Child Protection Policy

This policy applies to all staff, volunteers, and third-party professionals working within our education setting; Alternative Provision at No Boundaries.

1. Introduction

No Boundaries is committed to keeping every child and young person safe.

We believe that safeguarding is everyone's responsibility, and every adult who works or volunteers with us—no matter their role—plays a vital part in protecting children from harm.

This policy sets out how we will prevent, identify, and respond to concerns about abuse, neglect, and exploitation. It explains the roles and responsibilities of all adults in our setting and provides practical steps for reporting and responding to concerns.

This policy should be read alongside Part 1 and Annex A of the Department for Education's (DfE) guidance: Keeping Children Safe in Education 2026

2. What We Believe and Our Safeguarding Principles

At No Boundaries, we believe every child deserves to learn and grow in an environment that is safe, supportive, and free from harm.

We follow the principle that:

"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. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred — always considering what is in the best interests of the child." *(DfE)*

Our Commitment

- We promote children's welfare by creating a safe culture where everyone understands their duty to act.
- We make sure children, parents, and carers feel able to report concerns to any member of staff.
- We ensure all staff and volunteers feel supported to raise and discuss concerns, including those about colleagues.
- We have clear procedures that reflect current laws, national guidance, and best practice.
- We promote **British Values** — democracy, the rule of law, individual liberty, mutual respect, and tolerance.
- We do not allow partisan political views to be promoted within our education setting.

Our Ethos

Safeguarding is not just about responding to incidents — it's about preventing harm through positive relationships, respectful communication, and a culture of vigilance.

Everyone in our community—staff, volunteers, children, and parents—shares the responsibility for keeping children safe.

3. Key Roles and Contacts

Every person who works or volunteers with children in No Boundaries has a responsibility to keep them safe. However, some individuals have specific safeguarding duties within our setting.

Designated Safeguarding Team

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Chris Rowley	07353 809890 safeguarding@noboundariesap.co.uk

Deputy Designated Safeguarding Lead	Tabitha Rowley	07353 809890 safeguarding@noboundariesap.co.uk
Designated Lead for Looked-After Children	Tabitha Rowley	07353 809890

Other Key Contacts

If you need urgent support or to report a safeguarding concern, the following local contacts are available:

Bucks Safeguarding:

First Response 01296 383962 (Mon-Fri 9 -5)

Email: secure-cypfirstresponse@buckinghamshire.gov.uk

https://www.buckssafeguarding.org.uk/childrenpartnership/reporting-a concern/report-a-concern-professional/

Emergency Duty Team (out of hours) 0800 9997677

Further details can be found here:

- Bucks

How to Contact the Safeguarding Team

- The main safeguarding contact number is 07353 809890
- All members of the safeguarding team can be reached through this number during office hours.
- Messages left here are treated as *high priority* and reviewed daily.

If a concern arises **out of hours**, staff should contact the relevant **Local Authority emergency duty team** listed above.

Support for Staff

Safeguarding can be challenging. Any member of staff can seek advice, reassurance, or support from the Designated Safeguarding Lead at any time.

External Support Lines

- **NSPCC Whistleblowing Helpline:** 0800 028 0285

(Open Monday–Friday 8am–8pm and weekends 9am–6pm)

Email:

- **Forced Marriage Unit:** 020 7008 0151 or email
- **Educate Against Hate:** https://www.educateagainsthate.com
- **Prevent Support:** https://www.support-people-vulnerable-to-radicalisation.service.gov.uk

4. Understanding Safeguarding and Abuse

To protect children effectively, everyone must understand what safeguarding and abuse mean and what signs to look for. This section explains the key terms used in this policy.

What is Safeguarding?

Safeguarding is about keeping children safe and promoting their wellbeing. It means protecting children from abuse and neglect, preventing harm to their health or development, and ensuring they grow up in safe and caring environments.

“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; preventing impairment of children’s mental and physical health or development; ensuring they grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.”

(DfE, 2023 – Children’s Social Care National Framework)

Every adult working with children should think **"it could happen here"** whenever they are worried about a child's safety.

What is Child Protection?

Child protection is part of safeguarding. It focuses on children who are **suffering or are likely to suffer significant harm**.

When a child is believed to be at risk, we must take immediate action to protect them. That action may include contacting the **Designated Safeguarding Lead (DSL)**, children's social care, or the police.

Who is a Child?

A *child* means anyone under the age of 18.

Even if a young person is 16 or 17, living independently, working, or in further education, they are still entitled to the same protection and care as any other child.

What is Abuse?

Abuse happens when a child is harmed, either by someone doing something to them (an *act of commission*) or by failing to act to protect them (*an act of omission*).

Children can be abused by family members, friends, people in authority, strangers, or even other children. Abuse can happen **in person, online, or both**.

