



Safeguarding and Child Protection Policy and Procedures 2026

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1. Introduction

Evolution Education recognises its statutory, contractual and moral responsibility to safeguard and promote the welfare of children and young people. Safeguarding is not a discrete function but a core organisational responsibility embedded within governance, leadership, service design and frontline delivery. This document sets out the safeguarding policy and the procedures through which safeguarding responsibilities are operationalised across all Evolution Education activity.

2. Policy Statement

Evolution Education is committed to ensuring that all children and young people at risk are protected from abuse, neglect, exploitation and harm. The organisation adopts a child-centred and person-centred approach, recognising that safeguarding responsibilities apply to all staff and all services, irrespective of role, seniority or contractual status. Where there is tension between operational priorities and safety, the welfare of the individual will always take precedence.

3. What is Safeguarding

Safeguarding and promoting the welfare of children is defined in the Ofsted November 2025 Safeguarding Policy as:

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Safeguarding is everyone's responsibility. We believe in providing help and support to meet the needs of children as problems emerge. Children/young people should have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our provision will ensure clear systems and processes are in place to enable identification of these needs.

Safeguarding Culture and Ethos

Evolution Education promotes a culture of vigilance, professional curiosity and respectful challenge. Safeguarding concerns are expected to be raised, recorded and acted upon. Whistleblowing is actively encouraged, and no individual will be disadvantaged for raising a genuine safeguarding concern.

Children and young people are supported to express their views, feelings and wishes, and their voice is central to safeguarding decision-making.

4. Scope and Application

This policy and associated procedures apply to all employees, trustees, volunteers, contractors, associates and agency staff working on behalf of Evolution Education.

This policy applies to all children and young people under the age of 18, as defined by the Children Act 1989.

It applies across all settings, activities and modes of delivery, including commissioned services, outreach, online and digital provision.

This policy is informed by, and must be read in conjunction with, relevant legislation and statutory guidance, including but not limited to:

- [Children Act 1989](#) and [Children Act 2004](#)
- [Working Together to Safeguard Children](#) (latest edition)
- [Keeping Children Safe in Education](#) (latest edition)
- [The Care Act 2014](#)
- [The Education Act 2002](#)
- [Prevent Duty Guidance](#)
- [The Equality Act 2010](#) and [Human Rights Act 1998](#)
- [Data Protection Act 2018](#) and [UK GDPR](#)
- [London Child Protection Procedures](#)
- [Wandsworth Safeguarding Children Partnership](#); procedures and threshold guidance

All staff must read and understand Part One of KCSIE annually. Designated Safeguarding Leads (DSLs) must also read Annex B and Part Four.

5. Equality, Diversity and Inclusion

Evolution Education is committed to providing a safe and inclusive environment where all children are treated with dignity and respect. We recognise that children with protected characteristics, special educational needs, disabilities, or those facing disadvantage may be at increased risk of harm.

Safeguarding practice actively considers the impact of discrimination, bullying, prejudice-based abuse, exploitation, criminal or sexual harm and online abuse.

6. Types of Abuse and Safeguarding Risks

Abuse as defined by Keeping Children Safe in Education is 'a form of maltreatment of a child'. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Types of Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include deliberately silencing them or 'making fun' of what they say or how they communicate and them not being able to express views or feelings. It may feature age or developmentally inappropriate expectations and interactions being imposed on children as well as limitation of exploration, learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another such as witnessing domestic abuse. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, regardless of whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect 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. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Adverse Childhood Experiences (ACEs) The ACEs acronym is used to describe a broad range of adverse childhood experiences that can be stressful or traumatic events that children and young people can be exposed to. ACEs range from experiences that directly harm a child, such as physical, verbal, or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Domestic Abuse The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the

effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn. More information can be found at: <https://www.operationencompass.org>

Parental Mental Health Problems: One in four people are estimated to experience a mental health problem. Many children will grow up with a main carer or close family member who has mental health difficulty. Parental mental health problems mean that a parent or carer has a diagnosable mental health condition. This can include depression, anxiety disorders, schizophrenia, bipolar disorder, personality disorders.

Parental Substance Misuse: Parents' dependent on alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include: physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour. For Public Health information on parental substance misuse click here NACOA can also be a useful link for children and young people.

