

# IWYS Alternative Provision

## Child Protection & Safeguarding Policy

|                 |                  |          |            |
|-----------------|------------------|----------|------------|
| Approved by     | Charmaine Baines | Position | Proprietor |
| Next Review Due | September 2026   |          |            |

# IWYS Alternative Provision Child Protection & Safeguarding Policy

*(Including Safer Recruitment, Allegations Against Staff, and Low-Level Concerns)*

**Policy Owner:** IWYS Alternative Provision

**Designated Safeguarding Lead (DSL):** Charmaine Baines

**Deputy DSL(s):** Joy Baines

**Policy Approved:** September 2025

**Next Review:** September 2026

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## 1. Statement of Intent

IWYS Alternative Provision is fully committed to safeguarding and promoting the welfare of all pupils. We recognise our statutory duty to ensure children learn in a safe, supportive environment and that staff, volunteers, contractors, and visitors share this commitment.

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## 2. Definitions

### Definition of Safeguarding

In line with KCSIE (as detailed in Part One and Annex A), safeguarding and promoting the welfare of children is defined for the purposes of this policy 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 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.
- Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- IWYS Alternative Provision acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  - Child abduction and community safety incidents
  - Child Criminal Exploitation (CCE)
  - County Lines
  - Child Sexual Exploitation (CSE)
  - Children and the court system
  - Unexplainable and/or persistent absences from education
  - Children missing from education (CME), home or care
  - Child has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
  - Cybercrime

- Domestic abuse
- Homelessness
- Mental health
- Modern slavery
- Preventing radicalisation
- Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Child has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Serious Violence
- Young Carers
- So-called 'honour'-based abuse
- Female Genital Mutilation (FGM)
- Forced marriage

Some children have an increased risk of abuse, and additional barriers can exist for **some** children with respect to recognising or disclosing it. 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.

### **Safeguarding and promoting the welfare of children means:**

- 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 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
- **Child protection** is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.
- **Sharing of nudes and semi-nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.
- **Children** includes everyone under the age of 18.

### 3. Legal Framework

This policy reflects the requirements of:

- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [Working Together to Safeguard Children](#) (latest edition)
- [Education Act 2002](#),
- [Local Safeguarding Partnership Procedures \(Stok-on-Tent\)](#)
- [Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [Serious Crime Act 2015](#)
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [Rehabilitation of Offenders Act 1974](#)
- [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.

### 4. Roles and Responsibilities

| Role   | Key Responsibilities  |
|--|---|
| <b>Head of Provision</b><br>Charmaine Baines                 | Ensure robust safeguarding arrangements, approve and review this policy, and oversee safer recruitment. |
| <b>Head of Provision</b><br>Charmaine Baines                 | Day-to-day operational responsibility, liaison with DSL, ensure staff compliance.                       |
| <b>DSL / Deputy DSL(s)</b><br>Charmaine Baines<br>Joy Baines | Lead on child protection, maintain records, liaise with local authority/social care, ensure training.   |
| <b>All Staff &amp; Volunteers</b>                            | Read KCSIE 2025 Part One (or Annex A if appropriate), follow this policy, report concerns immediately.  |

## 5. Prevention & Early Help

- Positive relationships with pupils and families.
  - Early identification of needs and prompt referrals.
  - A curriculum that teaches pupils to keep themselves safe, including online.
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## 6. Online Safety & Emerging Risks

- Filtering/monitoring systems reviewed regularly.
- Filtering and monitoring systems in place to ensure the online safety of pupils, staff, volunteers and governors
- Staff training includes misinformation/disinformation, harmful online challenges, and generative-AI risks. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole IWYS community

### The 4 key categories of risk

- Our approach to online safety is based on addressing the following categories of risk:
- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- Educating pupils about online safety as part of our curriculum. For example:
- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras

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## 7. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

IWYS Alternative Education recognises that AI has many uses, including enhancing teaching and learning, and helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

IWYS Alternative Education will treat any use of AI to access harmful content or bully pupils in line with this policy and our policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the IWYS. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

[Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

[Generative AI: product safety expectations - GOV.UK](#)

