



Safeguarding Children

Including
Child Protection
Policy and
Working Practices

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Organisation details

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Engage Woking Schools is a Christian Schools work charity registered with the Charity Commission as a charitable incorporated institution and a mission partner of Scripture Union.

Mission Statement

The Trustees, staff and volunteers and all those with Engage recognise the privilege Engage has in working with children and young people. Engage believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We recognise that all adults working in schools must protect children/young people from harm and abuse, including Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation/Extremism (Prevent Duty) and be aware that any pupil/student may be at risk.

The 'Keeping Children Safe in Education' (DfE September 2026) (KCSIE) and the 'Working Together to Safeguard Children' (2026) procedures outline the duties of all faith organisations in safeguarding and promoting the welfare of children in their care.

'Churches, other places of worship and faith-based organisations provide a wide range of activities for children and have an important role in safeguarding children and supporting families. Like other organisations who work with children they need to have appropriate arrangements in place to safeguard and promote the welfare of children, as described in paragraph 4? of this chapter. (Working Together to Safeguard Children (2023)).

Safeguarding and Child protection - Introduction and Policy

This policy applies to all staff, including the board of trustees, paid staff, volunteers and sessional workers, students or anyone working on behalf of Engage.

Safeguarding Definition

We understand this to mean Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. Safeguarding and promoting the welfare of children is defined 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 interest 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.

(Working Together To Safeguarding Children' 2026)

We have put measures in place to reduce the risk of children or young people being harmed. We want to ensure children are given the opportunity to

- learn in a safe environment
- access activities open to their peers by considering the needs of those who require additional support i.e. ensuring children with dyslexia are given coloured handouts or an overlay.
- access IT in a safe way
- be protected from any form of abuse whether that be physical, sexual or emotional abuse, neglect, bullying, racism, prejudice, cyberbullying

Child Protection Definition

We understand this to mean the process of protecting individual children who have been identified as suffering or likely to suffer significant harm. This is part of safeguarding.

The purpose of this policy

- to protect children and young people who receive Engages services.
- to provide staff and volunteers with the overarching principles that guide our approach to child protection.

Legal framework

This policy has been drawn up based on law and statutory guidance that seeks to protect children, namely:

- Children Act 1989
- Children Act 2004
- Education Act 2010
- Human Rights Act 1998
- Equality Act 2010
- Keeping Children safe in Education 2025
- Working together to safeguard children 2026

We recognise that:

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, and their teachers is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing them, listening to and respecting them
- adopting child protection practices through procedures and a code of conduct for staff and volunteers
- developing and implementing an effective online-safety policy and related procedures
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- providing effective management for staff and volunteers through supervision, support and training
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing concerns with agencies who need to know and involving parents and children appropriately when appropriate.

Recognising indicators of abuse

Abuse: 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.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

The Definition of Physical Abuse:

Is a form of abuse that 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/carer fabricates the symptoms of, or deliberately induces illness in a child.

Indicators

- Injuries to both sides of the body
- Injuries to soft tissue
- Injuries with patterns
- An injury that doesn't fit the explanation given
- Delays in presentation
- Untreated injuries
- Bruising on pre mobile babies

The Definition of Emotional Abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Indicators

- Conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.
- It may include verbal abuse, such as persistent criticism, belittling, or name-calling Not giving the child opportunities to express their views
- Deliberately silencing 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

The Definition of Neglect

This 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 occur during pregnancy for example as a result of maternal substance abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators

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).
- Ensure access to appropriate medical care or treatment.

The Definition of Sexual Abuse:

Involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving of violence, whether or not the child is aware of what is happening.

Indicators

- The activities may involve **physical contact**, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing.
- They may include **non-contact** activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse
- Sexual abuse can take place online as well as offline, 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.

Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. 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. There are specific [offences for children under 13](#), who can never provide valid consent to sexual activity and there are specific offences which make clear that [sexual activity with a child under 16 is an offence](#), regardless of whether they agreed to that activity

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines¹, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.
- CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network² and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern of as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

The Definition of 'Female Genital Mutilation (FGM)' 'Mandatory Reporting Duties

It has been illegal in England and Wales since the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Warning signs that FGM is about to take place or has taken place can be found in pages 16-17 of Female Genital Mutilation- Multi Agency practice Guidelines. If a victim discloses that this has taken place the Engage member of staff must inform the schools Designated Safeguarding Lead who has a mandatory duty to inform the police. Those failing to report will be subject to disciplinary sanctions.