Honour-based Abuse: Honour Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. FGM: Whilst all staff should speak to the designated safeguarding lead or deputy regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers to report FGM cases to the police. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

All staff are expected to be alert to both presenting behaviours and underlying vulnerability.

7. Addressing Safeguarding & Child Protection at Evolution Education

At Evolution Education, we place great emphasis on creating an open culture where students feel safe to share their worries and experiences. Our high staff to student ratio, structured tutor/social times, and strong relationships mean that students are encouraged to talk and know their voice will be heard. A range of accessible systems are in place to promote this, including regular opportunities for informal and structured conversations with trusted adults.

These approaches are further reinforced through our curriculum model, behaviour policies and wider personal development programme, ensuring that safeguarding is embedded across all aspects of school life.

If staff have any concerns about a child's welfare, because of something heard or seen, or a child makes a disclosure, it should be acted on immediately and Evolution Education protocols require staff to:

- Staying calm and listening carefully
- Do not ask any leading questions
- Offer reassurance that the person has done the right thing

- Make brief notes immediately during the conversation.
- Record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in.
- Draw a diagram to indicate the position of any injuries.
- Record statements and observations rather than interpretations or assumptions.
- Sign and date the record
- Verbally inform the designated safeguarding lead immediately.
- Make a complete and formal record as soon as possible using BrightSafe.

Children Who Go Missing From Home or Care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high-risk activities
- Involvement in criminal activities
- Victim of abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability
- Knife crime
- Radicalisation (covered by Prevent)

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

KEY PRINCIPLES

- We believe that all children have a right to be protected from harm and/or abuse
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be considered depending on the child's cultural and social background when dealing with CP issues. However, we also recognise that the needs of the child are paramount, and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day-to-day contact with children, Evolution Education staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self-blame.
- We recognise that Evolution Education may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overly aggressive, disturbed or withdrawn.

- We know that it is important that children feel secure, are encouraged to talk, are sensitively listened to, and that children know that there are adults in Evolution Education and Caius House whom they can approach if they are worried or unhappy.
- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a young person can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate
- We consider carefully the specific needs of the lesbian, gay, bisexual and transgender (LGBT) young people's seeking suitable expert advice where necessary
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount

The DSL maintains case files for students where there are concerns, with an overview chronology, a record of all communications and actions, and ensures that all safeguarding records are managed appropriately.

Options will then include:

- The DSL managing any support for the child through our own pastoral support processes
- A referral to the Home School for further assistance and support with the student
- If the student has no Home School, then a referral will be made to the local authority responsible for the young person.

Procedures Overview

Evolution Education procedures are in line with those agreed by the Wandsworth Safeguarding Children Partnership, the LA and the Secretary of State (see Appendix 1 for details of relevant procedural and guidance documents)

We will therefore ensure that:

- We have a designated member of staff who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the designated member of staff and has also received appropriate training for this role.
- All members of staff, volunteers and trustees will complete the basic safeguarding training on an annual basis and all DSLs will complete refresher training every 3 years.
- Every member of staff, volunteer and trustee knows the name of the Designated Safeguarding Lead (DSL) and their role and what the backup arrangements are if the DSL is unavailable.
- All staff are familiar with the Safeguarding Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member.
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the DSL or DDSL.
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs can be identified and monitored and appropriate support put in place.

- When considering referrals to support agencies, Evolution Education will contact the students Home School and act in accordance with WSCP Thresholds for Intervention guidance, which is consistent with the London-wide thresholds.
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL or Delrita Agyapong, CEO of Caius House.
- If staff would like to raise a concern regarding Adrian Sherriff they can contact Delrita Agyapong, CEO of Caius House.
- All staff know how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to their Home School or their Local Authority.
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course. We will contribute to multi – agency assessments of children’s needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child’s situation does not appear to be improving, Evolution Education will take responsibility for finding out what is happening and keep pressing for action to be taken.
- All parents and carers will fill out admission and consent documents for their child.
- Evolution Education will obtain informed general, media and photo consent from parents in order to be able to use and share digital information and images.
- Evolution Education will obtain consent from parents and carers for all off site activities.
- Electronic records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child’s Home School or Local Authority.
- If Evolution Education staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Home School, Wandsworth Safeguarding Children’s Partnership, or the duty social worker (useful numbers listed in Appendix 2).

