

Safeguarding Policy and Procedures

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1. Policy Statement

Connexin Academy is fully committed to safeguarding and promoting the welfare, safety, dignity, and well-being of all children, young people, and adults at risk. We recognise our statutory, moral, and Ofsted-defined responsibilities to protect all learners and ensure they feel safe, respected, heard, and supported.

This policy reflects:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Care Act (2014)
- Safeguarding Vulnerable Groups Act (2006)
- Prevent Duty (2015)
- Children & Families Act (2014)
- Data Protection Act (2018)
- Equality Act (2010)

We commit to creating a **safe, inclusive, non-threatening learning environment** where:

- learners are treated with respect and dignity
- learners' wishes and feelings are central
- emotional resilience and wellbeing are promoted
- risk is minimised across all learning environments including remote delivery and workplace settings

We promote **British Values** and support learners to mix with others from diverse backgrounds.

Safeguarding is everyone's responsibility.

Staff will always maintain the attitude: "It could happen here."

2. Scope of the Policy

This policy applies to: - all Connexin Academy staff - volunteers and visiting professionals - directors, governors and SLT - subcontractors and delivery partners - employers involved in work-based learning - contractors with learner access

It covers: - **Children (0–18) - Adults with care and support needs** - all delivery environments: onsite, remote, hybrid, and workplace

3. Definitions

3.1 Child

Anyone under the age of 18.

3.2 Adult at Risk / Vulnerable Adult

A person aged 18+ who is unable to protect themselves from harm or exploitation due to: - care or support needs - disability or illness - cognitive impairment - mental health need - coercive control - environmental or circumstantial vulnerability

3.3 How Vulnerability Occurs

Physical factors:

- disability, chronic or acute illness, frailty, injury

Mental/cognitive factors:

- dementia, mental health issues, developmental disabilities

Social factors:

- isolation, abusive relationships, economic hardship

Environmental factors:

- homelessness, unsafe neighbourhoods, natural disasters

Personal circumstances:

- substance misuse, bereavement, major life changes

3.4 Types of Abuse

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Domestic abuse
- Financial abuse (adults)
- Discriminatory abuse

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- Radicalisation/extremism
- Grooming
- Online abuse
- Self-neglect
- CSE, CCE, county lines, FGM, trafficking

4. Organisational Commitment

Connexin Academy will ensure: - a safe environment where learners feel secure and listened to - safeguarding is embedded into every programme, curriculum, and learner review - staff challenge unsafe practice - early identification of needs and risks - safe working practices at all times - safeguarding is communicated consistently across teams - work-based learning environments are safe and vetted

Use of Equipment

Learners may only access exam laptops running secure locked-down examination software. Invigilators complete regular walk-arounds.

5. Roles and Responsibilities

5.1 Designated Safeguarding Lead (DSL)

Karen Walters – k.walters@connexin.co.uk

Responsible for: - oversight and coordination of all safeguarding activity - internal and external referrals - maintaining secure chronological safeguarding logs - annual and ongoing safeguarding briefings for staff - delivering or commissioning training - reporting to SLT and Directors

5.2 Deputy DSL

Alison Kirk – a.kirk@connexin.co.uk

5.3 All Staff

All staff must: - report concerns immediately - complete SRAC02 accurately and promptly - never investigate or promise confidentiality - attend all required safeguarding and Prevent training - act professionally online and offline

5.4 Leadership & Governance

Leaders must: - have strategic oversight of safeguarding - scrutinise safeguarding reports - ensure safer recruitment compliance - ensure staff know procedures and thresholds - evaluate safeguarding effectiveness regularly

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6. Safer Recruitment

We follow statutory safer recruitment guidelines including: - Enhanced DBS checks - identity and right-to-work checks - full employment history and references - interview questions exploring safeguarding competence - at least one Safer Recruitment-trained panel member - risk assessment for staff starting before DBS clearance

7. Staff Training

Training includes: - annual safeguarding and Prevent - extremism and radicalisation recognition - online safety and cyber awareness - safer working practice - mental health awareness (KCSIE requirement) - FGM, county lines, CCE/CSE - whistleblowing - staff responsibilities & reporting routes

Lesson observations include safeguarding checks.

