



Grace Foundation Safeguarding Policy

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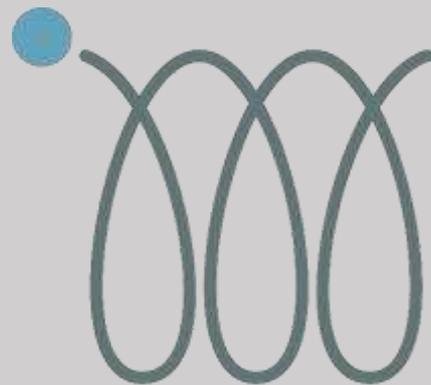
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1. Introduction

Grace Foundation works within secondary schools to support the holistic development and wellbeing of children and young people. Through our Ethos Programme, we aim to contribute positively to students' aspirational, relational, and spiritual growth, helping them thrive in all areas of life. Our Ethos Teams, typically comprising an Ethos Leader, Youth Worker, and Family Support Worker, deliver a range of interventions, enrichment activities, and support services that promote character, resilience and emotional wellbeing. These teams are supported by Central Staff which includes a team of educators who lead sessions on Careers & Aspirations and Building Healthy Relationships.

Safeguarding is central to everything we do. All Grace Foundation staff and volunteers have a responsibility to create safe, supportive environments where children and young people are protected from harm, feel valued, and can flourish. This includes maintaining professional boundaries, following school safeguarding procedures, and responding promptly to any concerns about a child's safety or welfare.

Volunteers can play an important role in supporting the work of Grace Foundation. They contribute to interventions, activities and wider enrichment opportunities under the supervision and guidance of staff. Volunteers must follow the same safeguarding expectations and codes of conduct as staff, ensuring that their involvement strengthens safe practice and contributes to positive outcomes for young people.

Grace Foundation receives HR and financial services from IMG (UK) Holdings Ltd and its subsidiary entities (collectively referred to as IMG). Any reference to IMG within this policy relates solely to the provision of those central support services. Safeguarding responsibility, practice and oversight remain with Grace Foundation.

2. Safeguarding Statement

Grace Foundation recognises the importance of its work with children and young people and adults at risk (sometimes known as vulnerable adults) or adults in need of protection) and its responsibility to protect everyone entrusted to our care.

Grace Foundation exists to transform young people's lives through holistic education. Through our Christian ethos we are committed to working with schools from the inside out to support the aspirational, relational, and spiritual needs of students and their families. Our approach to education focusses on developing the whole person, enhancing student wellbeing, and improving OFSTED outcomes to help transform school communities. We have teams who work in individual schools as well as a central team who can provide expert interventions and support.

Grace Foundation is committed to the safeguarding of children and adults at risk and ensuring their wellbeing. Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse, neglect and exploitation of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.
- Grace Foundation is committed to safeguarding adults at risk from all forms of harm, including abuse, neglect, and exploitation. This policy aligns with UK safeguarding standards and the Care Act 2014. Grace Foundation maintains a zero-tolerance approach to abuse and exploitation by staff or associated personnel.

- We believe that everyone (especially every child and adult at risk) should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All people (including children and adults at risk) have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to help prevent the physical, sexual, psychological, financial and discriminatory abuse, neglect and exploitation of adults at risk and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of adults at risk and will ensure all our policies and procedures reflect this.
- We believe all adults should enjoy and have access to every aspect of the life of the organisation unless they pose a risk to the safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children and adults at risk.

We are committed to:

- Following the requirements for UK legislation in relation to safeguarding children and adults at risk and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation regarding people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- The purpose of this policy is to protect adults at risk from harm, abuse, neglect, and exploitation, particularly in contexts related to modern slavery.
- Keeping up to date with national and local developments relating to safeguarding.
- Following guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the Designated Safeguarding Lead in their work and in any action, they may need to take to protect children/adults at risk.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this organisation.
- Supporting parents and families.
- Nurturing, protecting and safeguarding of children and young people.
- Supporting, resourcing, training, monitoring all those who undertake this work.
- Supporting all in the place of organisation affected by abuse.

