



# The Dare2Dream Foundation

## Child Protection & Safeguarding Policy

Integrated Safeguarding Framework (Children, Young People & Adults 4–25)

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# **Safeguarding and Child Protection Policy**

## **The Dare2Dream Foundation**

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### **1. Policy Statement**

The Dare2Dream Foundation is fully committed to safeguarding and promoting the welfare of all students. We believe that everyone has the right to feel safe, valued, and protected from harm. Safeguarding is everyone's responsibility, and all staff share a duty of care to protect children, young people, and adults, including adults at risk, from abuse, neglect, exploitation, and harm.

We recognise that:

- Safeguarding concerns can arise in any setting and may involve staff, other students, family members, or external individuals.
- Some students may be particularly vulnerable due to personal circumstances, additional needs, past experiences, or barriers to communication.
- Effective safeguarding requires clear procedures, professional curiosity, partnership working, and a culture of listening and respect.

This policy applies to all safeguarding and child protection matters arising from the work of The Dare2Dream Foundation.

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### **2. Scope of the Policy**

This policy applies to:

- All students receiving education, mentoring, therapeutic, or support services from The Dare2Dream Foundation
- All staff, including employees, volunteers, trustees, sessional workers, contractors, and agency staff
- All activities delivered on-site, off-site, online, or in the community

This policy should be read alongside related policies, including but not limited to:

- Safer Recruitment Policy
  - Code of Conduct
  - Behaviour Management Policy
  - Online Safety Policy
  - Whistleblowing Policy
  - Data Protection and Confidentiality Policy
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### 3. Key Terminology

For the purposes of this policy, the following definitions apply:

- **Child:** Any person under the age of 18.
  - **Young person:** A person aged 16–17. This term is used only where age-specific reference is required.
  - **Adult:** A person aged 18 or over.
  - **Adult at risk:** An adult aged 18 or over who:
    - has needs for care and support;
    - is experiencing, or is at risk of, abuse or neglect; and
    - as a result of those needs, is unable to protect themselves from the abuse, neglect, or risk of it. (As defined by the Care Act 2014.)
  - **Student:** Any child, young person, or adult (including adults at risk) who attends or receives services from The Dare2Dream Foundation. This is an operational term and does not replace legally defined safeguarding duties.
  - **Parent / Carer:** Birth parents and other adults who have parental responsibility or provide care, including step-parents, foster carers, and adoptive parents.
  - **Staff:** All individuals working for or on behalf of The Dare2Dream Foundation, whether in a paid or voluntary capacity.
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### 4. Legal and Statutory Framework

This policy is written to fully comply with Keeping Children Safe in Education (KCSIE) 2025, the Care Act 2014, and to align with Ofsted inspection frameworks and local authority commissioning expectations for alternative provision and support services.

The Dare2Dream Foundation has due regard to the following legislation and statutory guidance:

- Children Act 1989 and Children Act 2004
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children (latest statutory guidance)
- The Care Act 2014 and associated statutory guidance
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2002 (where applicable)
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR

This policy reflects expectations that safeguarding arrangements are effective, well understood, regularly reviewed, and embedded in practice, as required by commissioning bodies.

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## **5. Principles of Safeguarding**

The Dare2Dream Foundation is guided by the following principles:

- The welfare of the student is paramount
  - Safeguarding is everyone's responsibility
  - Early identification and early intervention are essential
  - Students are listened to and taken seriously
  - Safeguarding responses are proportionate, timely, and person-centred
  - Information is shared appropriately and lawfully
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## **6. Roles and Responsibilities**

### **6.1 Directors**

The Directors hold strategic responsibility for safeguarding and will ensure that:

- Safeguarding arrangements meet KCSIE 2025 and Care Act 2014 requirements
- A culture of safeguarding and professional curiosity is promoted
- The Designated Safeguarding Leads are appropriately trained and supported
- Safeguarding is a standing agenda item at governance meetings

### **6.2 Senior Safeguarding Manager**

- Safeguarding arrangements meet KCSIE 2025 and Care Act 2014 requirements
- Safeguarding is a standing agenda item at Leadership Meetings
- A culture of safeguarding and professional curiosity is embedded at all levels of the foundation
- Ensure the safeguarding policies are known, understood, and used appropriately by staff, reviewed annually and whenever statutory guidance changes and publicly available
- Make staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- Undergo training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

### **6.3 Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL)**

The Dare2Dream Foundation will appoint suitably trained Designated Safeguarding Leads (DSL) and, where possible, Deputy DSL in each Region/ department in the Foundation. A designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) in the foundation.