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## 8. Safer Recruitment

- All recruitment follows DfE safer-recruitment guidance.
  - At least one trained safer-recruitment panel member is present at interviews.
  - Pre-employment checks: identity, DBS (including children's barred list if appropriate), right to work, references, qualifications, and online searches where relevant.
  - Teacher prohibition checks via the **Check a Teacher's Record** service (replacing TRA Employer Access).
  - Induction covers safeguarding, behaviour standards, and low-level concerns.
  - The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education (KCSIE) 2025.
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## 9. Allegations Against Staff/Volunteers

An allegation includes any behaviour that:

- harmed or may have harmed a child,
- constitutes a possible criminal offence, or
- suggests a person may pose a risk to children.
- If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the proprietor as soon as possible. The proprietor will then follow the procedures set out if appropriate.
- If the concerns/allegations are about the proprietor, speak to the local authority designated officer (LADO).
- Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the proprietor, report it directly to the local authority designated officer (LADO)
- All staff should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team. All members of staff are made aware of our Whistleblowing Policy and signs are displayed around the building.
- Not reporting concerns about the conduct of a colleague that could place a child at risk. Staff can access the [NSPCC whistleblowing helpline](#) if they do not feel able to raise concerns regarding child protection failures internally [on 0800 028 0285 \(8:00 AM to 8:00 PM Monday to Friday\)](#) • or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Staff can contact the [Local Authority Designated Officer \(LADO\)](#) on [01782 235100](tel:01782235100) or email [CHAD.Referrals@stoke.gov.uk](mailto:CHAD.Referrals@stoke.gov.uk) [lado-policy](#)

## 9. Procedure

- Report immediately to the Head of Provision/DSL. - Charmaine Baines
- If the allegation concerns the proprietor report to the **Local Authority**
- Follow Local Authority Designated Officer (LADO) guidance.
- Maintain confidentiality and clear written records.

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## 10. Low-Level Concerns

Low-level concerns are behaviours inconsistent with the staff code of conduct but not serious enough to meet the allegation threshold.

- Staff must report these to the Proprietor/DSL/DDSL without delay.
  - DSL keeps a secure written log of all low-level concerns and reviews patterns.
  - Escalate to LADO procedures if necessary.
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## 11. Training & Induction

- All staff/volunteers: Enrolled on Stoke-on-Trent Safeguarding Board (SBC) Safeguarding training and child-protection training as part of their induction.
  - DSL/Deputies: enhanced training and regular updates.
  - Training covers recognising abuse, reporting, online safety, and KCSIE 2025 updates.
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## 12. Reporting & Recording

- Concerns recorded promptly on IWYS secure system (My Concern) and shared with DSL/Deputy.
  - Records kept separately from pupil files and retained in line with data-protection law.
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## 13. Confidentiality & Information Sharing

- Share information only on a “need-to-know” basis in line with statutory guidance and GDPR.
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## 14. Monitoring & Review

- Policy reviewed annually or earlier if guidance changes or incidents require.
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## 15. If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