We recognise:

Children's Social Services (or equivalent) has lead responsibility for investigating (and deciding to investigate) all allegations or suspicions of abuse where there are concerns about a child. Designated Safeguarding Leads in schools are given training to understand thresholds as to when to report issues to Children's Social Services following their local authority procedures.

Adult Social Care (or equivalent) has lead responsibility for investigating (and deciding to investigate) all allegations or suspicions of abuse where there are concerns about an adult at risk.

Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency as well as the relevant Local Area Designated Officer(s). Discussions will need to urgently take place with the authorities as to who else needs to be informed and by whom.

Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns to our agency's headquarters.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY.

If you have any concerns for a child or an adult at [riskrisk](#), then speak to Phil Miles who has been approved as Designated Safeguarding Leads for this Grace Foundation. **Please note that if the concern is for a child in a school in which you are working or volunteering, then you need to report it immediately to the school, using the school's procedures. If Phil is unavailable, please contact Dave Boden.**

Grace Foundation Phil Miles philipmiles@grace-foundation.org.uk
Dave Boden daveboden@grace-foundation.org.uk

If you have any concerns regarding modern slavery then speak to Judi Wood, Director of Compliance & Group Data Protection Officer, IMG or Phil Miles when Judi is unavailable. Further procedures for reporting concerns regarding Modern Slavery are detailed in this policy as well as the Modern Slavery Policy.

Judi Wood jwood@imgroup.co.uk
Phil Miles philipmiles@grace-foundation.org.uk



Name: Phil Miles

Position: Assistant Director, Grace Foundation

Date: 1/11/25

A copy of the full policy is available from Grace Foundation Head Office

We will review this statement and our policy and procedures annually.

3. Part One- Understanding Abuse and Safeguarding

3.1 Abuse

Defining child abuse or abuse against a vulnerable adult is a difficult and complex issue. A person may cause abuse by inflicting harm or failing to prevent harm. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or vulnerable adult.

In order to safeguard those in our organisations we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

- Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
- Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Also for adults the UN Universal Declaration of Human Rights with ~~particular reference~~reference to Article 5 which states:

- *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

3.2 Safeguarding

Safeguarding is defined in Working Together to Safeguard Children 2023 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, wherever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

3.3 Keeping Children Safe in Education (KCSIE)

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors. Training for all staff engaging with young people at a basic level will form part of an induction into any volunteer or training programme from Grace ~~Foundation~~Foundation so that staff have a basic awareness. Arrangements will be considered to raise awareness in the workplace where we have young people attending Grace Foundation as part of work placement. It will also assist staff who work in the community with young people and keep them updated in developments in safeguarding and child welfare. For those working in schools, please read part 1 of Keeping Children Safe in Education which can be found here:

[Keeping children safe in education 2025](#)

4. Part Two- Definitions of Abuse

Abuse is defined as a form of maltreatment of a child or adult at risk. Somebody may abuse or neglect a child or adult at risk 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 or adults at risk may be abused by an adult or adults or by another child or children.

The four definitions of abuse below operate in England based on Keeping Children Safe in Education 2025 (please note these definitions can also apply to adults at risk).

4.1 Physical abuse:

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.

4.2 Emotional abuse:

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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ~~ill-treatment~~ of another. 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.

4.3 Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, ~~whether or not~~ whether the child is aware of what is happening. 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

4.4 Neglect:

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 occur during pregnancy, for example, ~~as a result of~~ because of maternal substance abuse. Once a child is born, 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.

ADDITIONAL AREAS OF ABUSE TO BE AWARE OF

- Financial or Material Abuse: Unauthorised use of a person's resources.
- Discriminatory Abuse: Harassment or unfair treatment based on personal characteristics.
- Modern Slavery: Encompassing human trafficking, forced labour, and domestic servitude.

5. Part Three- Signs and Symptoms of Abuse

The following signs could be indicators that abuse has taken place but should be considered in context of the child's/ adult at risk's whole life.

Physical

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/substance abuse

Sexual

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia

Emotional

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Neglect

- Under nourishment, failure to grow, constant hunger, stealing or gorging food
- Untreated illnesses
- Inadequate care, etc

6. Part Four- How to Respond to Disclosures of Abuse

6.1 When a child discloses abuse

Ensure the physical environment is welcoming, giving opportunity for the child or vulnerable adult to talk in private but making sure others are aware the conversation is taking place.