A DSL has the status and authority within the foundation to carry out the duties of the post, which include, in line with KCSIE 2025:

- Take lead responsibility for safeguarding and child protection
- Be appropriately trained at least every two years, with regular updates
- Act as a source of support, advice, and expertise for staff
- Ensure staff understand safeguarding processes and thresholds
- Make timely referrals to children’s social care, adult safeguarding services, the local authority, Channel, or the police where required
- Maintain clear, accurate, and secure safeguarding records
- Monitor patterns of concern and escalate where necessary
- Support staff involved in safeguarding cases
- Encourage a culture of listening to students
- Take part in strategy discussions and inter-agency meetings
- Liaise with the “case manager” and the designated officer(s) at the local authority where allegations are made against staff.
- Undergo training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

### **6.4 All Staff**

All staff must, in accordance with KCSIE 2025:

- Read and understand this policy and Part 1 of KCSIE (as applicable to their role)
  - Know who the DSL and Deputy DSL are and how to contact them
  - Be alert to signs of abuse, neglect, exploitation, and safeguarding risks
  - Act immediately on concerns and report them to the DSL without delay
  - Understand that anyone can make a referral to statutory services if necessary
  - Maintain professional boundaries and adhere to the Code of Conduct
  - Undergo training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.
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## **7. Types of Abuse and Harm**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse, neglect, and exploitation.

Abuse, neglect and exploitation are forms of maltreatment.

Somebody may abuse, neglect, and exploit a young person by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other young people.

Safeguarding concerns may include, but are not limited to, the following. These categories reflect KCSIE 2025, Working Together, and Care Act 2014 guidance.

### **7.1 Abuse and Harm Relating to Children, Young People & Adults at Risk**

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE), including county lines
- Child-on-child abuse, including:
  - Sexual violence and sexual harassment
  - Physical abuse
  - Bullying and cyberbullying
  - Abuse within intimate relationships
  - Upskirting
- Serious violence
- Radicalisation and extremism (Prevent Duty)

### **8. Child-on-child abuse**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the foundations anti-bullying procedures where necessary.

However, all staff recognise that children can abuse other children and young people and should be clear about the college's policy and procedures regarding child-on-child abuse.

Staff will maintain an attitude of 'it could happen here'.

All child-on-child abuse is unacceptable and will be taken seriously. Child-on-child abuse can take many forms, including:

- physical abuse such as shaking, biting, hitting, kicking or hair pulling.
- bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- sexual violence and sexual harassment such as inappropriate sexual language, touching, sexual assault or rape.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery, AI generated sexual images or videos) including pressuring another person to send sexual imagery or video content.
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual, or emotional abuse.
- upskirting – taking a picture under a person’s clothing without their permission for the purposes of sexual gratification or to cause humiliation, distress, or alarm.
- initiation/hazing - used to induct newcomers into an organisation such as sports team or college groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless, or excluded and which relates to prejudices around belonging, identity, and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural, and religious backgrounds, gender, and sexual identity.

Abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys. Tolerance of such behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for young people.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. However, all staff recognise that it is more likely that girls will be victims of child-on-child abuse and boys are more likely to be the perpetrators.

Staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but simply not being reported.

Staff are also aware that abuse may take place for those defined as adults or adults at risk – staff remain vigilant and follow the same procedures in this instance.

### **9. Students who may be particularly vulnerable**

Some students may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that our students receive equal protection, we will give special consideration to students who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations

- living transient lifestyles
- affected by parental substance misuse, domestic abuse, or parental mental health needs.
- vulnerable to being bullied or engaging in bullying.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- do not have English as a first language.
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.
- at risk of being permanently excluded from school/foundation
- has a parent or carer in custody, or is affected by parental offending, which may further acknowledge arrests and not imprisonment, i.e. taken into custody after a domestic incident, but not formally charged.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for young people with communication needs.

#### **10. Students with special educational needs and disabilities**

Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect, and exploitation in this group of young people, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration.
- the potential for young people with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of young people are appropriately safeguarded.

