding Lead	P Iberi	10th August 2026
Nicola Catherall	Deputy Safeguarding Lead/ Operations Director	N Catherall	10th August 2026

Review History

Version	Date	Summary of Changes	Author
1.0	October 2023	Original Policy	DSL
2.0	June 2025	Various updates	DSL
3.0	June 2026	Full policy rewrite aligned to KCSIE 2025 and Alternative Provision delivery model	DSL
3.1	August 2026	Targeted update for KCSIE 2026, 2026 safeguarding guidance and non-school AP standards; branding/document-control refresh	DSL

Distribution

This policy is made available to:

- Employees
- Tutors and Learning Support Practitioners
- Contractors and Volunteers
- Commissioners and Local Authorities upon request
- Partner Schools and Professionals where appropriate

The latest version of this policy is maintained by the Designated Safeguarding Lead.

Appendix A: Safeguarding reporting flowchart

All staff must act without delay. If a child is in immediate danger, call 999 first and then inform the DSL as soon as possible.

1. Notice a concern	For example: disclosure, injury, behaviour change, absence, unsafe home environment, online risk, exploitation indicator, allegation about an adult, or anything that makes you worried.
2. Make the child safe	Stay calm. Do not investigate. Do not promise confidentiality. If immediate risk is present, call 999.
3. Record the concern	Record facts, date, time, location, exact words used by the child where possible, and any immediate action taken.
4. Inform DSL / Deputy DSL	Contact the DSL immediately. If unavailable and the concern is urgent, contact children's social care/MASH or police directly.
5. DSL decision and action	DSL considers risk, contacts parent/carer where appropriate, seeks advice, makes referral to children's social care, LADO, police, Prevent or other agency as needed.
6. Monitor and review	Record decisions and follow-up actions. Continue to monitor attendance, engagement, wellbeing and any further concerns.

Appendix B: Alternative provision risk checklist

- Has the referral information been reviewed?
- Are EHCP, risk assessment and professional reports available?
- Is the venue agreed and suitable?
- Is 1:1 support appropriate, or is 2:1 required?
- Are home or community risks known?
- Are arrival/departure and lone working procedures clear?
- Are parent/carer emergency contacts confirmed?
- Are commissioner and school safeguarding contacts confirmed?
- Are attendance and non-engagement escalation routes clear?
- Are personal care, medication or health needs understood?
- Are online safety arrangements clear if provision is virtual?

Appendix C: Local safeguarding contacts

Parity Education will maintain an up-to-date safeguarding contact directory for every local authority area in which provision is delivered. This should include:

The live Safeguarding Contact Directory is maintained separately from this policy so local contact details can be updated without reissuing the full policy.

- Children's Social Care / MASH
- Emergency Duty Team
- LADO
- Prevent team
- Virtual School
- Early Help
- Police non-emergency contact

- Relevant commissioner/school DSL contact

For any immediate risk of harm, staff must call 999.

Appendix D: Useful safeguarding resources

- Keeping Children Safe in Education:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- NSPCC: <https://www.nspcc.org.uk>
- NSPCC Whistleblowing Advice Line:
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line>
- Childline: <https://www.childline.org.uk>
- Young Minds: <https://www.youngminds.org.uk>
- Kooth: <https://www.kooth.com>
- Shout: <https://giveusashout.org>
- Samaritans: <https://www.samaritans.org>
- Educate Against Hate: <https://www.educateagainsthate.com>
- UK Safer Internet Centre: <https://saferinternet.org.uk>
- CEOP / Thinkuknow: <https://www.thinkuknow.co.uk>