Clear signs of imminent FGM

- If the family elder is around, particularly if she is visiting from a county or origin where FGM is practiced
- A girl may talk about a long holiday to a country where the practice is prevalent
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- The family come from a community that is known to practice FGM
- Parents state they will take the child out of the country for a prolonged period.

Mental health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day

and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, **education** staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow the child protection policy and speak to the school designated safeguarding lead or deputy.

First Signs of Abuse

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. It may be because of:

- Unexplained or suspicious injuries such as bruising cuts or burns, particularly if situated on a part of the body not normally prone to such injuries or the explanation of the cause of the injury is does not seem right;
- the child discloses abuse or describes what appears to be an abusive act.
- someone else (child or adult) expresses concern about the welfare of another child.
- unexplained change in behaviour such as withdrawal or sudden outbursts of temper.
- inappropriate sexual awareness or sexually explicit behaviour.
- evidence of disturbance or explicit detail about abuse or possible abuse in a child's play, drawing or writing.
- evidence of neglect, failure to thrive or exposure to unnecessary risks.
- distrust of adults, particularly those with whom a close relationship would normally be expected.
- information about the parent(s) / carer(s) of the child or their home background.
- difficulty in making friends.
- eating disorders, depression, self-harm or suicide attempts.

Extremism and Radicalisation (Prevent Duty)

Prevent Duty (2024)

- *Prevent: to stop people becoming terrorists or supporting terrorism*
- *Pursue: to stop terrorist attacks*
- *Protect: to strengthen our protection against a terrorist attack*
- *Prepare: to mitigate the impact of a terrorist attack*

Commitment to Anti-Radicalisation

Engage is fully committed to safeguarding and promoting the welfare of all the pupils in the schools in which we work. As an organisation regularly visiting local schools we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All Engage staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this policy, the Trustees have taken account of the guidance from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. As a charity we work with professional bodies to ensure that all pupils are safe from harm.

If any Engage staff/volunteer has concerns they should talk to the Schools Designated Safeguarding Lead (DSL) who would make an appropriate referral.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Child on Child Abuse

Abuse or concerns about abuse or harm by other children/young people should be subject to the same safeguarding procedures as in respect of children/young people being abused by an adult.

- staff responding should be alert to the risk a child may pose to children other than any “current” victim; Children/young people who harm others are likely to have considerable needs themselves (e.g. subjected to abuse, witnessed domestic violence or committed criminal offences). Both children should be subject to Child Protection Procedures.