Being ready to talk about abuse

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Hearing disclosures

All staff know what to do if a child tells them s/he is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality while never promising a child that they will not tell anyone about what they have disclosed. All staff reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

7.1 Safeguarding Procedures: Identification, Recognition and Immediate Response

All staff are required to remain alert to indicators of abuse, neglect, exploitation or harm. Concerns may arise through disclosure, observation, third-party information or professional judgement.

Staff must:

- Respond calmly and proportionately;
- Listen without judgement;
- Avoid leading questions;
- Never investigate;
- Reassure the individual that they are being taken seriously.

Where there is an immediate risk of serious harm the DSL or a DDSL must be contacted without delay.

7.2 Safeguarding Procedures: Reporting, Recording, Thresholds and Escalation

All safeguarding concerns must be reported to the Designated Safeguarding Lead on the same working day and recorded accurately and contemporaneously.

Records must:

- Be recorded on BrightSafe
- Be factual and objective;
- Include dates, times and rationale for decisions; and
- Be stored securely in accordance with data protection requirements.

The DSL is responsible for applying statutory thresholds and determining appropriate action, including;

- Contacting the Home School
- Informing parents
- Referrals to external agencies
- Continued monitoring

All safeguarding concerns are recorded using BrightSafe. Records are:

- Factual and objective
- Signed and dated;
- Stored securely and separately from educational records

The DSL applies local authority thresholds to determine

- Early help support
- Referral under section 17 (Child In Need)
- Referral under section 47 (Child Protection)

7.3 Safeguarding Procedures: Information Sharing, Confidentiality and Data Protection

Information sharing is essential to effective safeguarding. Information will be shared lawfully, proportionately and in a timely manner. Consent will be sought where appropriate; however, consent is not required where there is reasonable cause to believe that an individual is at risk of harm. Safeguarding responsibilities override duties of confidentiality.

- All safeguarding information will be stored safely and securely.
- Safeguarding files which are transferred electronically will be password protected.

7.4 Safeguarding Procedures: Allegations Against Staff, Volunteers and Low-Level Concerns

Any allegation or concern against a member of staff, volunteer or contractor that may have:

- Harmed a child or adult at risk;
- Committed a criminal offence; or
- Behaved in a way that indicates they may pose a risk of harm

must be reported immediately to Senior Leadership or the Designated Safeguarding Lead. Allegations against staff will be managed in accordance with local authority procedures and referred to Wandsworth Local Authority Designated Officer (LADO) on lado@wandsworth.gov.uk or 07974 586 461. No internal investigation will take place without external direction.

Low-level concerns will be recorded and monitored to identify patterns of behaviour via Adrian Sherriff (Evolution Education's Designated Safeguarding Lead) or Delrita Agyapong (Caius House Designated Safeguarding Lead). Low level concerns are recorded, reviewed and monitored to identify patterns of behaviour and support a culture of openness.

7.5 Safeguarding Procedures: Escalation, Professional Challenge and Dispute Resolution

Where professional disagreement arises, concerns must be escalated in line with [Wandsworth Safeguarding Children Partnership escalation procedures](#). Escalation must be timely, recorded and focused on the welfare of the individual.

7.6 Safeguarding Procedures: Children and Adults at Risk – Distinct Considerations

While safeguarding principles apply across age groups, staff must recognise the distinct legislative frameworks governing children and adults at risk. Decision-making must reflect appropriate statutory duties, consent considerations and thresholds.

8. Child-on-Child Abuse and Harmful Sexual Behaviour

Evolution Education recognises that children can abuse other children. Child-on-child abuse may occur inside or outside of provision and online.

This includes, but is not limited to:

- Bullying (including cyberbullying and discriminatory bullying);

- Sexual harassment and sexual violence;
- Harmful sexual behaviour; and
- Physical or emotional abuse.

All incidents will be taken seriously and managed in line with Keeping Children Safe in Education, with a victim-centred approach. All incidents are recorded and risk assessed.

9. Online Safety and Digital Safeguarding

Online safety is an integral part of safeguarding. Risks include grooming, exploitation, cyberbullying, exposure to harmful content, disinformation and misuse of AI technologies.