A central training matrix tracks compliance.

8. Safeguarding in Work-Based Learning

We ensure: - employers understand safeguarding duties in writing - risk assessments are completed before placement - learners receive safeguarding guidance before placements - tutors complete well-being check-ins at every visit - concerns in workplace settings follow the SRAC02 process

9. Online & Remote Delivery

Remote delivery must follow face-to-face safeguarding standards, with additional controls: - secure video conferencing software only - identity verified through lobby or waiting room - blurred or neutral backgrounds recommended - cameras/microphones can be disabled by tutors - personal data handled securely - no public posting of session links - pastoral support sessions risk-assessed; additional staff present if needed

Cyber Essentials monitoring detects extremist or harmful online content.

10. Reporting a Concern

If Immediate Risk:

- Call **999**
- Inform DSL immediately
- Complete SRAC02 within **1 hour**

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If Non-Immediate Risk:

Staff must: - listen calmly - avoid leading questions - note exact wording - reassure the learner - explain that information must be shared for their safety - complete SRAC02 within **24 hours** - send to DSL + Line Manager

If DSL cannot be reached within **10 minutes** in an urgent case, staff must contact the local authority where the learner lives.

Staff **must not** act alone or in isolation.

11. DSL Procedure

DSL will: - review SRAC02 - gather further information if appropriate - assess thresholds (Early Help, Section 47, Section 42, Prevent) - consult with Directors when required - complete a full chronological log - set timeframes and expectations for follow-up - archive and close cases when complete

12. Communication Flow

1. SLT and Directors approve policy and updates
2. Communicated during induction, email updates, staff meetings
3. DSL reports safeguarding monthly to SLT
4. Safeguarding included in all team meetings
5. Hot Topics calendar shared with staff and learners
6. Learner and staff views collected regularly
7. ID cards display safeguarding quick guides
8. Job adverts contain safeguarding statements
9. Policy shared with employers and subcontractors
10. Safeguarding embedded in learner induction and tutorials
11. Learners encouraged to self-refer using SRAC02

13. Monitoring & Review

- DSL monitors implementation continuously
- SLT reviews policy annually or sooner if needed
- Termly safeguarding audits completed
- File audits ensure compliance with KCSIE and Ofsted expectations
- Lessons learned shared across the Academy

14. Related Guidance and Policies

- Safer Working Practice Guidance (2020)

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- No Secrets Guidance
- Information Sharing Advice (2018)
- Prevent Strategy (2011)
- Health & Safety Policy
- Data Protection Policy
- Recruitment Policy
- Lone Working Policy
- Quality Policy
- IAG Policy
- Whistleblowing Procedure
- Modern Slavery Policy

15. Local Authority Contacts

Key contacts: - Hull Children's EHASH: 01482 448879 - Hull Adults: 01482 300300 -
National Safeguarding Line: 0808 800 5000

Full regional directory in Appendix D.

16. Appendices

- **Appendix A – SRAC02 Concern Form**
- **Appendix B – Tutor Quick Guide**
- **Appendix C – Flowchart**
- **Appendix D – Regional Contacts**
- **Appendix E – “What Counts as a Concern?” Flowchart**