Types of Abuse Physical Abuse

Physical abuse means causing physical harm to a child. This might include hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating, or any other action that causes injury.

It also includes making up or causing a child's illness on purpose.

Emotional Abuse

Emotional abuse happens when a child's emotional needs are not met, or they are made to feel worthless or unloved. Examples include:

- Constant criticism or humiliation
- Ignoring or excluding a child
- Preventing them from expressing their views
- Scaring or bullying them
- Exposing them to domestic abuse

Every form of abuse includes some level of emotional harm.

Neglect

Neglect is when a child's basic needs are not met. This can affect their health and development. It may involve:

- Not providing enough food, clothing, or shelter
- Leaving a child unsupervised or unsafe
- Ignoring medical or emotional needs
- Failing to ensure they attend education

Neglect can also happen before birth if a mother uses substances during pregnancy that harm the unborn child.

Sexual Abuse

Sexual abuse happens when a child is forced, tricked, or persuaded into sexual activity. This includes:

- Physical contact (e.g. rape, assault by penetration, touching)
- Non-contact activity (e.g. making or viewing sexual images, watching sexual acts, being encouraged to behave in sexually inappropriate ways)

Abuse can be committed by adults **or by other children** and may happen online or offline.

Other Forms of Abuse and Exploitation

Staff must also be alert to specific safeguarding issues highlighted in **Keeping Children Safe in Education (DfE 2026)**, including:

Child Sexual Exploitation (CSE)

- **Child Criminal Exploitation (CCE)**, including County Lines
- **Domestic Abuse**
- **Serious Violence and Gang Involvement**
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Online Abuse and Cyberbullying**
- **Mental Health and Self-Harm**
- **Radicalisation and Extremism**
- **Children Missing from Education**
- **Child-on-Child Abuse and Sexual Harassment**

Children Who May Need Extra Help

Some children are more likely to experience abuse or neglect. Staff should pay extra attention to those who:

- Have disabilities or long-term health needs
- Have Special Educational Needs (SEN)
- Are looked after or have been in care
- Are young carers
- Are living in challenging family circumstances (e.g. domestic abuse, substance misuse, mental health issues)
- Are at risk of criminal or sexual exploitation
- Are frequently absent or missing from home or education
- Have a family member in prison
- Are at risk of forced marriage or honour-based abuse

Early Help

Early Help means offering support as soon as problems start, rather than waiting for them to become more serious.

“Early help means providing support as soon as a problem emerges, at any point in a child’s life.”

(DfE)

All staff should know how to identify when a child might need Early Help and how to share this with the DSL.

5. How We Keep Children Safe

Keeping children safe is at the heart of everything we do.

We follow national laws, government guidance, and local safeguarding procedures to make sure all children in our care are protected and supported.

Our Safeguarding Aims

Our main goals are to:

- Take prompt and effective action to safeguard every child.
- Make sure everyone understands what to do if they’re worried about a child.
- Create a culture where children feel listened to and respected.
- Work closely with families and other agencies to improve outcomes for children.
- Follow all statutory guidance, especially **Keeping Children Safe in Education (DfE 2026)**.

"Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone has a role to play in identifying concerns, sharing information, and taking prompt action."

(DfE, 2026)

The Law That Guides Our Work

We work in line with national and local safeguarding legislation, including:

- **Children Act 1989 and 2004**
- **Education Act 2002 (Section 175/157)**
- **Working Together to Safeguard Children (DfE 2023)**
- **Keeping Children Safe in Education (DfE 2026)**
- **Counter-Terrorism and Security Act 2015 - The Prevent Duty**
- **Female Genital Mutilation Act 2003 (as amended 2015)**
- **Equality Act 2010**
- **Human Rights Act 1998**

These laws set out our duty to act when a child may be at risk and to promote equality, dignity, and respect for every individual.

Working Together with Other Agencies

We know that protecting children is a team effort. We work in partnership with:

- Children's Social Care
- Police
- Health professionals
- Local Safeguarding Children Partnerships (LSCPs)
- Parents and carers

We share information appropriately to protect children and support their families.

"Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

(Working Together to Safeguard Children, DfE 2023)

When needed, we take part in multi-agency meetings and follow agreed action plans to ensure children get the right support at the right time.

Preventing Extremism and Radicalisation

Under the **Prevent Duty (DfE)**, we must take action to prevent people from being drawn into terrorism. We do this by:

- Training staff to recognise early signs of radicalisation or extremist views.
- Encouraging open discussion and critical thinking.
- Promoting tolerance, respect, and British Values.
- Monitoring internet use to keep children safe online.

If we are worried that a child may be at risk of radicalisation, the **Designated Safeguarding Lead** will make a referral.

Resources and advice are available at:

Educate Against Hate: https://www.educateagainsthate.com

Prevent support: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk

Protecting Children from Female Genital Mutilation (FGM)

Teachers and regulated professionals have a **legal duty** to report any case where they discover that a girl under 18 has undergone FGM.