Appropriate filtering and monitoring systems are in place, and online safety concerns are reported to the DSL and addressed through training, policy and curriculum delivery. When students are using devices all screens face the tutor, allowing for close supervision.

10. Safer Recruitment and Suitability

Evolution Education is committed to safer recruitment practices designed to deter and prevent unsuitable individuals from working with children or adults at risk.

This includes:

- Enhanced DBS checks, including barred list;
- Verification of identity, qualifications and right to work;
- Safeguarding-focused references;
- Online searches as part of due diligence; and
- Maintenance of a Single Central Record.

11. Training, Supervision and Safeguarding Capability

All staff receive safeguarding training at induction and at least annually thereafter. Designated Safeguarding Leads receive enhanced training and access to safeguarding supervision.

Training is updated to reflect emerging risks and statutory changes, completion is recorded to evidence delivery.

12. Partnership Working and Commissioning Responsibilities

Evolution Education works in partnership with local authorities, commissioners and external agencies to ensure effective safeguarding arrangements and shared accountability.

13. Quality Assurance, Audit and Continuous Improvement

Safeguarding practice is subject to ongoing quality assurance, including audits, supervision, file review and reporting to SLT. Learning from safeguarding incidents is used to strengthen practice.

14. Policy Approval, Review and Version Control

This policy is reviewed annually or sooner in response to legislative change, safeguarding learning or commissioning requirements.

The referral process to Wandsworth is:

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Wandsworth Multi-agency Safeguarding Hub (MASH) on: 020 8871 6622 from 9.00am to 5.00pm e) mash@wandsworth.gov.uk
020 8871 6000 (after 5.00pm, weekends and Public Holidays)

The Emergency Duty Team are available if there is an emergency. An emergency is anything that cannot wait until the next day. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [Multi Agency Referral Online Form \(MARF\)](#). Anybody can make a referral. If anyone other than the designated safeguarding lead (DSL) makes the referral, they should inform the DSL as soon as possible.

You may complete and submit an Online Multi Agency Referral form using the following [link](#). Before making a referral, you should tell the parent or carer and get consent from them. You can make a referral without consent if it's a child protection concern, for urgent safeguarding concerns, professionals must telephone the MASH Team. You have a responsibility to refer a child to Children's Social Care under section 11 of the Children Act 2004 if you believe or suspect that the child:

- has suffered significant harm
- is likely to suffer significant harm
- has a disability, developmental and welfare needs which are likely only to be met through the family support services (with the agreement of the child's parent) under the Children Act 1989
- is a child in need whose development would be likely to be impaired without the provision of services

EARLY INTERVENTION AND HELP

- We recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible.
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- If appropriate support is not available within Evolution Education own resources, a discussion with the students Home School will take place and, if appropriate, an Early Help Assessment will be considered to identify the child's needs and enable additional support to be sought from other agencies.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide an environment in which all young peoples, including those with SEN, can feel confident and able to discuss their concerns.

LOOKED AFTER CHILDREN

- Caius House will ensure there is a designated member of staff whose role is to promote achievement of children who are looked after.

MENTAL HEALTH AND BEHAVIOUR

- In order to help our young peoples succeed, we recognise that Evolution Education plays an important role in supporting them to be resilient and mentally healthy.

- We will ensure that young peoples and their families are enabled to participate as fully as possible in decisions and are provided with information and support.
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to the students Home School, Local authority or specialist services (eg CAMHS).

COMMUNICATION WITH PARENTS / CARERS

- We will ensure that parents are informed that Evolution Education has a child protection policy and is required to follow WSCP guidelines in respect of reporting suspected abuse to the Home school, Local Authority or Children's Social Care.
- Young people and parents will be made aware of how Evolution Education's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of Evolution Education's concerns at the earliest appropriate opportunity.