- It is especially important to allow time and space for the person to talk
- Above everything else listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

Helpful responses:

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Don't say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

Where there is a concern that a child, young person or adult at risk may have been abused or a direct allegation of abuse is been made, it is important the person receiving this information does the following:

- Make notes as soon as possible (preferably within one hour of the person talking) including a description of any injury, its size, and a drawing of its location and shape on the child's body.
- Write down exactly what has been said, when s/he said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity).
- Write down dates and times of these events and when the record was made.
- Write down any action taken and keep all handwritten notes even if subsequently typed up.

If a young person reports, following a conversation, about any form of abuse you should listen and take their allegations seriously.

Any member of staff a) receiving a disclosure of abuse from a young person, b) noticing signs or symptoms of possible abuse in a young person or c) having a cause for concern over a young person, will make notes as soon as possible (within the hour) writing down as exactly as possible and using the young person's own words, what was said or seen and in what context the disclosure was made (please use Appendix 1). It is the young person's perspective that should be recorded, giving the time and location. Events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. If you are working within an education establishment this should then be given to the DSL (designated safeguard lead) within one hour of the referral being made (if the school has different timescales

to this as part of their policies and procedures, then this must be followed). Please note some schools will have online reporting such as CPOMS and MyConcern etc which can be used by staff to report. It is essential that reporting is done in line with the school's procedures.

If the above has taken place at The Gate the form should be given to Phil Miles (DSL Grace Foundation). This must be reported within an hour of the disclosure being made. If Phil is not available, Dave Boden (Grace Foundation) can be contacted.

You might consider it necessary in extreme circumstances where you are unable to speak to the Designated Safeguarding Lead (either in school or Grace Foundation) to report any concerns directly to children's social care and/ or the police. All police forces have Child Protection teams who investigate allegations of abuse that will normally takes responsibility for investigating concerns. Do not under any circumstances investigate the allegation yourself.

At all times you should explain to the young person the action you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone as you may need to do so to protect the young person. If you have concerns about the safety or welfare of a young person or a vulnerable adult, it is your responsibility to ~~take action~~act by passing it on to the DSL. You could also seek advice at any time from the NSPCC Helpline 0808 800 5000 or help@NSPCC.org.uk (however we would recommend following school procedures or speaking to the IM/Grace Foundation Designated Safeguarding Leads in the first instance).

6.2 Responding to concerns regarding adults at risk

Reporting and Response

- Grace Foundation will provide safe, appropriate, and accessible means of reporting safeguarding concerns, ensuring confidentiality and protection for whistleblowers.
- If you have any concerns for a child or an adult at ~~risk~~risk, then speak to Phil Miles who has been approved as Designated Safeguarding Lead for this IM Group. If Phil Miles is not available, please speak to Dave Boden, Executive Director Grace Foundation. Please note that if the concern is for a child in a school in which you are working or volunteering, then you need to report it using the school's procedures.
- If you have any concerns regarding modern slavery then speak to Judi Wood, Director of Compliance & Group Data Protection Officer or Phil Miles when Judi is unavailable. Further procedures for reporting concerns regarding Modern Slavery are detailed in this policy as well as the Modern Slavery Policy.
- If the staff member does not feel comfortable reporting to them (e.g., if the concern involves them or if they fear not being taken seriously), they may report anonymously via IM Group's Whistleblowing or Speak Up Policy.
- External complaints from the public, partners, or official bodies will be accepted through IM ~~Groups's~~Groups' 'Speak Up' Policy.
- Grace Foundation will ensure all staff are informed about the reporting mechanisms and supported throughout the process.
- Reports will be followed up promptly, and appropriate disciplinary measures will be taken if policy breaches are identified.
- Cases of abuse and modern slavery will be referred to local authorities and law enforcement as required by law.

Modern slavery is a serious crime that encompasses slavery, servitude, forced or compulsory labour, and human trafficking. Under the Modern Slavery Act 2015, UK businesses have a duty to identify and prevent exploitation within their operations and supply chains. Employees should remain vigilant for signs of modern slavery, such as individuals being controlled, forced to work, or living in poor conditions against their will.