Our responsibility as an external service provider within a school

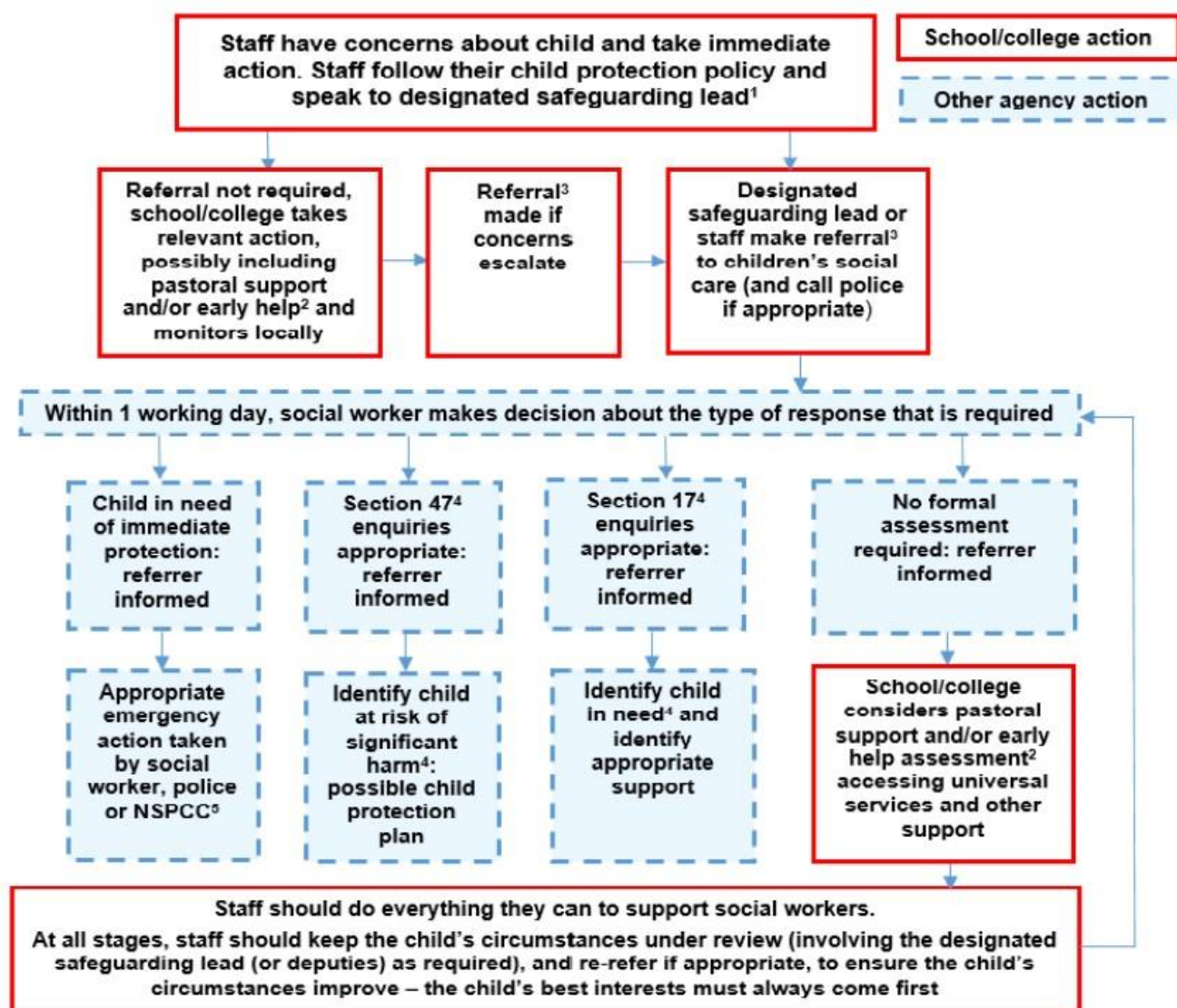
We have privileged access to school premises and as such must comply with each schools Safeguarding and Child Protection policy. We will confirm in writing to schools that we follow Safe Recruitment Guidelines.

As we are delivering a service on behalf of the school or using their premises, we should provide all required evidence that we adhere to the above requirements in terms of recruitment, selection, training and supervision of our staff and any volunteers, in particular DBS information. We have evidence of our staff/volunteer training (photocopied certificates).

Engage staff/volunteers must have an awareness of what happens after concerns are passed to the schools Designated Safeguarding Lead as indicated below.

Action when a child has suffered or is likely to suffer harm

This diagram (on next page) illustrates what action should be taken and who should take it where there are concerns about a child. 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. **Anyone can make a referral.**



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children. ⁵ This could include applying for an Emergency Protection Order (EPO).

Designated Safeguarding Lead (Safeguarding Trustee) at Engage

Engage Designated Safeguarding Lead will ensure the following is carried out. Cover will be provided by the Deputy Designated Safeguarding Lead

- Ensure the recruitment process at Engage follows the Safe Network checklist for safer recruitment.
- Work with Scripture Union to ensure all the necessary Disclosure checks are carried out (every 3 years) and updated on paid staff and volunteers. The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.
- Ensure that all staff and volunteers receive a copy of our Safeguarding policy.
- Ensure staff have access to, and understand the main points of, each individual schools Safeguarding/CP policy that they work in.
- Be responsible for co-ordinating action within Engage on child protection issues.
- Discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality.
- Represent Engage at child protection meetings.
- Arrange child protection training for **all** staff trustees and volunteers (paid or unpaid) appropriate to the nature of their access to children in schools every 3 years and keep a record of the date and level of all such training whether provided by Engage or by another approved body.
- To report all individual serious incidents to the Charity Commission in a timely manner.

Responsibilities of Engage staff and volunteers

If concern arises about the welfare of a child, the following procedure must be followed:

Concern from something the child says

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language.

Remain calm - if you are shocked, upset or angry the child will sense this, and this could stop them from saying more.