CONFIDENTIALITY - Please also read the Confidentiality Policy

- We recognise that matters related to Child Protection are of a confidential nature. The designated member of staff will therefore share detailed information about a young person with other staff members in a sensitive and confidential manner.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

SUPPORT FOR STAFF

- We recognise that staff working in Evolution Education who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have

ALLEGATIONS AGAINST STAFF

- We recognise that there will be occasions when a young person at Evolution Education, or a parent, or another person, may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a member of staff (including volunteers) in Evolution Education, that provides education for children under 18 years of age has:
 - ❖ behaved in a way that has, or may have, harmed a child;
 - ❖ possibly committed a criminal offence against or related to a child;

- ❖ behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- In this event notify the Director, Adrian Sherriff, on ASherriff@evolutioned.co.uk, if unavailable contact Caius House CEO, Delrita Agyapong on del@caiushouse.org.
- If the allegation is against the Director then contact Caius House CEO, Delrita Agyapong on del@caiushouse.org and the Wandsworth Procedures for Managing Allegations against Staff will be followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

SAFE RECRUITMENT - Please also read the Safer Recruitment Policy

- Evolution Education will ensure that it operates a safe recruitment policy to ensure that all those working for Evolution Education, in either a paid or unpaid capacity, are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training.
- Appropriate checks (ie enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. Evolution Education will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity.
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training.
- At interview, candidates will be asked to account for any gaps in their employment history.

POSITIVE HANDLING and PHYSICAL INTERVENTION

- Evolution Education has a no physical intervention approach and staff are advised not to restrain young peoples unless they pose a threat to themselves or others.

SPECIFIC SAFEGUARDING ISSUES

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, LGBT issues and Female Genital Mutilation, understand the indicators and recognise the complexities of these issues for young people

LONE WORKING

- The Directors of Evolution Education are committed to ensuring staff, volunteers and contractors enjoy a safe working environment. It is recognised that there are occasions when staff may be required, or choose, to work alone or in isolated situations. This however may introduce risks for a normally non-hazardous work activity. Evolution Education will usually work on a 1:3 ratio for most activities, when there is only 1 member of Evolution Education onsite we will ensure there is always a 2nd adult available to support that member of staff. We will adjust staff/student ratios when we

take into consideration factors such as; Age, Ability, Needs, Risk/Hazards, Activity/Trip/Residential.

Definition of Lone Working:

Where staff are engaged in work (either onsite or offsite) where there are no other people who could reasonably be expected to come to their immediate aid in the event of an incident or emergency.

Within Evolution Education a lone worker will most probably fall within one of the following categories:

- A staff member supporting students with no other staff member onsite.
- Staff Member accompanying young people to an outing.
- Contract workers e.g. cleaners

OTHER RELATED POLICIES

- This policy has clear links to other policies written by Evolution Education, in particular to any policies concerned with the protection of all children in evolution Education from various kinds of harm. These policies are listed below:
 - Data Protection and Privacy Policy
 - Complaints Policy
 - Behaviour and Exclusions Policy
 - Staff Discipline, Conduct, Grievance and Capability Policy
 - Statement of Procedures for Dealing with Allegations of Abuse Against Staff
 - Premises Management Policy (Caius House policy)
 - Safer Recruitment Policy
 - Equality, Diversity and Inclusion Policy
 - Teaching and Learning (including feedback) Policy
 - Whistleblowing Policy

Professional curiosity is an important aspect of safeguarding. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may need help or protection.

Professional curiosity involves trying to understand what is happening for a child and family by proactively exploring a situation, by asking questions and maintaining an open mind, rather than making assumptions or taking a single source of information and accepting it at face value and fully explore potential concerns related to the well-being of children and young people.

Early Identification: By being curious and proactive, staff can identify signs of abuse, exploitation, or neglect early on. This allows for timely intervention and support. Practitioners gain a broader understanding of what's happening within families, considering various factors that may impact a child's safety and well-being. Professional curiosity helps assess potential risks comprehensively, ensuring that less obvious indicators of vulnerability or harm are not overlooked

15. Governance, Accountability and Roles

Senior Leadership Team

Senior leaders are responsible for embedding safeguarding into the culture and daily operation of the provision.

Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for safeguarding and child protection and:

- has appropriate status, authority, training and protected time;
- manages referrals to children's social care and other agencies;
- provides advice and support to staff;
- maintains safeguarding records and chronologies;
- oversees filtering and monitoring of online activity;
- reports safeguarding themes and concerns to the Senior Leadership Team.