This duty is set out in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015).

Staff must:

- Report the case directly to the **police**.
- Inform the **DSL** as soon as possible.

Information on when and how to report can be found here:

[3] Additional guidance:

- *Multi-agency Statutory Guidance on FGM (2020)*
- *National FGM Centre Schools Guidance: FGM Schools Guidance - National FGM Centre*

Forced Marriage

Following the **Marriage and Civil Partnership (Minimum Age) Act 2022**, it is illegal to cause or facilitate a marriage involving anyone under 18 — even if no threats or force are used.

This is always considered a **forced marriage** and a safeguarding concern. Staff can contact the **Forced Marriage Unit** for advice:

Telephone: 020 7008 0151 (Monday–Friday, 9am–5pm)

Out of hours: 020 7008 5000

Email: fmu@fcdo.gov.uk

Relevant guidance: *Multi-agency Statutory Guidance: Forced Marriage (Home Office, 2022)*

Equality and Human Rights

No Boundaries is committed to ensuring that every child is treated with dignity and respect.

We follow the **Equality Act 2010** and the **Human Rights Act 1998**, which protect children's right to:

- Be free from inhuman or degrading treatment
- Have their privacy and family life respected
- Access education without discrimination

We also meet our duties under the **Public Sector Equality Duty**, which requires us to:

- Eliminate discrimination and harassment
- Advance equality of opportunity
- Foster good relations between all groups Further information:

Equality Act 2010: Advice for Schools

Technical Guidance on the Public Sector Equality Duty: England (2023)

Teaching Children to Stay Safe

Our curriculum includes age-appropriate lessons on:

- Online safety and social media awareness
- Recognising and reporting abuse
- Healthy friendships and respectful behaviour

Children are taught how to identify risky situations, seek help, and understand what to do if they feel unsafe.

Early Help and Preventive Support

We recognise that sometimes families need extra help.

When concerns are raised early, we work with parents and agencies to provide support through the **Early Help process**.

This might include emotional support, parenting advice, or access to other services.

If problems continue or risks increase, the **DSL** will refer the case to **Children's Social Care** for assessment under:

- **Section 17 (Child in Need)** or
- **Section 47 (Child at Risk of Significant Harm)** of the **Children Act 1989**.

6. Working with Parents, Carers, and Visitors

We believe that children are best protected when schools, families, and agencies work closely together.

We are open and honest in our communication with parents and carers, and we always act in the best interests of the child.

Our Approach to Working with Families

We follow the principle set out in *Working Together to Safeguard Children (DfE, 2023)*:

"A child-centred approach is fundamental to safeguarding and promoting the welfare of every child.

The welfare of children is paramount, and they are best looked after within their families whenever possible, unless compulsory intervention is necessary."

No Boundaries aims to:

- Build positive, respectful relationships with parents and carers.
- Share information openly and appropriately.
- Support families to access help early.
- Work together to ensure the best outcomes for every child.

What Parents and Carers Can Expect

We provide the following statement to parents and carers so they understand our responsibilities and commitment:

"No Boundaries ensures children learn in a safe, caring, and enriching environment.

Children are taught how to identify risky, unsafe, or problematic situations, when and how to seek help, how to develop positive and healthy relationships, and how to avoid situations where they might be at risk of harm or exploitation.

No Boundaries also has a statutory responsibility to share any concerns it may have about a child in need of protection with other agencies, including police, health services, and children's social care.

Education settings are not able to investigate child protection concerns but have a legal duty to refer them. In most instances, we will inform parents or carers if we need to make a referral.

However, sometimes we may be advised not to do so while a matter is being investigated by children's services or the police.

We understand that parents and carers may feel anxious when this happens, but please know that we are acting in the best interests of your child.

We will always try to work in partnership with families and other professionals to ensure the best possible outcomes for every child and family."

Communicating with Visitors

All visitors to our setting have a responsibility to uphold our safeguarding standards.

When signing in, visitors will be asked to read and agree to our safeguarding expectations. The following notice is displayed in reception and printed in the visitor information pack:

"No Boundaries is committed to safeguarding children and promoting their welfare.

We expect all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment.

Everyone has a responsibility to act without delay if they see or hear anything that might suggest a child is being abused or neglected.

Please report any concerns about a child, or about the behaviour of any adult working with children, to the Director or the Designated Safeguarding Lead immediately.

By signing the visitors' book, you are agreeing to follow our safeguarding advice for visitors and, where appropriate, our code of conduct for staff and volunteers."

Displaying Key Information

To make safeguarding clear and accessible:

- The names and contact details of the **Designated Safeguarding Lead** and **Deputy DSLs** are displayed in the main reception area.
- Emergency contact numbers and safeguarding posters are visible throughout the building.
- The safeguarding policy is published on our website and available on request.

Sharing Information with Parents

We share key safeguarding information with parents through:

- Welcome packs and induction materials
- Parent meetings and newsletters
- Our website and safeguarding posters
- Informal conversations where appropriate

We aim to ensure that every family understands our procedures and knows who to contact if they have concerns about their child or another child.

7. Roles and Responsibilities

Safeguarding is everyone's responsibility.

Every member of staff, volunteer, and visitor plays a vital role in protecting children and promoting their welfare. Some people also have extra duties linked to their specific roles.

Responsibilities of All Staff and Volunteers

All staff and volunteers must:

- **Create a safe environment** where pupils feel secure, respected, and listened to.
- **Keep an open mind** — always think "it could happen here."
- **Read and understand** at least *Part 1* and *Annex A* of **Keeping Children Safe in Education (DfE 2026)**.
- **Attend safeguarding training** regularly and apply it in their daily practice.
- **Be alert** to the signs that a child may need help or be at risk of abuse, neglect, or exploitation.
- **Report any concerns immediately** to the Designated Safeguarding Lead (DSL), Deputy DSL, or another senior staff member.
- **Record concerns promptly using MosaicEd, the setting's secure electronic safeguarding and incident recording system, and keep clear, factual notes.**
- **Understand confidentiality** — information should only be shared with staff who need to know.
- **Act professionally** and follow the setting's **Code of Conduct** and **Safer Working Practice Guidance (2022)**.
- **Challenge inappropriate behaviour** by colleagues, visitors, or pupils.
- **Escalate concerns** if they believe a child remains at risk or their needs are not being met ("press for reconsideration").
- **Understand how to self-report** any incident or situation that could be misinterpreted. "All staff should maintain an attitude of 'it could happen here' where safeguarding is concerned." *(DfE, 2026)*

Recognising Vulnerability and Mental Health Needs

All staff should understand that:

- Mental health problems can sometimes indicate a child is suffering, or has suffered, abuse or neglect.
- Experiences of trauma or adversity can affect a child's emotions, behaviour, and education.
- Children with **Special Educational Needs or Disabilities (SEND)** may be more vulnerable to harm or bullying.

Staff should never assume a child's distress or behaviour is only due to their disability — always explore the possibility of abuse or neglect.

Specific Responsibilities of the Director

The Directors of No Boundaries Alternative Provision Ltd, Tabitha Rowley and Christopher Rowley, share overall responsibility for ensuring that effective safeguarding arrangements are in place.

Tabitha Rowley takes the lead on overseeing safeguarding compliance, administration and organisational procedures, while Christopher Rowley acts as the Designated Safeguarding Lead (DSL).

The Directors are responsible for ensuring that:

- The **Single Central Record** is complete and kept up to date.
- Safer recruitment procedures are followed, including DBS checks and references.
- All job descriptions and person specifications refer to safeguarding duties.
- The setting fosters a **listening culture** where concerns can be raised freely.
- Referrals are made to the **Disclosure and Barring Service (DBS)** or **Teaching Regulation Agency (TRA)** when necessary.
- Any **allegations against staff** are managed in line with Local Authority Designated Officer (LADO) procedures.
- The **DSL** has enough time, training, and resources to carry out their role.
- Safeguarding is embedded across the curriculum (especially through **online safety**).
- All visitors and external speakers are appropriately checked under the **Prevent Duty**.

Responsibilities of the Designated Safeguarding Lead (DSL)

The **DSL** takes the lead role for child protection and safeguarding across the setting. This includes overseeing online safety and the setting's filtering and monitoring systems.

At No Boundaries, the DSL is Christopher Rowley, supported by Deputy DSL Tabitha Rowley

The DSL's key responsibilities are to:

- **Manage Referrals**
- Refer cases of suspected abuse to Children's Social Care.
- Refer cases of radicalisation concerns to the **Channel Programme**.
- Refer staff concerns to the **Disclosure and Barring Service (DBS)** or police if appropriate.
- Support and advise staff who make referrals.

Work with Others

- Act as the main point of contact with external agencies and safeguarding partners.
- Inform the Director of all serious safeguarding matters.
- Liaise with the SEN and Mental Health Leads to provide holistic support for children.
- Work with the Virtual School Headteacher (where relevant) to support children with social workers or those looked after.

Keep Records

- Maintain secure, accurate safeguarding files for all concerns.
- Record decisions, actions, and outcomes clearly.
- Ensure files are transferred securely when a child moves to another setting.

Support Staff

- Offer advice and reassurance to staff.
- Provide training and updates.
- Make sure all staff understand how to record and report concerns.

Training and Development

- Complete safeguarding and **Prevent** training at least every two years.
- Stay up to date through regular refreshers and professional supervision.
- Understand how trauma, adversity, SEND, and online risks affect children.

Raise Awareness

- Ensure all staff know the safeguarding policy and procedures.
- Make the policy available to parents on request and on the website.
- Keep safeguarding displays and contact information up to date.

Availability

- Be available during setting hours for staff to discuss concerns.
- Ensure deputy cover during absences and for out-of-hours activities.

Record Keeping and File Transfer

The **DSL** ensures:

- Child protection records are stored securely.
- Records contain clear summaries, actions, and outcomes.
- Files are transferred to new schools within **five term-time days** of a pupil moving, using secure methods.
- Receiving schools confirm receipt of the records. Further guidance:

- NSPCC – Record Retention and Storage Guidance
- IRMS Toolkit for Schools (2019)

8. Reporting Concerns and Disclosures

Every adult in No Boundaries has a duty to act if they are worried about a child.

No concern is ever too small. If something doesn't feel right, **speak up immediately**.

If You Are Worried About a Child

If you see, hear, or sense something that concerns you about a child's safety or wellbeing:

- **Act immediately** — don't ignore it or wait for more evidence.
- **Report your concern to the Designated Safeguarding Lead (DSL)** or a Deputy DSL straight away.

1. Record the concern promptly using MosaicEd, following the alternative recording procedure if the system is unavailable.

- **Keep the information confidential** — only share it with the DSL or their deputy.

If you can't reach the DSL or deputies and you believe a child is in **immediate danger**, contact:

Children's Social Care or **Police (999)** directly, then inform the DSL as soon as possible.

"It is better to report something that turns out to be nothing than to miss the one concern that protects a child."

(DfE, 2026)

If a Child Discloses Abuse to You

If a child tells you something that worries you:

- Stay calm and listen carefully.
- **Don't promise to keep secrets.**
- **Reassure the child** that they've done the right thing by telling you.
- **Use the child's own words** — don't ask leading questions or investigate yourself.
- **Write down exactly what was said** as soon as you can, including dates and times.
- **Report it immediately** to the DSL or a Deputy DSL. Say something like:

"Thank you for telling me. You've done the right thing. I'm going to speak to someone who can help keep you safe."

The DSL will then take appropriate action, which may include speaking to other professionals or contacting children's social care.

How to Record a Concern

Staff should record concerns promptly using MosaicEd, the setting's secure electronic safeguarding and incident recording system. If MosaicEd is temporarily unavailable, the safeguarding incident form may be used and transferred securely to MosaicEd as soon as practicable. Records should include:

- The child's **name, date of birth, and group/class**.
- The **date, time, and place** of the concern or disclosure.
- A **factual description** of what was seen, heard, or reported.
- The **exact words** the child used (if applicable).
- Any **injuries or signs** you observed.
- **Your name, signature, and date** of the report. Avoid opinions or assumptions — just record what you know.

The DSL will add any follow-up actions or decisions and store the record securely.

When to Refer for Early Help or Child Protection

The DSL will decide if the concern should be handled through:

- **Early Help** (support for the child and family before problems escalate), or
- **A referral to Children's Social Care** under **Section 17 (Child in Need)** or **Section 47 (Significant Harm)** of the *Children Act 1989*.

If at any time you believe a child is **in immediate danger**, contact the police (999) or Children's Services yourself

— don't wait for the DSL's approval. Always let the DSL know afterwards.

What Happens After You Report a Concern

Once a concern has been raised:

- The DSL will assess the level of risk and decide what action is needed.
- You may be asked for more details or to complete further written notes.
- The DSL may contact parents or carers unless doing so would place the child at further risk.
- The DSL will contact external agencies if required and record every action taken.

Staff will be kept informed as appropriate, but sensitive details will be shared only on a **need-to-know basis**.

If You're Not Satisfied with the Response

If you believe that your concern has not been taken seriously or acted upon:

- Raise the issue again with the DSL or Director.
- If you're still worried, **contact Children's Social Care directly**.
- You can also contact the **NSPCC Whistleblowing Helpline** for confidential advice: 0800 028 0285

"All staff should feel confident to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements."

(DfE, 2026)

Confidentiality and Professional Curiosity

Safeguarding information must always be handled carefully.

Staff must **only share information with those who need to know** to protect a child. Never discuss cases casually or outside of professional contexts.

At the same time, staff should show **professional curiosity** — ask questions and explore explanations if something doesn't make sense.

"Professional curiosity is about exploring and understanding what is happening in a child's life, rather than accepting things at face value. It involves observing, listening, asking direct questions and sometimes having difficult conversations with children, families and other people involved with the child. It is also known as 'respectful uncertainty'." *(Bucks SCP)*

9. Information Sharing and Record Keeping

Good information sharing and accurate record keeping are vital parts of safeguarding.

They help ensure that every professional involved with a child understands their needs and risks, and that nothing important is missed.

Why Information Sharing Matters

"Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

(Working Together to Safeguard Children, DfE 2023)

Sharing information helps:

- Identify children and families who need support early.
- Build a full picture of what is happening in a child's life.
- Protect children from harm or neglect.
- Ensure that agencies work together effectively.

When to Share Information

You should share information **if you believe a child may be at risk of harm** or needs help and support. You don't need consent to share information if:

- There is a **risk of significant harm** to a child or another person, or
- You are asked to share by **Children's Social Care** or **the police** as part of an investigation. If you're unsure, speak to the **DSL** before sharing — but **don't delay** if a child is in immediate danger.

What Can Be Shared

Only share information that is:

- **Relevant** — directly connected to the child's safety or wellbeing.
- **Accurate** — based on facts, not assumptions.
- **Up to date** — includes recent events and known outcomes.
- **Shared securely** — by password-protected email, encrypted file, or secure handover. Never share safeguarding details by personal email, text, or social media.

Consent and Confidentiality

In most cases, we will **seek consent** from parents or carers before sharing information. However, there are times when we cannot do this — for example, if:

- Seeking consent would place the child or another person at risk, or
- It would compromise an investigation by Children's Social Care or the police. Staff must never promise to keep secrets.

Children should always be told that you will share their information with people who can help keep them safe.

Keeping Records Secure

The **Designated Safeguarding Lead (DSL)** is responsible for ensuring all safeguarding records are:

- **Stored securely — in a locked cabinet where paper records are required, or in MosaicEd, the setting's secure password-protected electronic safeguarding system.**
- **Separate from main pupil files** — with restricted access for authorised staff only.
- **Clearly marked** as *Confidential – Child Protection*.
- **Kept accurate and up to date**, showing concerns, actions, and outcomes.
- **Reviewed regularly** to ensure ongoing support is in place.

Transferring Records to a New School or Setting

When a child leaves No Boundaries:

- The **DSL** will contact the new school's DSL to arrange secure transfer of safeguarding records.
- Files will be sent **within five school days** using a secure method (e.g. encrypted email or hand delivery).
- A record of transfer will be kept, including the date, name of recipient, and confirmation of receipt.
- Electronic files will be securely deleted once confirmation is received.

If a child moves abroad or to an unknown destination, the DSL will contact **Children's Social Care** for advice.

How Long Records Are Kept

We follow the **Information and Records Management Society (IRMS) Toolkit for Schools (2019)** and **Local Authority retention schedules**.

Safeguarding files are kept until the child's **25th birthday**, or longer if required for legal reasons. Reference:

[3] IRMS Toolkit for Schools 2019

Data Protection and GDPR

Safeguarding information is covered by **UK Data Protection Law (GDPR 2018)**.

However, data protection law **does not prevent** sharing information when it's needed to protect a child. "The Data Protection Act 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe."

(DfE, 2023)

Staff should always:

- Treat data carefully and only use it for legitimate safeguarding purposes.
- Ensure electronic records are password-protected.
- Report any data breaches to the DSL and Director immediately.

10. Allegations and Concerns About Staff or Adults

Everyone who works with children must behave in a way that protects them and upholds the highest standards of professionalism.

Sometimes, concerns may arise about the behaviour or actions of an adult — even if those actions were not intended to harm.

These must always be taken seriously and managed properly.

What Is an Allegation?

An *allegation* means that someone believes a person who works with children has:

- 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 of harm.
- Behaved in a way that raises concern about their suitability to work with children. This applies to:
- Staff (paid and unpaid)
- Volunteers
- Agency workers
- Contractors and visitors

It includes concerns about behaviour **inside or outside of work** (including online activity).

Reporting a Concern or Allegation

If you are worried about the behaviour of any adult working or volunteering in No Boundaries:

- Report your concern immediately to the Director (Tabitha Rowley) or the Designated Safeguarding Lead (DSL).
- **Do not investigate or discuss the matter with anyone else.**
- **Record what you observed or heard**, including dates, times, and any witnesses.
- **Keep information confidential** — share it only with those who need to know.

If the concern involves the **Director**, report directly to the **Local Authority Designated Officer (LADO)**.

If you believe a child is at immediate risk, contact the **police (999)** or **Children's Social Care** straight away.

Role of the Local Authority Designated Officer (LADO)

The **LADO** oversees all allegations made against adults who work with children. They make sure cases are handled fairly, promptly, and in line with national guidance. **Bucks LADO**

LADO (Allegations Management)

Phone: 01296382070

Email (secure): secure-LADO@buckinghamshire.gov.uk

Each Local Authority has its own LADO arrangements — if the adult works across multiple areas, the LADO where the alleged behaviour occurred will take the lead.

How Allegations Are Managed

Once a concern is reported:

- The **Director or DSL** contacts the **LADO** within **one working day** to discuss the next steps.
- No internal investigation will take place until the LADO advises that it is appropriate.
- The LADO may:
- Offer advice only, or
- Hold a **Strategy Meeting** with police and children's social care, or
- Agree that the setting can manage the matter internally.
- The **Director/DSL** will follow the LADO's advice and record every action taken.

Low-Level Concerns

Not all concerns meet the threshold for a formal allegation. A **low-level concern** is any behaviour that:

- Is inconsistent with the **Code of Conduct** or Safer Working Practice Guidance.
- Does not meet the threshold for referral to the LADO.
- Could, if not addressed, become a more serious concern. Examples might include:
- Using inappropriate language.
- Social contact with pupils outside of work.
- Breaches of professional boundaries online.

Staff should report **any** low-level concerns to the **DSL or Director** immediately.

The aim is to maintain a **safe, transparent culture** where concerns can be shared openly.

Record Keeping for Allegations

The **DSL/Director** will:

- Keep a clear, factual record of all allegations and concerns.
- Record dates, discussions, decisions, and actions.
- Store these securely and separately from staff files.
- Keep records until the individual reaches **normal retirement age or for 10 years**, whichever is longer (per DfE guidance).

If an allegation is found to be **malicious**, the record will be removed, but the DSL will keep a brief note for future safeguarding context.

Support for Those Involved

Both the child and the member of staff involved will be offered appropriate support.

Staff may be advised to contact their **union**, **occupational health**, or the **Employee Assistance Programme (EAP)**.

Children and families will be supported by the DSL and, where appropriate, external services.

Whistleblowing and Raising Concerns

We want all staff to feel confident to report concerns about unsafe practice or the behaviour of colleagues. You are protected by law when you raise a genuine concern in good faith. Staff may raise safeguarding concerns externally where they feel unable to raise them internally, believe their concerns have not been addressed, or are concerned that a child remains at risk.

If you're unsure or need confidential advice, you can contact:

- **NSPCC Whistleblowing Advice Line:** 0800 028 0285; help@nspcc.org.uk
- **Protect (Whistleblowing Charity):** 020 3117 2520 (option 1); whistle@protect-advice.org.uk
- **Ofsted:** 0300 123 3155; whistleblowing@ofsted.gov.uk

"All staff should feel able to raise concerns about poor or unsafe practice and potential failures in No Boundaries (the school's) safeguarding arrangements."

(Keeping Children Safe in Education, DfE 2026)

Staff Conduct and Professional Boundaries

No Boundaries follows the **Guidance for Safer Working Practice for Adults who Work with Children (Safer Recruitment Consortium, 2022)**.

This guidance outlines expected standards of behaviour, including:

- Using professional language at all times.
- Avoiding physical contact unless necessary for safety.
- Never sharing personal contact details or social media with pupils.
- Maintaining appropriate dress, tone, and boundaries.

Breaches of these expectations may be managed under the **Disciplinary Policy** or **LADO procedures**, depending on the nature of the concern.

11. Training, Induction, and Ongoing Awareness

No Boundaries believes that safeguarding training should be practical, up to date, and accessible to everyone who works with children.

All staff — whether permanent, temporary, agency, or volunteer — must understand their safeguarding responsibilities from day one.

Induction for New Staff and Volunteers

Every new member of staff or volunteer receives safeguarding induction before they begin working directly with children.

This includes:

- Reading the **No Boundaries Child Protection Policy**.
- Reading **Part 1** of *Keeping Children Safe in Education (DfE, 2026)*.
- Knowing who the **Designated Safeguarding Lead (DSL)** and **Deputy DSLs** are and how to contact them.
- Understanding **what to do if they are worried about a child**.
- Knowing how to report **allegations or low-level concerns** about adults.
- Reading the **No Boundaries Code of Conduct**.

Each new starter signs a declaration confirming they have read and understood the induction materials.

Whole-Staff Training

All staff receive **formal safeguarding training** at least **every year**, led by the DSL or an approved safeguarding trainer.

This training includes:

- Recognising signs of abuse and neglect.
- Responding to disclosures.
- Understanding Early Help and referral processes.
- Managing confidentiality and record keeping.
- Awareness of online safety, radicalisation, and exploitation.
- Updates on new national guidance and local procedures.

Regular training helps ensure that all staff feel confident and capable in identifying and responding to safeguarding concerns.

Designated Safeguarding Lead (DSL) Training

The **DSL** and **Deputy DSLs** must complete **advanced safeguarding training** every **two years**, covering:

- Inter-agency working and referral pathways.
- Thresholds for statutory intervention.
- Supporting staff after disclosures.
- Learning from serious case reviews.
- Managing complex safeguarding issues.
- Recording and sharing information securely.
- Mental health, SEND, and online harms.
- **Prevent Duty** and radicalisation awareness.