The organisation is committed to safeguarding individuals by ensuring clear reporting mechanisms, training staff to recognise risks, and conducting due diligence on suppliers. Any concerns should be reported in line with safeguarding procedures, and in consideration of applicable associated legislation as the UK government shall enact.

6.3 Confidentiality

Confidentiality will be maintained throughout the reporting and investigation process. Information will be shared only on a need-to-know basis and securely handled.

6.4 UK General Data Protection Regulation (UK GDPR)/The Data (Use and Access Act 2025)

GRACE FOUNDATION is committed to protecting personal data in line with the Data Protection Act 2018 (DPA), the UK General Data Protection Regulation (UK GDPR), and relevant provisions of the Data (Use and Access) Act 2025.

Please note that these acts and regulations do not prevent the sharing of information for the purposes of keeping children and/or adults at risk safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy) who will seek further advice when needed.

7. Part Five- Practice Guidelines Including Code of Conduct and Allegations Against Staff

As an organisation working with children, young people and adults at risk we wish to operate and promote good working practice. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusation.

7.1 Code of Conduct

- All children, young people and adults at risk are entitled to personal privacy and the right to decide how much physical contact they have with others, except in circumstances such as a medical emergency.
- When giving first aid (or applying sun cream etc), encourage the child, young person or vulnerable adult to do what they can themselves but, in their best interests giving appropriate help where necessary.
- Do not compare a child, young person or adult with another in the group; rather encourage and affirm and, if possible, give them responsibility for appropriate tasks.
- Build healthy relationships and be a good role model by setting an example. You can't expect others to observe the ground rules if you break them yourself.
- Take care to give the quieter and/or well-behaved attention and resist allowing the demanding individuals to take all your time and energy.

- Be consistent in what you say and ensure that other team members know what you have said. This avoids manipulation.
- If children and young people are ~~bored~~bored, they often misbehave, so review your programme regularly.
- **NEVER** smack or hit anyone and don't shout. Change voice tone if necessary.
- Physical touch with children should be avoided to protect both the child(ren) and the adult(s) involved. Where this is necessary for the safety and security of a child, boundaries for this should be agreed with the relevant school/education provider.
- Call on support from other leaders if you feel so angry you may deal with the situation unwisely.
- Lay down ground rules e.g. no swearing, racism or calling each other names, respect for property, and make sure everyone understands what action will be taken if not adhered to.
- Every person is unique and will respond in different ways to different forms of discipline. It follows therefore each child should be dealt with on an individual basis.
- Staff/volunteers should not give their mobile numbers or social media details (or follow/accept students on social media) to students who they are working with (including work experience). Where there are instances where students they are working with are known to staff/volunteer through family connections, this should be made known to their line manager.
- Staff should put in place boundaries when working with children and young people to avoid being alone with a child especially in a private space. Where mentoring and reading activities occur in 1:1 fashion, staff and volunteers should work with the school to ensure that the setting is safe and appropriate for both the child and the adult.
- Where staff are involved in the transportation of children, this should not be done on a 1:1 basis. All transport arrangements must be agreed with the school involved to ensure that this is safe and appropriate for both the child and the adult(s) involved.

7.2 Concerns regarding the organisation practice

Concerns regarding practices with children

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding provision (as well as any schools/colleges with which we work) and know that such concerns will be taken seriously. Appropriate whistleblowing procedures should be put in place for such concerns to be raised. Staff/volunteers working in a school should follow that school's procedures regarding reporting a concern. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

Where there is a concern regarding one of our staff/volunteers in a school, the appropriate Designated Safeguarding Lead from Grace Foundation will liaise with the Designated Safeguarding Lead (or appropriate representative) from the school ~~in order to~~to ensure the matter is resolved appropriately (including any disciplinary action if needed). The Designated Safeguarding Lead will also liaise with appropriate authorities where a concern has been raised regarding an employee's or volunteer's conduct with children in their personal life.

The NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk

Where concerns are regarding safeguarding practices at International Motors/Grace Foundation, these can be raised with the Designated Safeguarding Leads: Phil Miles for Grace Foundation. These can also be raised with Dave Boden at Grace Foundation. If the complaint/concern is not resolved satisfactorily or involves the persons listed ~~above~~, then the complaint can be escalated to the Trustees of Grace Foundation. Concerns can also be made to the Local Area Designated Officer (SOLIHULL AREA): **Telephone:** 07795128638 **Email:** lado@solihull.gov.uk (please put 'LADO referral' in subject line). The NSPCC whistleblowing helpline could also be consulted for advice (details above).

Concerns regarding practices with adults at risk

If the concern is regarding practices involving adults at risk (or concerns regarding work with adults at risk, staff should report any safeguarding concerns or complaints immediately to the Grace Foundation HR Team (provided by IM Group) or the Designated Safeguarding Officer: Phil Miles (Grace Foundation). If the staff member does not feel comfortable reporting to them (e.g., if the concern involves them or if they fear not being taken seriously), they may report anonymously via IM Groups' Whistleblowing or Speak Up Policy.

8. Part Six- Working in Partnership

The diversity of organisations and settings means there can be great variation in practice when it comes to safeguarding children, young people and adults at risk. This can be because of cultural tradition, belief and religious practice or understanding, for example, of what constitutes abuse. We therefore have clear guidelines regarding our expectations of those with whom we work in partnership, whether in the UK or not. We will discuss with all partners our safeguarding expectations. Good communication is essential in promoting safeguarding, both to those we wish to protect, to everyone involved in working with children and adults at risk and to all those with whom we work in partnership. This safeguarding policy is just one means of promoting safeguarding.

9. Part Seven- DBS

Staff requiring a DBS check will be encouraged to sign up to the DBS update service (requirements will depend on what role they are doing and where they are located). Where an employee does not have the DBS automatic update service a new DBS check may need to be carried out. We reserve the right to update DBS more regularly based on both national & local advice and when an employee/volunteer moves location, a further DBS check may be required.

10. Working in School/Volunteers

(EDUCATION AMBASSADORS AND MENTORING IN SCHOOLS)

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors and training for all staff for engaging with young people at a basic level will form part of an induction into any volunteer or training programme so that staff have a basic awareness. This will raise awareness in the workplace where we have young people attending IM Group Offices as part of work placement. It will also assist staff who work in the community with young people.

The Principal/Headteacher in any school will put in place mechanisms to assist staff to understand and discharge their roles and responsibilities. The Principal/Headteacher will also ensure that everyone knows what safeguarding is and that it is taken seriously and who to report concerns to within an educational

establishment. This will usually be the designated safeguard lead also known as the DSL. The DSL is responsible for reporting and processing any concerns.

You are in a position of trust, power or influence over a young person by virtue of the work or nature of the activity being undertaken. You should, therefore, consider your responsibility of that person, the young person when working with them. The school should provide a safe place in which a young person can learn and therefore, you should always be aware of the needs of the young person and be vigilant for any possible signs of abuse. You should not spend time alone with young people, especially away from others and not have any unnecessary physical contact with young people. It is important that you do not take young people alone in a car journey, however short. You should not contact or meet with young people away from the educational establishment and should ensure that your personal relationships do not affect young people around you. There is sometimes a cross over between friends or relatives you may have on Facebook ~~and~~ ~~also~~ and have links to the young people that you are working with in an educational establishment. If you are aware of any of these potential points of crossing over between personal and work responsibilities, please discuss them with Phil Miles, Designated Safeguarding Lead.

TRIPS, VISITS AND WORK EXPERIENCE

You may be involved with young people working at Grace Foundation's offices/ IM Group or at their school or within the community. The educational establishment will have a policy on trips and visits that will provide a checklist of stages that must be worked through and signed off before any trip or visit is taken.

Where the school organises work experience placements, they will ensure that the placement provider has policies and procedures in place to protect young people from harm. Please note that if any staff members organise work experience themselves for their own children or family members to attend work experience, this must be with the approval of their line manager (and appropriate management authorisation).