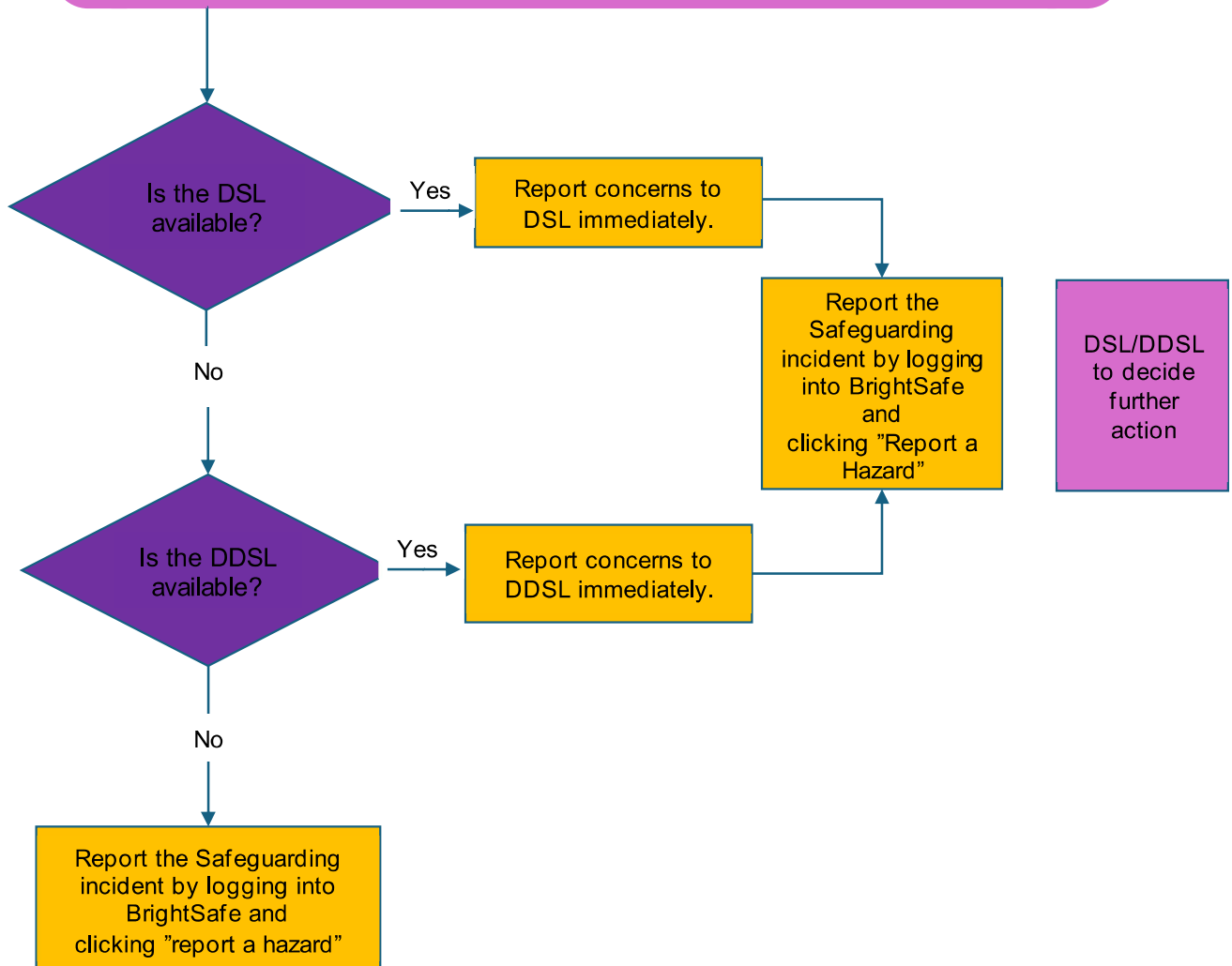
Deputy DSLs are trained to the same standard and act in the absence of the DSL.

APPENDICES

Appendix 1: Safeguarding Process

STAY CALM, REASSURE, NO PROMISES, FEW QUESTIONS, FOLLOW GUIDE

A child has disclosed to you OR you have witnessed or have concerns about a young person



If a pupil discloses abuse to you. TAKE THEM SERIOUSLY
Give young people the opportunity to speak to you in private. Remember you cannot promise CONFIDENTIALITY.
Reassure the young person that you are taking what they say seriously.
Explain that you MUST pass on what they have told you for his/her safety.
Contact the relevant safeguarding staff member
As soon as possible, make sure you write down what the pupil has told you, as much in the pupil's language as you recall date, and sign ready to be passed on

Appendix 2: Key Safeguarding Contacts

Team / Lead	Email	Telephone	Role
Adrian Sherriff	ASherriff@EvolutionEd.co.uk	020 3818 6210	Evolution Education Designated Safeguarding Lead (DSL)
Delrita Agyapong	del@caiushouse.org	020 3818 6210	Caius House Designated Safeguarding Lead (DSL)
	mash@wandsworth.gov.uk	0208 871 6622 0208 871 6000	Wandsworth MASH contact details
Anita Gibbons	Lado@wandsworth.gov.uk	07974 586 461 0208 871 7226	Wandsworth LADO contact details
Emergency Services		999	Emergency Services



Appendix 3: Statutory Framework and Guidance

- [Children Act 1989 & 2004](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education \(latest edition\)](#)
- [Care Act 2014](#)
- [Prevent Duty Guidance](#)
- [Equality Act 2010 & Human Rights Act 1998](#)
- [London Child Protection Procedures](#)
- [Wandsworth Safeguarding Children Partnership guidance](#)

Appendix 4: Linked Policies

- Data Protection and Privacy Policy
- Complaints Policy
- Behaviour and Exclusions Policy
- Staff Discipline, Conduct, Grievance and Capability Policy
- Statement of Procedures for Dealing with Allegations of Abuse Against Staff
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- Teaching and Learning (including feedback) Policy
- Whistleblowing Policy

Appendix 5: Thresholds and Escalation

[Wandsworth Threshold Guidance summary](#)

Early Help vs Section 17 vs Section 47 Quick Comparison Summary

Early Help

Purpose: Tackles problems at the earliest stage, preventing them from escalating.

Who: Universal services for all, or targeted help for emerging needs not yet meeting higher thresholds.

What: Support like parenting classes, youth clubs, or family support workers.

Key: Proactive, voluntary, and aims to build family strengths.

Section 17 (Children Act 1989)

Purpose: Duty to provide services to children whose health or development would be impaired without support, or who are disabled.

Who: Children identified as "Children in Need" after an assessment.

What: Services to address specific needs (e.g., practical help, housing support, therapies) under a Child in Need Plan.

Key: Statutory duty provides specific services, not necessarily child protection focused, but aims to improve outcomes.

Section 47 (Children Act 1989)

Purpose: Formal investigation (enquiry) when a local authority has *reasonable cause to suspect* a child is suffering or likely to suffer *significant harm*.

Who: Children where abuse or neglect is suspected, leading to a Child Protection investigation.

What: Multi-agency investigation (social workers, police, health) to determine if the child needs a Child Protection Plan (e.g., removal from home, supervision).

Key: Statutory duty to investigate, reactive, focused on safety from significant harm, high threshold.

The Pathway:

Early Help: Initial support for emerging issues.

Escalation: If needs are complex but not significant harm, move to Section 17 assessment for Child in Need services.

Escalation: If significant harm is suspected, trigger a Section 47 enquiry for a child protection investigation.

Escalation and professional challenge process [Wandsworth Inter-Agency Escalation Policy](#)