Ongoing Updates and Briefings

To keep knowledge fresh between formal training sessions, all staff receive **regular safeguarding updates** — at least **once per term** — through:

- Staff meetings and supervision sessions.
- Email bulletins or newsletters.

These updates highlight key themes such as emerging online risks, new DfE guidance, or lessons learned from local case reviews.

Specialist and Role-Specific Training

Some staff require additional training linked to their roles, for example:

- **Coaches and activity leaders** — physical contact, online communication, and boundaries.
- **Staff supporting children with SEND** — recognising communication-based signs of abuse.

- **Senior leaders** — safer recruitment and disciplinary procedures.
- **Mental Health Leads** — trauma-informed practice and wellbeing support. All training records are logged and monitored by the DSL to ensure compliance.

Safer Recruitment Training

At least one person on every recruitment panel has completed certified **Safer Recruitment Training**, following

DfE and NSPCC guidance. Training includes:

- How to identify safeguarding risks during recruitment.
- Safer interview questions.
- Reference and DBS checking.
- Managing concerns about applicants or staff conduct. Reference: NSPCC Safer Recruitment Training

Online Safety Training

All staff receive annual **online safety** training covering:

- Online grooming, sexting, and image sharing.
- Social media risks.
- Cyberbullying and digital resilience.
- Filtering and monitoring systems where No Boundaries provides internet-enabled devices or network access.
- Recognising and responding to online safeguarding concerns, including reporting concerns promptly to the DSL, following local safeguarding procedures and understanding when CEOP or the police may be involved.
- Children are also taught how to stay safe online as part of daily digital learning.

Useful links:

CEOP Safety Centre

Childnet — Online safety for young people

Evaluating and Recording Training

The **DSL** keeps a **training record** for all staff, including:

- Child Safeguarding Training
- Renewal and update due dates.

Training records are reviewed termly and shared with the Director to ensure every member of staff is compliant with statutory safeguarding expectations.

12. Related Policies, Appendices, and Key Contacts

Safeguarding does not stand alone — it connects with many other policies and procedures that support children's safety and wellbeing.

All staff should be familiar with these documents and know where to find them.

Related Policies and Documents

This policy should be read alongside the following No Boundaries policies and guidance:

- **Code of Conduct**
- **Behaviour Policy**
- **Photo & Image Use Policy**
- **E Safety Policy**
- **Health and Safety Policy**
- **Supporting Children with Medical Needs Policy**
- **Educational Visits and Activities Policy**
- **Equal Opportunities Policy**

- **Whistleblowing Policy**
- **Data Protection Policy**
- **Safer Recruitment Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Looked After Children Policy**

All of these are available from the **Director** or **DSL**.

National Guidance and Key Legislation

This policy is based on and aligns with the following statutory and national guidance:

- **Keeping Children Safe in Education (DfE, 2026)**
- **Working Together to Safeguard Children (DfE, 2023)**
- **Children Act 1989 and 2004**
- **Education Act 2002 (Section 175/157)**
- **Counter-Terrorism and Security Act 2015 and The Prevent Duty (DFE)**
- **Female Genital Mutilation Act 2003 (as amended 2015)**
- **Serious Crime Act 2015**
- **Human Rights Act 1998**
- **Equality Act 2010**
- **Public Sector Equality Duty (2023)**
- **Information Sharing Advice for Safeguarding Practitioners (DfE, 2023)**
- **Guidance for Safer Working Practice for Adults who Work with Children (Safer Recruitment Consortium, 2022)**

All staff should ensure they understand how this legislation affects their role and practice.

External Safeguarding Resources and Support

Useful organisations and resources for staff, parents, and carers:

- **NSPCC:** – 0808 800 5000
- **Childline:** – 0800 1111
- **CEOP (Child Exploitation and Online Protection):** CEOP Safety Centre
- **Thinkuknow:** CEOP Education
- **Childnet International:** Childnet — Online safety for young people
- **Prevent Advice: 0800 011 3764 /** ACT Early | Counter Terrorism Policing
- **Domestic Abuse Helpline:** 0808 2000 247
- **NSPCC Whistleblowing Advice Line:** 0800 028 0285 / help@nspcc.org.uk

12.5 Policy Monitoring and Review

This policy will be reviewed **annually**, or sooner if:

- There are major changes in legislation or guidance.
- A serious safeguarding incident occurs.
- Feedback from staff, inspection, or partners suggests improvements are needed. The review will be led by the **Director and Designated Safeguarding Lead**.

Revisions will be approved and signed off by the organisation's leadership team.

Approved by: Chris Rowley (Director DSL) **Date of current version:** November 2026 **Next review due:** August 2027

12.6 Declaration

All staff and volunteers must read and understand this policy as part of their safeguarding responsibilities.