Appendix A

SRAC02 – Safeguarding Raising a Concern Form

Learner Name	
D.O.B	
Day and Date	
Member of staff noting concern & their role	
Place of work	
Address if known	
Contact number	
Concern Details	
Date of Concern	
Time of Concern	
Place where concern arose	
How did the concern come to light? (disclosure, observation, behavior change, online interaction)	
Immediate Safety Check	
Is the learner at immediate risk? YES / NO	
Has 999 been called? YES / NO	
If yes, by whom and at what time?	
Disclosure Notes	
Action(s) Taken:	
Was anyone else present?	
Form Completed By:	
Role:	
Date & Time Sent to DSL:	
Sent to:	
DSL: Karen Walters – k.walters@connexin.co.uk	
Line Manager	
DSL Use Only	
DSL Assessment	
Date Received:	
Time Received:	
Initial Risk Level: Low / Medium / High / Immediate	
Does this meet threshold for referral? YES / NO	
If Yes, Referral Made to:	
Children’s Social Care (Section 47)	

Early Help Adult Social Care (Section 42) Police	
Prevent Duty Other (state):	
Referral Date & Time:	
Referral Contact Person:	

Actions Taken		
Date	Person taking action	Action
Internal support required? YES / NO		
Monitoring plan required? YES / NO		
Additional staff informed (need-to-know basis):		

Case Closure	
Date Closed:	
Reason for Closure:	
Signed (DSL):	

THE TUTOR CONTINUES TO MONITOR AND RAISE ANY FURTHER CONCERNS.

APPENDIX B

Tutor Safeguarding Quick Guide

1. Immediate Danger

Call 999 immediately

Inform DSL ASAP

2. Report to DSL

Contact the **Designated Safeguarding Lead:**

- **Karen Walters** (DSL)
- **Deputy DSLs:** Alison Kirk

3. Complete SRAC02 Form

- Use factual language
- 1 hour (urgent)
- 24 hours (non-urgent)

Send to: **k.walters@connexin.co.uk** + Line Manager

4. When YOU Can Contact the Local Authority

Only if:

- DSL/Deputy cannot be reached within **10 minutes**, AND
- Learner is at **immediate risk**

Then ring the **local authority where the learner lives.**

Inform the DSL afterwards.

5. What to Record

- Learner name, DOB, address
- What was said (exact words)
- What you observed
- Immediate risks
- Actions taken