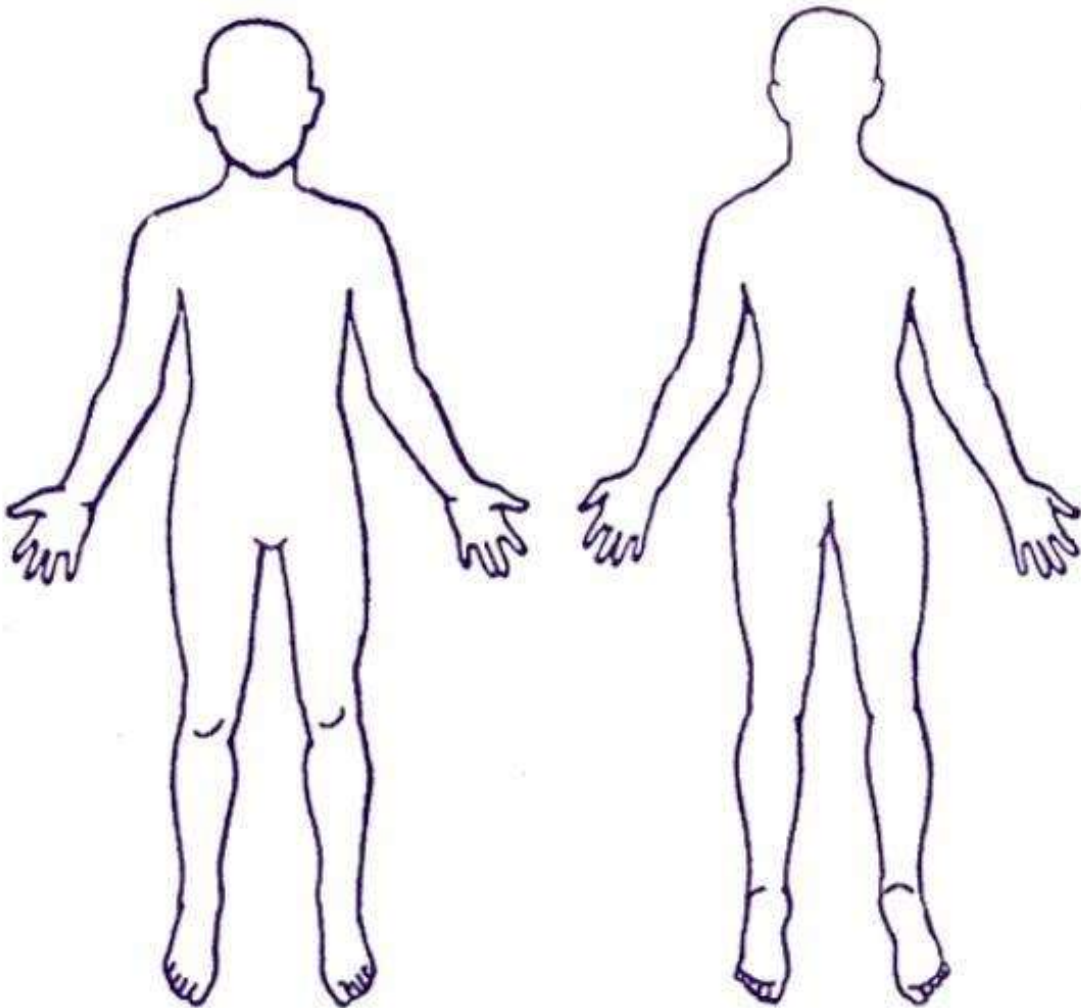
Appendix 6: Record of Safeguarding Concern

Child/Young Person Name:	
Date of Birth:	
Date and Time of Concern:	
Staff Member:	

Date and time of incident / concern / disclosure	
Location of incident / concern / disclosure	
Date and time of record completion	
Name and signature of person completing this form	

Description of Incident / concern / disclosure description (factual)	
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Description of incident / concern / disclosure:



Name of DSL	
Date concern received	
Email of DSL	

Agreed action:

Appendix 7: Guidance Documents

London Child Protection Procedures, 4th edition

available as hard copy in each school, also available electronically via Wandsworth Safeguarding Board website www.wscb.org.uk and London SC website - www.londonscb.gov.uk

London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

Keeping Children Safe in Education 2025

DfES statutory guidance issued September 2025 – click [here](#)

Working Together to Safeguard Children 2023 – click [here](#)

What To Do If You Are Worried a Child Is Being Abused – click [here](#)

Managing Allegations Against Staff

WSCB guidance, available on WSCB website. www.wscb.org.uk

Children Missing from Home and Care

WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling

WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual Exploitation

WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Thresholds for Intervention – Multi-Agency guidance

Wandsworth Guidance issued 2014, available on WSCB website www.wscb.org.uk

Mental Health and Behaviour in Schools – Departmental Advice for School Staff

DfE guidance, issued Nov 18 – click [here](#)

Domestic Violence – Guide for Schools

Wandsworth guidance issued 2012