Reassure - the child has done nothing wrong - tell them it is alright to talk.

Do not promise to keep it secret - tell them you cannot keep the matter secret and will need to take advice from someone who can help.

Do not Delay

- If you are at a school their procedures must be adhered to.

- Inform the school DSL/DDSL immediately of your concern as soon as you can. It may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the pupil/student has gone home.
- Early referral gives more time to offer help to the child and family before the situation becomes severe or serious.
- If for any reason you cannot speak to the schools Designated Safeguarding Lead or DDSL then another senior member of the staff team at the school must be made aware before leaving the premises. In the extremely unlikely circumstances that this cannot happen, and if your concern is serious, referral must not be delayed, and individual Engage staff members/volunteers must make a referral to the Multi Agency Safeguarding Hub (MASH) or in an emergency contact the Police.
- Notify the Engage Designated Safeguarding Lead immediately after the above procedures have been followed.

Make written notes

- You will be required by the school to write a record of your concerns, using the school procedures which may be the standard 'child protection incident form'/'child welfare form' - record facts accurately and be clear when you are expressing an opinion and the basis for this - these forms will help to ensure accuracy in recalling events later - records should be professionally written, legible, signed and dated.
- These forms must be given to the schools Designated Safeguarding Lead as soon as possible who will store these in a locked filing cabinet. Please also take a copy for our records to give directly to the DSL and stored at the Engage office in a locked filing cabinet

Referral process

Members of Engage should not investigate child protection concerns. Staff should refer directly to the schools Designated Safeguarding Lead (DSL). Referrals are then made to MASH or the Police who will investigate further. After speaking to the School DSL, the Engage Designated Safeguarding Lead or deputy DSL must be informed and a record of the concern written and filed away in a lockable cabinet.

Remember

- if in doubt, consult
- do not ignore concerns, even if these are vague
- your first responsibility is to the child and
- if you need help or support to manage your own feelings, this can be provided or alternative, appropriate services will be sought.

In exceptional cases anyone can make a referral. Referrals are made to the MASH in the area where the child lives. MASH contact details can be found via the website <https://www.gov.uk/report-child-abuse-to-local-council>. **In an emergency call The Police.**

Procedure for responding to minor physical injury, possible indicators of neglect/emotional abuse

In cases where a minor physical injury causes concern, it is usual practice to raise this with the school DSL who will discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the child from harm), the Designated Safeguarding Lead (DSL) must refer to the MASH team.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between Engage staff and the School DSL directing the parent to sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the schools Designated Safeguarding Lead will need to refer to the MASH and will normally advise the family of this.

Procedure for responding to an allegation of, or a presenting case of, physical injury, sexual abuse, fabricated or induced illness or a symptom of neglect

In cases where there is an allegation of, or a presenting case of, sexual abuse, physical injury, fabricated or induced illness, or a symptom of neglect an Engage member of staff will speak to the school DSL/DSL who will seek advice from the MASH team. If this is out of hours, then the Emergency Out of hours Duty Social Worker will be contacted, or the Police will be sought before discussing this with the family.

Procedure for requesting an assessment of needs

In your day-to-day interaction with children your observations may be helpful so that a child and his/her family are not left without support if they need it. You may be concerned that a child or family need some help in ensuring all of a child's needs are met or address a particular problem. Examples of this might be where a child is suffering because of poverty, getting into trouble in the community, or has a disability and needs extra help. In these instances, you can get them help by speaking to the school DSL who may use if the child is a "child in need", the local assessment arrangements used by children's social care.

Data protection

- all records relating to child welfare concerns will be kept secure in a locked filing cabinet at the Engage office - a chronology of concern should be kept.
- we will keep written records of any concerns about children even where there is no need to refer the matter immediately; Information from records will only be used on a "need to know" basis.

Confidentiality of records

Parents, children and young people have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate children should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child/young person. Child protection issues relating to individual cases must not be subject to open discussion.

Members of staff should also remember not to promise children to keep “secrets”

Whistle Blowing

Each school will have a clear and well publicised way for children or adults to voice any concerns about abusive behaviour, unethical actions or unsafe practice carried out by a school staff member. Engage staff/volunteers should familiarise themselves with this and the NSPCC whistleblowing helpline (see Appendix)

Concern about a School Staff Member

- Allegations or concerns about a member of school staff, non- Engage school worker or non- Engage volunteer must immediately be notified to the Head Teacher/Principal (or the chair of governors if the concern is about the Head Teacher/Principal).
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the MASH.