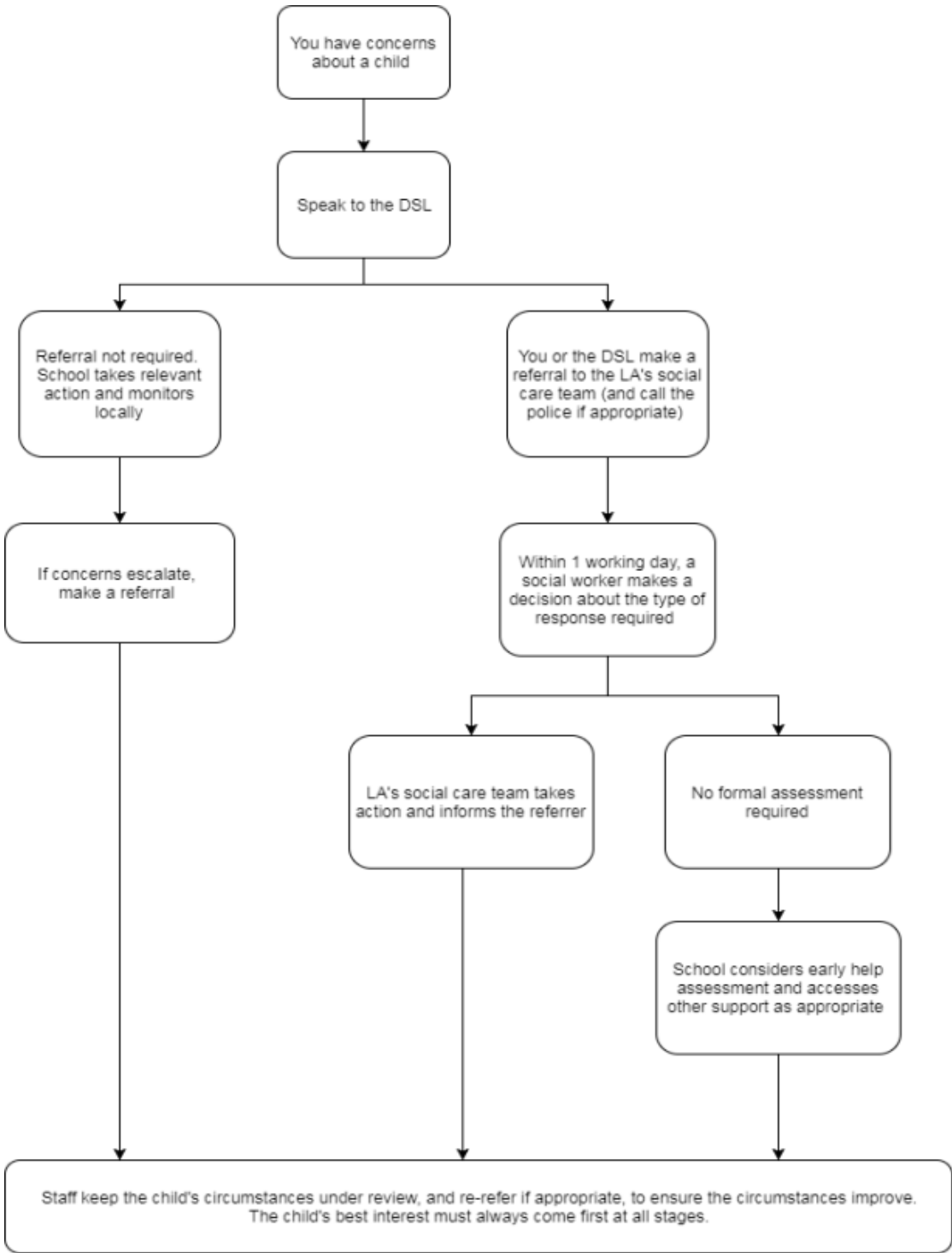
**Bear in mind that some children may:**

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers



None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL/DDSL if you have concerns about a child.

**Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**



## 16. Links with Other Policies

[IWYS-Complaints-Policy.pdf](#)

[IWYS-Allegations-Against-Staff-and-Including-Low-Level-Concerns.pdf](#)

[IWYS-ICT-and-Internet-Acceptable-Use-Policy.pdf](#)

[IWYS Health & Safety Policy Statement for Schools](#)

[IWYS-Attendance-Policy-1.pdf](#)

[IWYS-Mobile-Phone-Policy.pdf](#)

[IWYS-Staff-Code-of-Conduct-Policy.pdf](#)

[IWYS-Equality-Diversity-and-Inclusion-Policy.pdf](#)

[IWYS-Prevent-Policy-Statement.pdf](#)

[IWYS-Safer-Recruitment-Policy-.pdf](#)

## 17. Key Contacts

- **DSL: Charmaine Baines Tel: 07341 214173 – Email – [charmaine@iwys.co.uk](mailto:charmaine@iwys.co.uk)**
- **Deputy DSL(s): Joy Baines – 07341 214170 – [joy@iwys.co.uk](mailto:joy@iwys.co.uk)**
- **Head of Provision: Charmaine Baines Tel: 07341 214173 – Email – [charmaine@iwys.co.uk](mailto:charmaine@iwys.co.uk)**
- **Local Authority Designated Officer (LADO):** If you have reasonable cause to suspect that a child has suffered or is likely to suffer significant harm, you can call the Integrated Front Door on [\*\*01782 235100\*\*](tel:01782235100) (Mon-Thurs, 8.30am – 5pm and Fri, 8.30am – 4.30pm), or call the Emergency Duty Team on [\*\*01782 234234\*\*](tel:01782234234) if you are calling out of office hours, at weekends or on bank holidays.
- Local Authority Designated Officer (LADO) – LADO referrals are made through the Integrated Front Door service on [\*\*01782 235100\*\*](tel:01782235100).
- [NEW LADO Referral form - Staffordshire Safeguarding Children Partnership](#)
- [Staffordshire LADO referral form](#)
- **Children's Social Care (Emergency Duty):** [Emergency help for a child | Emergency help for a child | Stoke-on-Trent](#)

**All members of staff at IWYS Alternative Provision are made aware of local support available:**

## **Local Support**

### **LA Education safeguarding team**

- Samantha Plews
- Tel: 07514731760
- E: [samantha.plews@stoke.gov.uk](mailto:samantha.plews@stoke.gov.uk)

Contact details for the LADO

- 01782 882300

### **Children's Social Work Services**

- Integrated Front door: 01782 235100
- Out of Hours Number: 01782 234234

Police:

- 101 (or 999 if there is an immediate risk of harm)

### **Local Mental health support:**

- Dove bereavement support 01782 683155
- Winston's Wish bereavement support 08088 020 021
- Changes wellbeing: 01782 418518
- Shout text SHOUT to 85258 free
- Younger MIND: 0300 102 1234
- Crisis Care: 0800 0328 728

Local School Nurse Support:

- Chathealth 07520 615723
- 0-19 City Hub 0808 178 3374.
- Healthforteens.co.uk

Local Multi-agency safeguarding arrangements:

<https://safeguardingchildren.stoke.gov.uk/>

## **National Support**

### **Support for staff**

- [Education Support Partnership:](#)
- [Professional Online Safety Helpline:](#)

## **Support for Pupils/Students**

- [NSPCC: www.nspcc.org.uk](http://www.nspcc.org.uk)

- [ChildLine: www.childline.org.uk](http://www.childline.org.uk)
- [Papyrus: www.papyrus-uk.org](http://www.papyrus-uk.org)
- [Young Minds: www.youngminds.org.uk](http://www.youngminds.org.uk)
- [The Mix: www.themix.org.uk](http://www.themix.org.uk)

### **Support for adults**

- [Family Lives: www.familylives.org.uk](http://www.familylives.org.uk)
- [Crime Stoppers: www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- [Victim Support: www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- [Kidscape: www.kidscape.org.uk](http://www.kidscape.org.uk)
- [The Samaritans: www.samaritans.org](http://www.samaritans.org)
- [Mind: www.mind.org.uk](http://www.mind.org.uk)
- [NAPAC \(National Association for People Abused in Childhood\): napac.org.uk](http://napac.org.uk)
- <https://westand.org.uk/>
- [Action Fraud: www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### **Support for Learning Disabilities**

- [Respond: www.respond.org.uk](http://www.respond.org.uk)
- [Mencap: www.mencap.org.uk](http://www.mencap.org.uk)

### **Domestic Abuse**

- [Refuge: www.refuge.org.uk](http://www.refuge.org.uk)
- [Women's Aid: www.womensaid.org.uk](http://www.womensaid.org.uk)
- [Men's Advice Line: www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- [Mankind: www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### **Honour Based Violence**

- [Karma Nirvana](#)
- [Forced Marriage Unit](#)

### **Sexual Abuse and CSE**

- [Lucy Faithfull Foundation: www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- [Stop it Now!: www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- [Parents Protect: www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- [CEOP: www.ceop.police.uk](http://www.ceop.police.uk)

- [Internet Watch Foundation \(IWF\): www.iwf.org.uk](http://www.iwf.org.uk)

## **Online Safety**

- [Childnet International: www.childnet.com](http://www.childnet.com)
- [UK Safer Internet Centre: www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [Internet Matters: www.internetmatters.org](http://www.internetmatters.org)
- [Net Aware: www.net-aware.org.uk](http://www.net-aware.org.uk)
- [Get safe Online: www.getsafeonline.org](http://www.getsafeonline.org)