6. DO NOT

Investigate

Promise confidentiality

Speak to parents/carers yourself

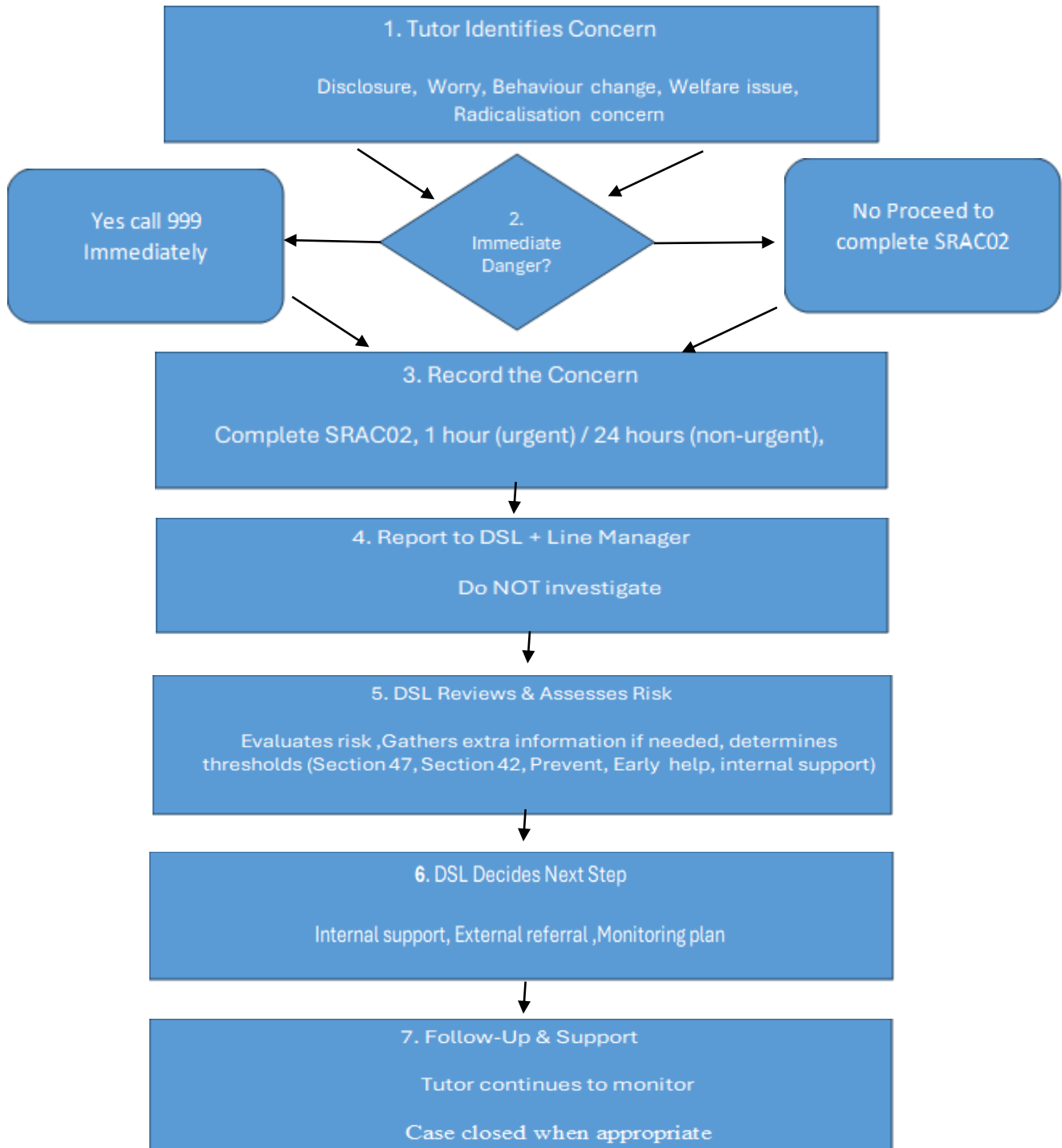
Delay reporting

This Quick Guide summarises the full Safeguarding Policy (SPP/03). All tutors must read the full policy annually.

Appendix C

Safeguarding Reporting Flowchart:

Tutor Actions When a Cause for Concern is identified



Appendix D

Regional Local Authority Safeguarding Contact List

1. Children's Social Care (national directory)

Report child abuse to a local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

This lets you enter any postcode or council name, and it gives you the correct Children's Social Care referral details, including:

Referral phone number

Out-of-hours number

Secure email

Online referral portal (if used by that LA)

2. Adult Safeguarding (national directory)

There is no single national page for adults, but the standard approved link is:

<https://www.gov.uk/report-abuse-of-older-person>

It directs you to search by local authority for Adult Social Care safeguarding.

For adults, the correct search phrase is:

“Report safeguarding concern [Council Name] Adult Social Care”

Every council maintains an adult safeguarding page.

North Lincolnshire Children: 01724 296500 | Adults: 01724 297000 | OOH: 01724 296555

Leeds Adults: 0113 222 4401 | OOH: 0113 378 0644

Lincolnshire Children: 01522 782111 | Adults: 01522 782155 | OOH: 01522 782333

Newcastle Children: 0191 277 2500 | Adults: 0191 278 8377 | OOH: 0191 278 7878

Birmingham Children: 0121 303 1888 | Adults: 0121 303 1234 | OOH: 0121 675 4806

East Riding of Yorkshire Children: 01482 395500 | Adults: 01482 396940 | OOH: 01482 393939

Hull Children's EHASH: 01482 448879 | Adults: 01482 300300 | OOH: 01482 300304

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Appendix E

What Counts as a Concern? Flowchart

This flowchart helps staff identify whether a concern is safeguarding, welfare, or low-level, and what action should be taken.