Concern about an Engage staff member or volunteer

- allegations about a paid or unpaid member of staff or volunteer or Trustee must immediately be notified to the Designated Safeguarding Lead or the Chair of Trustees if they are implicated or if they are away).
- The DSL or Chair of Trustees should be made aware asap but within 24hrs unless either are implicated.
- the Designated Safeguarding Lead or Chair of Trustee must notify the Local Authority Designated Office (LADO) of all allegations against staff (paid or unpaid) within one working day.
- following consultation, the Designated Safeguarding Lead or Chair of Trustee will agree on appropriate action.
- it is important to bear in mind that although the concern may relate to an individual child other children may also be at risk.
- if Engage removes an individual (paid worker or unpaid volunteer) from work with children (or would have, had the person not left first) because the person poses a risk of harm to children, Engage must make a referral to the Disclosure and Barring Service (DBS). It is an offence to fail to make a referral without good reason.
- if there is an investigation into a member of staff in regard to their own children’s care; it would need to be considered if the staff member should be withdrawn from working with children or young people until the outcome of an investigation is known and Engage have been notified.

Safeguarding Good Working Practices

Online Safety

Engage staff should be aware of the importance of equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and likely to be embedded in PSHE and SRE.

General advice and resources on internet safety are available on the UK Safer Internet Centre website Engage should never accept personal Facebook Friend requests or other social media requests from children or young people.

No unauthorised photos on School Sites

There must be no photos taken on school sites without prior permission from the head.

Using images of children

Occasionally, Engage arranges for photographs to be taken or video footage to be recorded of children involved in all Engage activities. These occasions will be pre-planned and agreed with relevant Engage staff or schools. Therefore, the photographer will be made aware of who can and cannot be photographed/videoed.

These images may appear in our printed publications, on our website and Video. The images will only be used subject to certain conditions, noted below.

To comply with the Data Protection Act 1998, permission will be obtained from the parent/carers before any images of child/children are taken and used.

Conditions of use

- Images of children will be taken with their backs, or blurred and the child is therefore facially unrecognisable. Consent is not required for images of children where the face is obscured or blurred and the child is therefore facially unrecognisable.
- We will not include details or names of any person in an image on our website, or in printed publications.
- We will not include personal e-mail or postal addresses, or telephone or fax numbers on our website or in printed publications.
- You may withdraw consent at any point in writing to the office.

Please note that the Data Protection Act 1998, and hence these working practices, does not apply to images taken for personal use. The Act notes, at Section 36, that '*personal data processed by an individual only for the purposes of that individual's personal, family or household affairs (including recreational purposes)*' are exempt from the Act. This would include photographs taken by family members of their children at events.

Policy implementation and review

All staff must observe the above policy and procedure at all times. It will be reviewed annually and as required in line with changes in Local Safeguarding Children's Partnership (LSCP) or national guidance.

This policy was last reviewed September 2026 by the Designated Safeguarding Lead

Appendix 1

Contact details:

Designated Safeguarding Lead :

Shirley Morris, Mob - 07599283238 Email: safeguardinglead@engagewoking.org

Deputy Designated Safeguarding Lead:

Jonathan Hills Email: jonhills1@hotmail.com

Useful contact details

- **Surrey County Council Multi-Agency Safeguarding Hub (MASH) – 01483517898**
- Local Authority Designated Officer (LADO) - 03002001006.
- ChildLine (for children) – 0800 1111
- NSPCC – 0808 800 5000
- NSPCC Whistleblowing helpline 08000 280 285 or help@nspcc.org.uk
- Kidscape – 0845 120 5204
- Stop it Now – 0808 1000 900 **Helpline**
- **Safenetwork.org.uk**
- **Preventing extremism in schools and children's services** - If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact our helpline. Telephone 020 7340 7264 Email counter.extremism@education.gsi.gov.uk

Appendix 2

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

BODY MAP

(This must be completed at time of observation)

Name of Pupil:

Date of

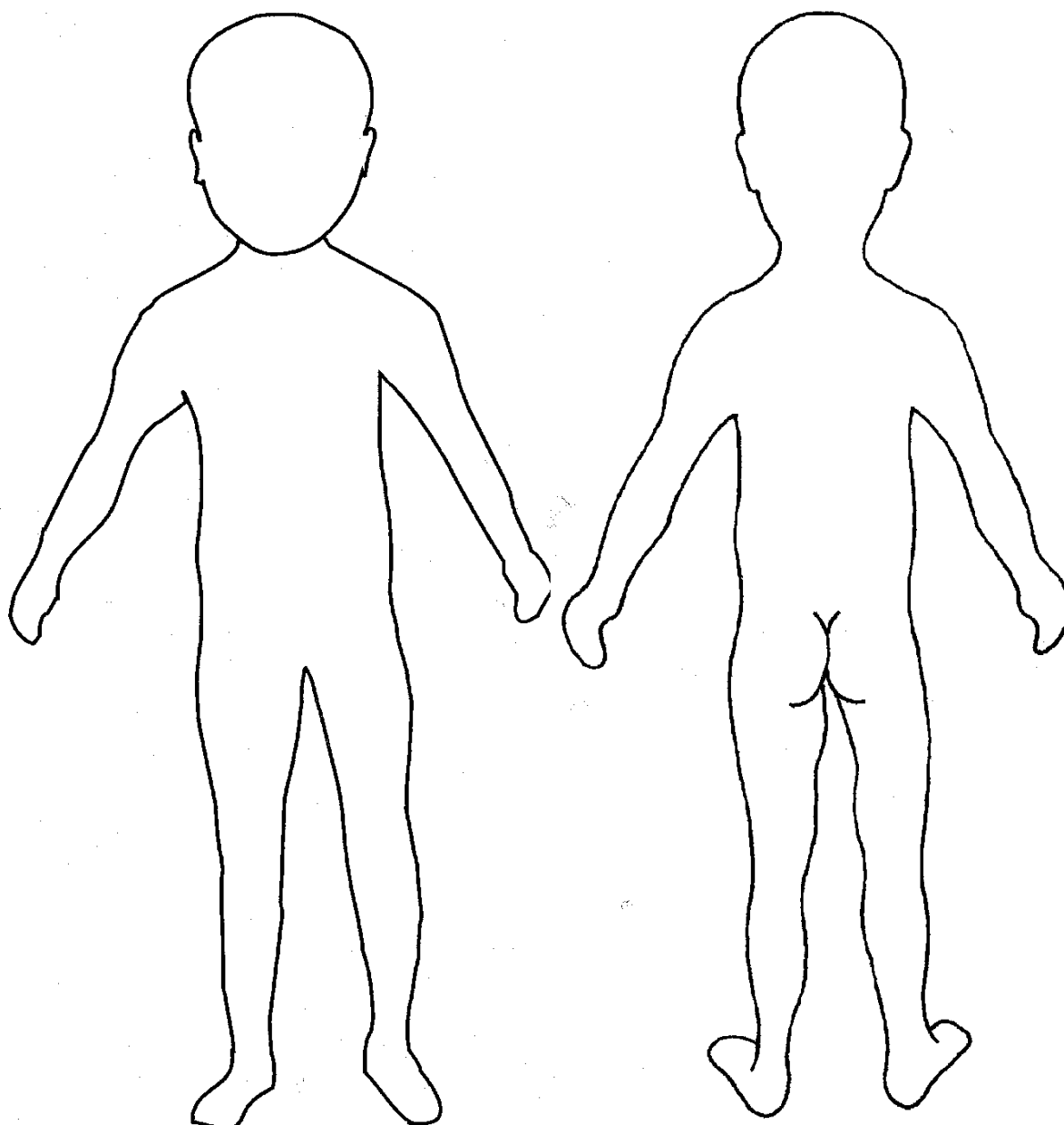
Birth:

Name of Staff:

Job

title:

Date and time of observation:





Safeguarding Incident Form

Child's Name:		
Church/school:		
Address:		
Female	Age:	Group Leader:
Date (including day) and time of incident:		
Your account of the concern:		
Additional information:		
Your response:		
Your name:		Your signature:
Your position: Administrator		Date and time of this recording:
Date and time shared with DSL Original form		
For completion by DSL: Date and time shared with DSA		Information shared with anybody else or agency?
Actions needed advised by DSL		