#### **11. Students who are absent from education**

Attendance, absence, and exclusions are closely monitored. A student being absent from education for reasons that are unexplained and/or prolonged/repeated/persistent absences from education. This includes half days - it doesn't have to be a full day absent, and a student going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. (Keeping Children Safe in Education (DfE, 2025).

The safeguarding team will monitor unauthorised absence and take appropriate action for young people who are absent or go missing on repeated occasions and/or are missing for periods during the day.

Staff must also be alert to signs of young people at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## **12. Mental health**

Alternative Provisions have an important role to play in supporting the mental health and wellbeing of their students. All staff are aware that mental health problems can be an indicator that a student has suffered or is at risk of suffering abuse, neglect, or exploitation.

Staff are also aware that where students have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour, and education.

Where staff are concerned that a student's mental health is also a safeguarding concern, they will discuss it with the safeguarding team.

## **13. Students who are lesbian, gay, bisexual (LGB)**

The fact that a child or a young person may be LGB is not in itself an inherent risk factor for harm. Unfortunately, young people who are LGB, or are perceived to be LGB, can be targeted by other young people.

The risk to these young people can be compounded where young people who are LGB lack a trusted adult with whom they can be open.

Our staff endeavour to reduce the barriers and provide a safe space for those young people to speak out or share their concerns with them. KCSIE (DfE 2025) advise that Families and carers should seek clinical help and advice and the wider vulnerabilities of gender questioning children should be explored such as mental health and SEND

## **14. Serious Violence**

The Dare2Dream Foundation recognises that some students may be at risk of, or involved in, serious violence. In line with KCSIE 2025, all staff are trained to recognise indicators that a child or young person may be at increased risk.

Indicators may include, but are not limited to:

- Increased or persistent absence
- Changes in friendships or association with older individuals or groups
- A significant decline in engagement, behaviour, or progress
- Signs of emotional distress, self-harm, or changes in wellbeing
- Signs of assault or unexplained injuries
- Possession of unexplained gifts, money, or new items

Unexplained gifts or possessions may indicate that a young person has been approached by, or is involved with, individuals associated with criminal gangs.

Staff are also aware of risk factors that may increase vulnerability to serious violence, including:

- Being male
- Persistent absence or exclusion from education
- Experience of abuse, neglect, or trauma
- Involvement in offending behaviour such as theft or robbery

All concerns relating to serious violence are reported immediately to the Designated Safeguarding Lead (DSL).

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### **15. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child or young person into criminal or sexual activity.

Exploitation may occur:

- In exchange for something the young person needs or wants
- For the financial advantage or increased status of the perpetrator
- Through violence or threats of violence

Power imbalances may be linked to factors including age, gender, sexual identity, cognitive ability, physical strength, status, or access to resources.

A common feature of exploitation is that the young person does not recognise the coercive nature of the relationship and may not see themselves as a victim. Students may initially resent perceived interference by staff; however, staff must act on concerns in line with this policy, as they would for any other form of abuse.

The Dare2Dream Foundation ensures that awareness of criminal and sexual exploitation is embedded across learning, mentoring, and support activities.

### **16. Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. It may involve:

- Physical contact, including assault by penetration or non-penetrative acts
- Non-contact activities such as:
  - Production or sharing of sexual images
  - Exposure to sexual content
  - Sexualised online communication
  - Grooming in preparation for abuse

CSE may occur over time or as a one-off incident and can occur without the young person's immediate knowledge, for example through the sharing of images or videos online.

CSE can affect any child or young person, including those aged 16–17 who can legally consent to sexual activity. Some young people may believe they are in a genuine relationship and not recognise the exploitation.

Young people may be drawn into sexual exploitation through:

- Offers of affection or friendship
- Gifts, money, drugs, or alcohol

- Accommodation or perceived protection

CSE is a serious crime with long-lasting physical, emotional, and psychological consequences and may be linked to trafficking.

Indicators of CSE may include those listed under CCE, as well as:

- Relationships with significantly older individuals
- Sexually transmitted infections
- Pregnancy

All concerns relating to CSE are reported immediately to the DSL.

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### **17. Child Criminal Exploitation (CCE)**

CCE involves children or young people being coerced, controlled, or manipulated into criminal activity. This may include:

- Transporting drugs or money (including county lines)
- Shoplifting or pickpocketing
- Vehicle crime
- Working in cannabis factories
- Carrying weapons or being involved in serious violence

Young people may become trapped through threats, violence, or debt bondage. They may appear to have consented to criminal activity; however, this does not negate exploitation.

Girls and boys may experience criminal exploitation differently, and both may be at increased risk of sexual exploitation.

Indicators of CCE may include:

- Unexplained gifts or new possessions
- Association with others involved in exploitation
- Changes in emotional wellbeing
- Substance misuse
- Going missing or returning home late
- Persistent absence or disengagement from education

All concerns are reported immediately to the DSL.

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## **18. County Lines**

County lines refers to organised criminal networks involved in exporting illegal drugs across areas using dedicated mobile phone lines. Children, young people, and adults at risk may be exploited to move, store, or sell drugs and money.

Victims may be subjected to intimidation, violence, or weapon use. Power imbalances may arise due to age, status, gender, vulnerability, or access to resources.

Indicators of county lines exploitation may include those associated with CCE, as well as:

- Missing episodes from home or provision
  - Being found in locations away from home
  - Involvement in serious violence
  - Handling drugs or money
  - Use of drug concealment methods
  - Staying in unknown accommodation
  - Debt bondage
  - Use of bank accounts for criminal purposes
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## **19. Online Safety**

The Dare2Dream Foundation recognises that online activity is a significant aspect of safeguarding risk.

The Senior Safeguarding Manager/DSL has lead responsibility for online safety, including:

- Oversight of filtering and monitoring systems
- Responding to online safeguarding concerns
- Reviewing the effectiveness of digital safeguarding controls

Appropriate filtering and monitoring systems are in place to protect students from harmful or inappropriate content while supporting learning. These systems are tested regularly and reviewed annually.

Parents / carers are informed about online safety measures in place.

Online risks are categorised as:

- Content: exposure to harmful material
- Contact: harmful interaction or grooming
- Conduct: unsafe or harmful online behaviour

We meet DfE expectations for filtering and monitoring and review effectiveness periodically. Staff are trained to address the updated 4Cs of online risk and the 2025 emphasis on misinformation and disinformation (including conspiracy-theory content). Our Online Safety Policy sets out processes for escalation, including incidents of sharing nudes and semi-nudes in line with UKCIS guidance.

- Commerce: scams, gambling, or financial exploitation

All concerns are reported to the DSL.

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## **20. Sharing Nudes and Semi-Nudes**

Sharing nudes and semi-nudes refers to the creation or sharing of nude or semi-nude images, videos, or live streams by children or young people under 18.

Incidents may be consensual, coerced, manipulated, or abusive and may involve:

- Peer pressure
- Digital manipulation
- Non-consensual sharing
- Online exploitation

All incidents are reported immediately to the DSL and managed in line with UK Council for Internet Safety (UKCIS) guidance.

Parents / carers are informed unless this would place the student at risk. Referrals to children's social care or the police are made where appropriate.

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## **21. Domestic Abuse**

Domestic abuse is defined under the Domestic Abuse Act 2021 and includes controlling, coercive, threatening behaviour, violence, or abuse between individuals aged 16 or over who are family members or intimate partners.

Children and young people may be victims directly or indirectly by witnessing domestic abuse. Exposure can have serious emotional and psychological effects.

Where police notify the DSL of domestic abuse incidents involving students, this information is used to support safeguarding arrangements.

All concerns are reported immediately to the DSL.

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## **22. Honour-Based Abuse**

Honour-based abuse (HBA) includes crimes committed to protect perceived family or community honour, such as:

- Female genital mutilation (FGM)
- Forced marriage
- Breast ironing

FGM and forced marriage are criminal offences. Staff receive training to recognise indicators and understand the increased risk posed by wider family or community involvement.

Concerns are reported immediately to the DSL and referred to statutory agencies as required.

## **23. Radicalisation and Extremism**

Radicalisation is the process by which individuals come to support terrorism or extremist ideologies.

Staff receive Prevent training and are alert to risks relating to all forms of extremism. Concerns are reported to the DSL and referred through appropriate safeguarding channels, including Channel where required.

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## **24. Private Fostering Arrangements**

A private fostering arrangement occurs when a child under 16 (or under 18 if disabled) is cared for by someone other than a parent or close relative for 28 days or more.

Staff must report any concerns regarding private fostering to the DSL, who will notify the local authority.

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## **25. Additional Safeguarding Considerations**

The Dare2Dream Foundation recognises additional safeguarding needs for:

- Children and young people who are looked after
- Students with a social worker
- Students undertaking work experience
- Students staying with host families
- Students living in residential settings

Relevant safeguarding information is shared appropriately and used to inform protective measures.

## **26. Safeguarding Procedures**

### **26.1 Recognising Concerns**

Staff should be alert to:

- Changes in behaviour, mood, or presentation
- Unexplained injuries
- Disclosure of abuse or neglect
- Signs of fear, withdrawal, or distress
- Indicators of exploitation or coercion

### **26.2 Responding to a Disclosure**

If a student discloses abuse or harm, staff must:

- Listen carefully and remain calm
- Reassure the student they have done the right thing
- Not promise confidentiality
- Avoid asking leading questions
- Record the disclosure accurately using the student's own words
- Report immediately to the DSL
- Record on the Foundation Pupil Asset Safeguarding System

### **26.3 Reporting Concerns**

All safeguarding concerns must be reported to the DSL as soon as possible on the same day. If the concern involves the DSL, it should be reported to the most senior leader or a Trustee.

If a student is in immediate danger, staff must contact emergency services and then inform the DSL.

All concerns must be recorded on the Foundation Pupil Asset Safeguarding System, this includes all follow up actions by the DSL and others involved.

If the student is on a school roll the DSL of the school should be informed of the concern by the DSL in the foundation. This information should be shared and recorded using the pupil asset system.

Local authority procedures must be followed regarding sharing of information with commissioning bodies. These vary by region and individual processes are followed and recorded using the pupil asset system.

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## **26.4 Adults at Risk – Care Act Pathway (Making Safeguarding Personal)**

For learners aged 18+ who meet the Care Act definition of an adult at risk, the DSL will make or cause to be made a Section 42 safeguarding enquiry via the local authority where criteria are met and will work with Safeguarding Adults Board partners.

We apply Making Safeguarding Personal: proportionate actions, the adult's views and outcomes, and lawful information-sharing to protect from abuse or neglect.

## **27. Information Sharing and Confidentiality**

The Dare2Dream Foundation recognises the importance of confidentiality but understands that safeguarding concerns override confidentiality where there is a risk of harm.

Information will be:

- Shared on a need-to-know basis
  - Recorded accurately and securely
  - Shared with external agencies where legally required or in the student's best interests
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We share information lawfully and proportionately for safeguarding, typically under public task and/or vital interests, and recognise that safeguarding concerns can override confidentiality where there is risk of significant harm. Child protection files are transferred securely when a learner moves settings.

## **28. Working with Parents / Carers**

We aim to work in partnership with parents / carers wherever possible. However, there may be occasions where informing a parent / carer is not appropriate or may place a student at further risk. In such cases, decisions will be made in consultation with safeguarding professionals.

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## **29. Working with Schools and Referring Bodies**

The Dare2Dream Foundation is committed to maintaining strong partnerships with schools, local authorities, and referring agencies to ensure a coordinated approach to safeguarding.

We will share relevant information in line with statutory guidance and data protection requirements, ensuring that all parties have the necessary details to protect the welfare of students.

Our staff will actively engage in multi-agency meetings, contribute to Education, Health and Care Plans (EHCPs) where appropriate, and follow agreed protocols for referrals and ongoing communication. We aim to provide timely updates on student progress, attendance, and any safeguarding concerns, fostering transparency and collaboration to achieve the best outcomes for children, young people, and adults at risk.

For each alternative provision (AP) placement, we hold the full provider address (including any satellite or sub-contracted sites), named contacts and days/hours attended; complete a written safeguarding risk assessment pre-start; share relevant safeguarding information with the placing school/commissioner; reconcile daily attendance and follow up non-attendance immediately; and complete regular placement reviews to confirm safety and that the provision continues to meet needs.

### **30. Safer Recruitment**

The Dare2Dream Foundation complies with the requirements of Keeping Children Safe in Education (DfE 2025) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

The Dare2Dream Foundation is committed to safer recruitment practices, including:

- At least one member of each recruitment panel will have attended safer recruitment training.
- The foundation obtains written confirmation from supply agencies or third-party organisations that supply staff or other individuals who may work in the foundation have been appropriately checked and are suitable to work with young people.
- The foundation maintains a single central record of recruitment checks undertaken.
- Enhanced DBS checks are carried out for all staff
- Verification of identity, qualifications, and references
- Clear role descriptions and expectations
- Induction and safeguarding training for all staff

The Safer Recruitment Policy details fully all safer recruitment practices.

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### **31. Training and Awareness**

All staff will:

- Receive induction safeguarding training appropriate to their role prior to working with students
- Receive regular updates and briefings
- Know how to recognise and report safeguarding concerns
- Receive regular refresher and CPD safeguarding training appropriate to their role

The DSL's & DDSL's will undertake additional, advanced safeguarding training and regular refreshers and CPD.

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### **32. Whistleblowing**

Staff are encouraged to report concerns about unsafe practice or poor conduct through the Whistleblowing Policy. Concerns will be taken seriously and handled appropriately.

When a safeguarding concern or allegation is made about a member of staff, including supply staff, contractors, or volunteers, or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for young people our set procedures must be followed.

The full procedures for dealing with allegations against staff and managing low level concerns raised about staff can be found in Keeping Children Safe in Education (DfE, 2025) and in the school's safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers policy and procedures.

Safeguarding concerns or allegations made about staff who no longer work at the foundation, or historical allegations will be reported to the police.

Managing Allegations and Low-level Concerns (KCSIE 2025): The foundation follows KCSIE 2025 Part 4 for all concerns or allegations about staff, supply staff, contractors or volunteers. Concerns that may meet the harm threshold are reported to the LADO within one working day. Concerns that do not meet the harm threshold (low-level concerns) must still be reported without delay to the case manager/DSL, recorded with factual detail, and responded to sensitively and proportionately to safeguard pupils and uphold a safe professional culture. Patterns will be reviewed and escalated if required. Nothing prevents any person from making a direct referral to statutory agencies where necessary.

### **33. Abuse of position of trust**

All foundation staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the foundation staff and a student under 18 may be a criminal offence.

The foundation's Behaviour Policy and Code of Conduct set out our expectations of staff.

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### **34. Site security**

Visitors to the foundation and any of its premises used, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site.

All visitors are expected to observe the foundation's safeguarding and health and safety regulations.

### **35. Extended foundation and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where extended activities are provided by and managed by the foundation, our own safeguarding policy and procedures apply.

If other organisations provide services or activities on our site on behalf of the foundation, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend outreach and work-related activities, we will check that effective safeguarding arrangements are in place.

### **36. Monitoring and Review**

This policy will be:

- Reviewed annually or sooner if legislation or guidance changes
- Updated in line with best practice
- Communicated to all staff and made available to parents / carers and students where appropriate

## ***Appendix A***

### ***Obtaining further information – Prevent***

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

<b>DESCRIBE CONCERNS</b>	<b>In as much detail as possible, please describe the specific concern(s) relevant to Prevent.</b>
<p>Please Describe</p> <p><b>FOR EXAMPLE:</b></p> <p>How / why did the Individual come to your organisation's notice in this instance?  Does it involve a specific event? What happened? Is it a combination of factors? Describe them.  Has the Individual discussed personal travel plans to a warzone or countries with similar concerns?  Where? When? How?  Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?  Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?  Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence?  Who? When? Can you remember what was said / expressed exactly?  Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider any extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.  Please describe any other concerns you may have that are not mentioned here.</p>	
<b>COMPLEX NEEDS</b>	<b>Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?</b>

Please Describe

**FOR EXAMPLE:**

Victim of crime, abuse or bullying.

Work, financial or housing problems.

Citizenship, asylum or immigration issues.

Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.

On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.

Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.

Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).

Please describe any other need or potential vulnerability you think may be present, but which is not mentioned here.

**OTHER  
INFORMATION**

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

**PERSON WHO FIRST IDENTIFIED THE CONCERNS**

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

**PERSON MAKING THIS REFERRAL (if different from above)**

Forename:	Contact First Name(s)
Surname:	Contact Last Name

**RELEVANT DATES**

Date the concern first came to light:	Contact Relationship to the Individual <del>When were the concerns first identified?</del>
	Contact Telephone Number
Date referral made to Prevent:	Date this form was completed & sent off?
	Contact Email Address

## Appendix B

### Local Authority Contact Details

⚠ This appendix is updated termly. Staff must always check the internet or the local authority website for the most up-to-date contact details before making a referral.

Key Principle:

- Any allegation meeting the harm threshold must be reported to the Local Authority Designated Officer (LADO) within one working day.
- Concerns about a child's welfare (not allegations against staff) must be referred to the relevant local authority MASH / Children's Services team without delay.

<b>Local Authority</b>	<b>Safeguarding Children</b>	<b>LADO Contact / Referral</b>
Warwickshire	<a href="#">Safeguarding Children</a>	<a href="#">Allegations against people who work with children/young people</a>
Oxfordshire	<a href="#">Multi-Agency Safeguarding Hub (MASH)   Oxfordshire County Council</a>	<a href="#">Local Authority Designated Officer (LADO) - Oxfordshire Safeguarding Children Partnership</a>
Hampshire	<a href="#">Safeguarding children and young people   Children and Families   Hampshire County Council</a>	<a href="#">Allegations against adults in the children's workforce   Children and Families   Hampshire County Council</a>
Surrey	<a href="#">Report a concern about a child or young person - Surrey County Council</a>	<a href="#">Dealing with Allegations against People Working with Children - Surrey Safeguarding Children Partnership</a>
Wokingham	<a href="#">Report a concern about a child</a>	<a href="#">Wokingham Directory   Local Authority Designated Officer:</a>

		<a href="#">Worried about a child?</a>
Gloucester	<a href="#">Report a child protection concern   Gloucestershire County Council</a>	<a href="#">The Role of the LADO &amp; The Allegations Management Process   Gloucestershire County Council</a>
Coventry	<a href="#">Coventry Safeguarding Children Partnership – Coventry City Council</a>	<a href="#">Local Authority Designated Officer (LADO) – Coventry City Council</a>

**Key Principle:**

- Any allegation meeting the harm threshold must be reported to the Local Authority Designated Officer (LADO) within one working day.
- Concerns about a student’s welfare (not allegations against staff) must be referred to the relevant local authority MASH / Children’s Services team without delay.

**Emergency:**

- If a student is at immediate risk of harm, staff should dial 999.
- If unsure which county applies (e.g., child lives in a different county to the school), staff must contact the DSL immediately, who will consult the appropriate LADO / MASH.

## Appendix C

### Dare2Dream Foundation Staff Contact Details

⚠ This appendix is updated termly. Staff must always check the intranet or contact head office for the most up-to-date contact details before making a referral.

Alarna Simmons (DDSL)	<a href="mailto:alarna.Simmons@thedare2dreamfoundation.org.uk">alarna.Simmons@thedare2dreamfoundation.org.uk</a>	07842416289
Amy Bennett (DDSL)	<a href="mailto:amy.bennett@thedare2dreamfoundation.org.uk">amy.bennett@thedare2dreamfoundation.org.uk</a>	07842 440818
Ashleigh Malcolm (DDSL)	<a href="mailto:ashleigh.malcolm@thedare2dreamfoundation.org.uk">ashleigh.malcolm@thedare2dreamfoundation.org.uk</a>	07706 327713
Carrie Lockhart (DSL)	<a href="mailto:carrie.lockhart@thedare2dreamfoundation.org.uk">carrie.lockhart@thedare2dreamfoundation.org.uk</a>	07842 417257
Cheryl Monaghan (DSL)	<a href="mailto:cheryl.monaghan@thedare2dreamfoundation.org.uk">cheryl.monaghan@thedare2dreamfoundation.org.uk</a>	07706 344639
Dave Cleaver (DDSL)	<a href="mailto:dave.cleaver@thedare2dreamfoundation.org.uk">dave.cleaver@thedare2dreamfoundation.org.uk</a>	07706 347101
Emma Haines	<a href="mailto:emma.haines@thedare2dreamfoundation.org.uk">emma.haines@thedare2dreamfoundation.org.uk</a>	07706347099
Elisha Shaw (DDSL)	<a href="mailto:elisha.shaw@thedare2dreamfoundation.org.uk">elisha.shaw@thedare2dreamfoundation.org.uk</a>	07802415466
Emily Avill (DSL)	<a href="mailto:emily.avill@thedare2dreamfoundation.org.uk">emily.avill@thedare2dreamfoundation.org.uk</a>	07842 426592
Gail Atkinson (DSL)	<a href="mailto:gail.atkinson@thedare2dreamfoundation.org.uk">gail.atkinson@thedare2dreamfoundation.org.uk</a>	07706 313151
Harriet Holborough (DDSL)	<a href="mailto:harriet.holborough@thedare2dreamfoundation.org.uk">harriet.holborough@thedare2dreamfoundation.org.uk</a>	07842 444399
Harry Cunningham (DSL)	<a href="mailto:harry.cunningham@thedare2dreamfoundation.org.uk">harry.cunningham@thedare2dreamfoundation.org.uk</a>	07706327731
Holly Flack (DDSL)	<a href="mailto:Holly.flack@thedare2dreamfoundation.org.uk">Holly.flack@thedare2dreamfoundation.org.uk</a>	07512 331002
James Wheat (DDSL)	<a href="mailto:james.wheat@thedare2dreamfoundation.org.uk">james.wheat@thedare2dreamfoundation.org.uk</a>	07842 439892
Jennifer Scarff (DSL)	<a href="mailto:Jennifer.scarff@thedare2dreamfoundation.org.uk">Jennifer.scarff@thedare2dreamfoundation.org.uk</a>	07743 931171
Justin McKay (DSL)	<a href="mailto:justin.mckay@thedare2dreamfoundation.org.uk">justin.mckay@thedare2dreamfoundation.org.uk</a>	07512 314977
Kirsty Flynn (DDSL)	<a href="mailto:kirsty.flynn@thedare2dreamfoundation.org.uk">kirsty.flynn@thedare2dreamfoundation.org.uk</a>	07706 327697
Lauren Moss (DDSL)	<a href="mailto:Lauren.moss@thedare2dreamfoundation.org.uk">Lauren.moss@thedare2dreamfoundation.org.uk</a>	07955 269022
Lynne Evans (DDSL)	<a href="mailto:Lynne.evans@thedare2dreamfoundation.org.uk">Lynne.evans@thedare2dreamfoundation.org.uk</a>	07955288678
Megan Grossman (DSL)	<a href="mailto:megan.grossman@thedare2dreamfoundation.org.uk">megan.grossman@thedare2dreamfoundation.org.uk</a>	07513 722704
Michelle Harkin (DSL)	<a href="mailto:michelle.harkin@thedare2dreamfoundation.org.uk">michelle.harkin@thedare2dreamfoundation.org.uk</a>	07842 423646
Natalia Walasek (DSL)	<a href="mailto:natalia.walasek@thedare2dreamfoundation.org.uk">natalia.walasek@thedare2dreamfoundation.org.uk</a>	07842 430562
Patty Mazurkiewicz (DDSL)	<a href="mailto:patty.m@thedare2dreamfoundation.org.uk">patty.m@thedare2dreamfoundation.org.uk</a>	07706327735
Sam Page (DDSL)	<a href="mailto:sam.page@thedare2dreamfoundation.org.uk">sam.page@thedare2dreamfoundation.org.uk</a>	07706349608
Sara McGrath (DSL)	<a href="mailto:sara.Mcgrath@thedare2dreamfoundation.org.uk">sara.Mcgrath@thedare2dreamfoundation.org.uk</a>	07955288676
Sophie Bulley (DSL)	<a href="mailto:sophiebulley@thedare2dreamfoundation.org.uk">sophiebulley@thedare2dreamfoundation.org.uk</a>	07842434843
Sophie Mackey (DDSL)	<a href="mailto:sophie.mackey@thedare2dreamfoundation.org.uk">sophie.mackey@thedare2dreamfoundation.org.uk</a>	07842 416290
Stacey Wright (DDSL)	<a href="mailto:Stacey.wright@thedare2dreamfoundation.org.uk">Stacey.wright@thedare2dreamfoundation.org.uk</a>	07955288669
Stephanne Briscoe (DDSL)	<a href="mailto:stephanne.briscoe@thedare2dreamfoundation.org.uk">stephanne.briscoe@thedare2dreamfoundation.org.uk</a>	07706 327738
Tracy Gulliver-Moore (DSL)	<a href="mailto:tracy.gulliver-moore@thedare2dreamfoundation.org.uk">tracy.gulliver-moore@thedare2dreamfoundation.org.uk</a>	07935 419875

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07706 327737