## **Radicalisation and Hate**

- [Educate against Hate: www.educateagainsthate.com](http://www.educateagainsthate.com)
- [Reporting online material promoting terrorism or extremism](#)
- [True Vision: www.report-it.org.uk](http://www.report-it.org.uk)
- [ACT](#)

# Child Protection and Safeguarding Policy: Summary of changes

## Changes for September 2025

| POLICY SECTION                        | WHAT'S CHANGED?  | WHY?   |
|---------------------------------------|--|--|
| Section 7.2                           | Added new instructions for EYFS settings that staff have a sufficient understanding and use of English to ensure the well-being of children.   | To reflect paragraph 3.40 of the EYFS statutory framework  |
| Section 13                            | A note that schools will refer to DfE guidance if a pupil tells them that they are questioning their gender. Changed the language from 'gender questioning' to 'questioning their gender'.   | To reflect the DfE's draft 'gender questioning children' guidance and use language more commonly used by trans communities |
| Section 14.2                          | Updated references to EYFS statutory framework.  | To reflect the EYFS statutory framework  |
| Section 14.3                          | Updated references to EYFS statutory framework.  | To reflect the EYFS statutory framework  |
| Section 16.5                          | Includes requirements on qualifications for staff and supervision for pupils under the EYFS statutory framework.   | To reflect the EYFS statutory framework  |
| Section 18                            | Added the school's first aid policy to 'links to other policies'.  | To reflect the EYFS statutory framework  |
| Appendix 2 (Safer recruitment policy) | <p>Changes throughout this appendix to reflect the EYFS statutory framework, including:</p> <ul style="list-style-type: none"> <li>• A note that the EYFS statutory framework includes its own requirements for safer recruitment</li> <li>• References from family members will not be accepted (for schools with EYFS provision)</li> <li>• Electronic references must originate from a legitimate source</li> <li>• Referees will be contacted to clarify vague or insufficient information</li> <li>• Requiring references for volunteers before they are recruited</li> </ul> | To reflect the EYFS statutory framework  |

| POLICY SECTION                               | WHAT'S CHANGED?  | WHY?                                    |
|--|--|---|
| Appendix 4<br>(Specific safeguarding issues) | <p>A new section in 'Children who are absent from education', specifically for EYFS settings, including steps such as attempting to contact parents, carers and emergency contacts if a child is absent without notification.</p> <p>It adds that settings should consider patterns and trends in a child's absences, their vulnerability, and home life.</p> <p>Any concerns will be referred to local children's social care and/or a police welfare check may be requested.</p> | To reflect the EYFS statutory framework |

| POLICY SECTION | WHAT'S CHANGED?  | WHY?   |
|----------------|--|--|
| Section 2      | Updated link to KCSIE 2025   | To reflect updated guidance  |
| Section 8      | <p>Under 'the 4 key categories of risk', updated 'content' to include:</p> <ul style="list-style-type: none"> <li>• Misinformation</li> <li>• Disinformation (including fake news)</li> <li>• Conspiracy theories</li> </ul>   | To reflect paragraph 135 of KCSIE  |
| Section 8.1    | <p>Changed 'Google Bard' to 'Google Gemini'.</p> <p>Added 'artificial intelligence' policy when considering which policies to refer to, when AI has been used to access harmful content or to bully pupils.</p> <p>Also added a prompt for schools to outline any further procedures in place for dealing with safeguarding concerns related to AI.</p> <p>Added: 'Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.'</p> | <p>To reflect the name of Google's AI chatbot</p> <p>To help schools set out how they'll deal with AI-related safeguarding incidents.</p> <p>To reflect paragraph 143 of KCSIE</p> |
| Section 13     | Changed 'autism spectrum disorder' to 'autism'   | To reflect language used in KCSIE and the SEND code of practice  |
| Section 18     | Added artificial intelligence policy to the list   | To encourage schools to consider AI use in relation to safeguarding  |
| Appendix 2     | Under 'recruitment and selection process', changed date on the KCSIE reference   | To reflect updated guidance  |