Consideration must be given to the nature of the supervision and frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the staff member providing the teaching/training/instruction/supervision to the young person on work experience will be unsupervised themselves and providing the teaching/ training/ instruction frequently (more than 3 days in a 30-day period, or overnight, or if the person is classed under the DBS as a barred person).

SAFEGUARDING AWARENESS

Grace Foundation staff will follow the guidance in this document. Much of their time is spent in school and will, as mentioned in this document, operate under the individual safeguarding policy of each school. Phil Miles, Grace Foundation's Designated Safeguarding Lead ~~is able to~~ can liaise with individual schools where needed (especially in instances of allegations against Grace Foundation employees).

In addition to Grace Foundation policies and procedures, all employees of Grace Foundation will have mandatory Safeguarding and Keeping Children Safe in Education training as part of their induction process. Furthermore, refresher training on both these areas is given every year (September), ~~taking into account~~ considering the latest guidance from Keeping Children Safe in Education. A record of this training is kept centrally and is available on request. Where Grace Foundation work with external providers, it is the responsibility of each school which they visit to ensure their requirements for DBS and training are met.

11. Safer Recruitment and Wellbeing

SAFER RECRUITMENT

The Grace Foundation will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

- Grace Foundation staff leading on recruitment have up to date safer recruitment training
- There is a written job description for the post
- Those short listed have been interviewed
- Safeguarding has been discussed at interview
- Two written references have been obtained, and followed up where appropriate
- A DBS has been completed (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information)
- Qualifications where relevant have been verified
- A suitable training programme is provided for the successful applicant
- The applicant has completed a probationary period
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns
- Annual Safeguarding Training and an update on KCSIE (Keeping Children Safe in Education) will be provided.

WELLBEING

We recognise that staff working for Grace Foundation may need support (in addition to usual line management) especially when it comes to safeguarding issues. All Grace Foundation employees have access to the [EAP](#) (employee assistance programme). *This is NOT a method of reporting safeguarding concerns* but could be useful where staff need to take through issues of their own wellbeing related to ~~concerns~~concerns, they have been involved in.

The EAP is a service which is available 24 hours a day, 365 days a year and includes access to:

- Face-to-Face and/or Telephone Counselling - face-to-face or telephonic counselling sessions (if clinically appropriate to the caller's need) for all employees

For an overview of the full service and different support options available please see [here](#).

To access this service please call 0800 371 540 (Grace Foundation staff will need a code which is sent out to new staff by Ceri Clarke). Online: please visit: www.educationsupportpartnership.org.uk/onlinesupport to access the online advice centre for useful blogs, articles, resources, tip sheets and webinars.

12. Appendix 1

SAMPLE SAFEGUARDING CONCERN FORM

This form is a guide to help you complete a safeguarding concern.

Please note that staff/volunteers working in schools should report, where possible, using the school's systems and procedures.

Name of School/Academy:

Student's name and tutor group:

Date:

Time:

Location:

Please give details of your concern (write down exactly what has been said, when they said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity))

Person Reporting the concern and position at IM/Grace Foundation:

Signed:

Date:

Please ensure that this is handed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. If this is not possible, please whoever is hosting you at the school to take you to the correct person for you to hand in this report.

Handed to:

Signed:

Date:

13. Appendix 2

SAMPLE SAFEGUARDING CONCERN FORM FOR ADULTS AT RISK

This form is a guide to help you complete a safeguarding concern.

Please note that you can make an anonymous referral for ~~Adults~~ adults at risk via GRACE FOUNDATION'S Whistleblowing Policy or Speak Up Policy

Name of Adult the concern is about:

Location of Work:

Phone number/Contact Details of adult the concern is about:

How is this person associated with GRACE FOUNDATION:

Employee/Volunteer/Contractor/Visitor

Date:

Time:

Location:

Please give details of your concern (write down exactly what has been said, when they said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity)

Person reporting the concern and position at IM/Grace Foundation:

Contact details of person referring the concern:

Signed:

Date:

Please ensure that this is handed to Phil Miles, Designated Safeguarding Lead or the IM HR Team. For issues relating to Modern Slavery please hand to ~~jwood@Grace-Foundationrroup.co.uk~~ Judi Wood.

Handed to:

Signed:

Date: