SAFEGUARDING PROCEDURES & PRACTICE POLICY

Date created: July 2001 **Effective from:** September 2001

Date last revised: September 2026 **Approved by:** Trustees

Review date: August 2027 **Contact person:** Julie Taylor **(DSL)**

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1. Context

This Safeguarding policy draws upon duties conferred by most recent statutory guidance (Sept 2022) "Keeping children Safe in Education" as well as previous Children Acts and guidance contained in "Working Together to Safeguard Children"; "What To Do If You're Worried A Child Is Being Abused". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of The Children's Literacy Charity (the charity).

1.1 This policy should be read alongside the Safer Recruitment, Safeguarding Behaviour Code, Whistleblowing and Bullying and Harassment policies which together make up the Charity's approach to safeguard and promote

1.2 This policy should also be read alongside, Working together to safeguard Children (2026). Section 11 of The Children Act 2004 places duties on a range of organisations, including charities to safeguard and promote the welfare of children. See Appendix B

The Safeguarding Policy is updated annually and revised in light of the KCSIE changes each year. Any updates to the policy will be approved by trustees at the next Board meeting.

1.3 This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children and Young Persons Act (1933)
- The Children Act (1989)
- Human Rights Act (1998)
- Education Act (2002)
- Adoption and Children Act (2002)
- Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)
- Common Law Duty of Care
- The Equality Act 2010
- Children and Families Act 2014
- Counter-Terrorism and Security Act 2015
- Protection of Children Act 1978, amended by section 45 of the Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- The UK General Data Protection Regulation (UK GDPR)
- Domestic Abuse Act 2021

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2. Definitions

2.1 As set out in guidance from the Safe Network (www.safenetwork.org.uk) this policy uses the terms 'safeguarding', 'promoting children's welfare' and 'child protection' consistently with *Working together to safeguard children2015* (available here) This defines safeguarding as

- protecting children from maltreatment
- preventing impairment of children's health development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best life chances.

2.2 Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3. Scope

3.1 This policy and guidance applies to all staff, including senior managers and the board of Trustees, volunteers, agency staff, students or anyone working on behalf of the Charity.

3.2 Children's protection and safeguarding is everyone's responsibility.

4. Policy statement

4.1 The purpose of this policy is to

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

4.2 The charity believes that a child or young person should never experience abuse of any kind. We have a responsibility and commitment to promoting the welfare of all children and young people and to keeping them safe. We are absolutely committed to practicing in a way that protects them. Safeguarding is a fundamental part of the organisation's values and culture and this is clearly communicated to our partner schools and all employees and trustees of the organisation.

4.3 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 and abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

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- working in partnership with children, young people, their parents, carers and other agencies, including schools, is essential in promoting young people's welfare.

4.4 We 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
- providing effective management for staff and volunteers through supervision, support, and training
- recruiting staff and volunteers safely, ensuring all necessary background checks are made
- 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.

4.5 In addition to the information in this document all staff and volunteers should follow the

- Safer Recruitment policy
- Safeguarding Behaviour Code - Code of Conduct for working with children and young people
- Whistleblowing policy

All of which can be found in the charity policies file on the charity server under 'All Schools'

5. Roles and Responsibilities

5.1 The Trustee responsible for safeguarding is Mr Andrew Martin. (andrewmartin@acumenassociates.org)

The Board of Trustees receives a detailed safeguarding report at each of its quarterly meetings, summarising the number and nature of safeguarding concerns reported and CLC staff, tutors, or volunteers and these concerns will be thoroughly investigated by the DSL and Safeguarding Trustee. The Chair of Trustees is responsible for reporting any Serious Incidents to the Charity Commission.

The Board of Trustees has a duty to:

- Take strategic leadership responsibility for the Charity's safeguarding arrangements
- Ensure that the charity complies with its duties in accordance with child protection and safeguarding legislation
- Guarantee that Safeguarding policies, procedures and training opportunities in the Charity are effective and comply with law at all times.

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5.2 Julie Taylor is the Safeguarding Lead for Child Protection. She receives annual updates on current government legislation and has undergone the following training courses:

- Safeguarding Refresher Training (completed annually)
- Awareness of Prevent Duty (completed annually)
- Keeping Children Safe in Education (completed annually)
- Designated Safeguarding Lead Training – Level 3 (completed biennially)

Roles and responsibilities of DSL

- To be the main source of support, advice and expertise for safeguarding in the organisation.
- Advise and support CLC staff and trustees in developing and establishing the organisation's approach to safeguarding.
- Play a lead role in maintaining and reviewing the organisation's plan for safeguarding.
- Coordinate the distribution of up-to-date policies, procedures and safeguarding resources throughout the organisation.
- Ensure that schools have copies of CLC's Safeguarding Policy and other related policies.
- Ensure that training needs and development are in place.
- Provide safeguarding advice and support to CLC staff and tutors.
- Manage safeguarding concerns, allegations or incidents reported to the CLC from tutors and keep detailed, accurate and secure records of any reported concerns.
- Liaise with DSL in schools when necessary.
- Ensure that the Single Central Record is up-to-date.
- Take appropriate action if an allegation is made against a member of staff (7.2)

5.3 Every school setting will also have a Designated Safeguarding contact. Staff and volunteers must always be aware of who the Senior and Deputy Designated Professionals are in the school setting in which they work. This is also highlighted in our Literacy Labs and Reading Labs.

5.4 All the charity staff including trustees and volunteers receive safeguarding training at Induction followed by annual updates. All Disclosure and Barring Services (DBS) checks are renewed on a three yearly basis, if appropriate in accordance with the guidelines of the Disclosure and Barring Service. See Safer Recruitment and Vetting Policy.

5.5 Tutors must familiarise themselves with and adhere to the safeguarding policies and procedures of the school(s) that they are working in. We ask schools to share their safeguarding policies and procedures with tutors, and to make them

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aware of the reporting structure within the school, including by identifying the DSL or DDSL. Any changes to our policies are shared with tutors and school leaders who have copies of our Safeguarding Policy. Tutors must also familiarise themselves with the school behaviour policy.

5.6 As part of Induction Training, our tutors receive 2 hours online Safeguarding Training which includes overview of legislation, as well as tips on how to recognise harm, abuse and neglect, grooming, FGM, forced marriage, trafficking, CSE, children missing from education, peer-on-peer abuse, radicalisation & extremism (Prevent), mental health and wellbeing and online safety (https://www.hays.co.uk/online-learning/education-training/safeguarding/)

5.7 In conjunction with training, tutors are expected to read the following:

- Safeguarding policy
- Part One – KCSIE
- Safeguarding Behaviour Code (Code of conduct for working with children and young people)
- Information about the role of the DSL and deputy DSLs.

5.8 All tutors have a responsibility to:

- Consider at all times, what is in the best interests of the pupil
- Provide a safe environment in which pupils can learn
- Be aware of the organisation's systems and their school's systems which support safeguarding (policies, procedures, information and training)
- Be aware of the role and identity of both the organisation and the school's
- DSL and deputy DSLs
- Undertake regular safeguarding training
- Receive and understand child protection and safeguarding updates

6. Guidelines

6.1 The guidelines that follow in this section apply to all members of staff and volunteers who work directly with children and young people.

6.2 We aim to ensure that all those working for, and volunteering with, the charity have clear direction on what to do if they have any concerns that a child is in need of protection.

6.3 We aim to ensure that all children supported by the charity and any other children who may come to the attention of the charity staff and volunteers receive the protection and support they need if they are at risk of abuse.

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6.4 We are committed to frequently reviewing and updating our own practices to ensure that they remain in line with the emerging evidence from DfE and individual approaches of partner schools and have experience of updating policies and procedures mid-year (e.g. updating our Safer Recruitment policy to reflect the changes to checks for EU sanctions on EEA teachers which came into effect from 1 January 2021).

6.5 **Children's Mental Health and Wellbeing**

The Children's Literacy Charity recognises that mental health and wellbeing are integral to safeguarding. While tutors are not expected to diagnose or provide mental health support, they play an important role in identifying changes in a child's behaviour, emotional wellbeing or engagement that may indicate a need for support or a safeguarding concern. Mental health difficulties can, in some cases, be linked to abuse, neglect or exploitation, or present as self-harm, eating disorders or suicidal ideation. Any concerns should be recorded and reported promptly in line with the charity's safeguarding procedures and the school's reporting processes.

A. Definitions of Abuse: England and Wales

Physical

6.6 Physical abuse is violence causing injury or occurring regularly. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child including giving a child alcohol or inappropriate drugs. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in, a child.

Emotional

6.7 Emotional abuse is the persistent or severe emotional maltreatment of a child that is likely to cause serious harm to his/ her development. It may involve

- conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- age or developmentally inappropriate expectations being imposed on children, including interactions that are beyond the child's developmental capability, as well as the overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another including hurting another person or pet in order to distress a child
- serious bullying, causing children to feel frightened or in danger
- regularly making the child feel frightened by shouts, threats or any other means

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- persistently denying the child love and affection
- exploiting or corrupting a child, e.g. by involving him/her in illegal behaviour

6.8 Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

6.9 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Sexual abuse occurs when someone uses power or control to involve a child in sexual activity in order to gratify the abuser's own sexual, emotional or financial needs or desires.

6.10 The activities may involve

- forcing a child to take part in sexual activities whether or not the child is aware of what is happening
- involving children in looking at, or in the production of, pornographic material
- involving children in watching sexual activities or in inappropriate discussions about sexual matters
- encouraging children to behave in sexually inappropriate ways.

Domestic Abuse

6.11 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It covers types of. Abuse such as. Psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse.

Neglect

6.12 Neglect is the persistent failure to meet a child's basic physical and/or psychological and/or emotional needs. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to ensure that a child's basic needs for food, clothing, shelter, healthcare, hygiene or education are met. It may also involve failing to provide appropriate supervision to keep a child out of danger. This includes lack of supervision of particular activities or leaving a child alone in the house. It also includes the use of inadequate care-givers.

Faith Abuse

6.13 This covers a range of different types of abuse that are linked to faith or belief systems. Abuse can happen in any faith community.

6.14 **Ritualistic Abuse/Belief in Spirit Possession**. Some faiths believe that spirits and demons can possess children and that they need to be driven out.

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6.15 What should never be condoned is the use of physical violence or other abusive practices to get rid of the spirit. This is a form of physical abuse and can lead to prosecution even if the intention was to help the child.

Female Genital Mutilation (FGM)

6.16 FGM is considered as child abuse in the UK; it is illegal and a grave violation of girls' and women's rights. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised, even in countries where the practice is legal.

6.17 The summer holidays, or other extended holiday absence during the school year, are particular periods when staff and volunteers are encouraged to be alert to the signs of potential or actual abuse.

6.18 Signs may include

- the talk of going overseas for a 'special ceremony'
- families who wish to take their children out of school for an extended holiday to countries where FGM is practised
- children who may seem anxious or worried about going away with their family
- physical signs of such abuse, pain, discomfort, urine infections, difficulty sitting, bleeding
- changes in behaviour
- absence from school

Private Fostering

6.19 This is when a child under the age of 16 (under 18 if disabled) is being cared for by a non-relative for a period of 28 days or more.

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E Safety

As technology is a fast-paced environment, the way in which risk culminates can change. There are a myriad of potential online risks and it would be impossible to go into significant depth for all. In the context of the charity, online safety is predominantly about safeguarding.

6.20 The statutory areas to consider are:

- *Child sexual exploitation – the internet predator, online bullying*

At a simplistic level, online bullying or cyber bullying is the use of digital or online technology to bully, harass, or intimidate someone. It is the systematic targeting of a person to cause physical or mental trauma. A good rule of thumb is to think of the anti-bullying mnemonic STOP - which is **S**everal **T**imes **O**n **P**urpose**.** Online bullying is not young people having a public falling out online; that is considered to be a low level behavioural issue, although it can sometimes be a trigger to more serious bullying. Online bullying can take many different forms, from the relatively easy to spot - such as abuse and threats on public social media or websites - to the more difficult to uncover such as private messaging apps, and online gaming conversations.

- *The role of technology in sexualised behaviour – sexting*

Sexting is a term that refers to sending explicit or provocative material online, usually a fully or partially naked image, although it can refer to messages of a sexual nature too. The law is very clear in that the creation, storage, and distribution of child abuse images (sometimes incorrectly referred to as child pornography, particularly by the media) are criminal offences, falling under Section 1 of the Protection of Children Act 1978, amended by section 45 of the Sexual Offences Act 2003 to extend the definition of children from under 16s to under 18s.

6.21 **REMEMBER:**

An indecent or sexually explicit image of a person under the age of 18 (a child) is ILLEGAL.

NEVER:

- Copy or share the image
- Show the image to others –staff and volunteers must use their own judgement as to whether an image is sexually explicit or not.

Radicalisation

6.22 The Counter Terrorism and Security Act 2015 places a duty on specified authorities including local authorities and child care, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism.

This is dealt within the Prevent Duty –Appendix A

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B. Safeguarding Procedure

What to do if a child tells you about abuse or if you are concerned about a child's welfare?

6.23 The meaning of 'tell' is very broad in this context. It includes a child making a direct disclosure about him or herself or about another child, as well as sharing information that is worrying but not a direct disclosure. It also includes a parent/carer making a disclosure or sharing information that is worrying but is not a direct disclosure.

6.24 Sometimes, it is not what a child says, but what s/he does, or does not do, that alerts you. A child may be frightened to talk about what is happening at home. A child may display sudden or strange changes of behaviour, for example angry outbursts or complete withdrawal. A child might become unusually dirty or dishevelled, may lose weight dramatically, or look exhausted. Changes in behaviour or appearance that worry you must be passed on.

6.25 **If a child or adult shares information with you, you must**

- **listen carefully**
- **let the child lead the pace**. Try not to ask questions. Don't jump in to fill pauses. Keep the conversation going with encouraging nods, attentive eye contact and repetitions of what has been said
- **reassure the child that telling someone was the right thing to do**. Make sure the child knows that s/he is not alone, and that you are taking what s/he says seriously. You will be getting help from someone who knows what to do in this kind of situation
- **let the child tell his/her whole story**. Don't investigate, quiz the child or ask them to repeat what they have said but make sure you are clear about what he/she is saying
- **let the child know what you are going to do next** and who else needs to know about it
- **be honest.** Answer the child's questions as honestly as you can; if you don't know the answer, say so, but say you will try to find out
- **don't investigate, don't confront.** Your job will be to pass on the information, not to investigate
- **ask the child what he/she would like to happen as a result of what he/she has said but make sure that you don't make or imply promises you can't keep.** Never promise total confidentiality if you are told about possible abuse. You will almost certainly have to share the information in order to help keep the child safe. If a child wants to tell, but wants a promise of confidentiality first, tell them that you will keep a secret if you possibly can, but if you believe that they or anyone else might be harmed, you will have to tell someone.

Keep a record of your concerns

6.26 Once a child discloses something you **must** keep a written record of the incident and what you did as a result.

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6.27 The record should be signed and dated by all staff or volunteers involved and kept confidentially in the **school's file** for that child. The name of the person making the notes should be written alongside each entry.

Reporting concerns:

6.28 If a child is in need of emergency medical attention or in immediate danger, follow the appropriate procedures of the school or environment you are working or volunteering in. You must ensure you are familiar with, and keep yourself updated with, the procedures in place in the school in which you are working/volunteering.

6.29 In other circumstances you should record your concerns (including low-level) and inform the Senior Designated Professional in your setting as a first priority. You should also ensure you make the charity's Senior Designated Professional aware of your concerns and the action taken.

What to do if you have concerns about an adult who works with children?

6.30 Sometimes, adults deliberately seek work or volunteer positions that will give them ready access to children for abuse. There may be others who would be horrified at the thought of harming a child, but who nonetheless unintentionally put children at risk, or actually harm them.

6.31 Ideally, you should be working in an ethos of open and honest comment. So if you are worried about something a colleague/volunteer does, you can talk directly to him/her about it at an early stage – just as s/he would talk to you if your practice was not quite following the Charity's policy and guidance when working with children. Then you would only need to refer the concern if the behaviour didn't change. This open and honest relationship between those who work with children protects children but also protects the adult from misunderstandings and false allegations.

6.32 The Charity has a clear, comprehensive Whistle Blowing Policy to help you protect children from those who might put them at risk. You have a duty to seek advice from the Charity's Senior Designated Professional where you observe:

- a lack of appropriate boundaries e.g. in physical contact
- personal issues affecting behaviour with children
- ignorance of, or refusal to accept, health and safety issues
- an uncontrolled tendency to lash out when angry
- special attention to a child or group of children that singles them out from the rest of the group
- attempts to make contact with children outside the school environment
- flouting of guidelines for behaviour with children
- possible targeting and grooming of individual children
- a child's disclosure of abuse or of behaviour that has made the child feel unsafe.

6.33 If the charity's Senior Designated Professional is the person about whom you have concerns, contact the Deputy Designated Professional. If you are concerned about the

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6.34 behaviour of the CEO, contact the Senior Designated Professional or the designated trustee for safeguarding.

6.35 Reporting the behaviour of a colleague/volunteer can be an uncomfortable situation, particularly if you are unsure about what is happening. You might be worried that you are over-reacting and that you might be wrong. It is useful to consider what could happen if your concerns are well-founded and you fail to act: it is very likely that children will come to harm. So it is better to be safe than sorry. Your role is to pass on concerns, not to investigate their merit. You have no option but to pass on information about behaviour in a colleague/volunteer that worries you.

6.36 The Whistleblowing Policy is designed to protect you during the process of investigation; if your concerns turn out to be mistaken, you should not be made to feel that you were wrong to bring it to anyone's attention. Whistleblowers are protected by the law.

Child-on-Child Abuse. What to do if you have concerns about a child who might be harming other children?

6.37 It is important to be aware that children can abuse other children. It is therefore important to understand the difference between consenting and abusive, appropriate and exploitative peer relationships. You should not dismiss some abusive sexual behaviour as 'normal' between children, and should not develop high thresholds before taking action. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'

6.38 Therefore when another child within or outside the family alleges abuse of a child, the Safeguarding procedures must be followed in respect of both the victim and considered in relation to the alleged abuser.

6.39 The needs of children who abuse other children should be considered separately from the needs of their victims, and an assessment should be carried out in each case. They may also be in need of protection. The perpetrator of abuse should therefore also be referred to the charity's Senior Designated Professional.

7. Allegations against staff or volunteers

7.1 All members of staff and volunteers receive training on an annual basis regarding safer working practices and have the knowledge of how to avoid situations that place themselves or the children they work with at risk.

Staff

7.2 If an allegation is made against a member of staff, the Senior Designated Professional will take appropriate action as soon as it is brought to their attention.

7.3 The allegation will be investigated without delay. This will be done in consultation with the school under their procedure and other professionals will be involved if appropriate to the nature of the allegation (see the policy for the school setting). The member of

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staff will be suspended pending investigation.

7.4 After the investigation, if the member of staff is found innocent of the allegation they will be reinstated but additional supervision will be put in place to ensure that for a minimum period of 2 weeks they will be closely monitored by a designated senior member of staff. Thereafter they will continue to be supervised and assessed for a further 3 months during which time they will receive further Safeguarding training.

7.5 If the member of staff is found guilty then appropriate action will be taken depending on whether the abuse is deemed a criminal offence or not. This could be dismissal or reassignment to another post.

7.6 In relation to an allegation of abuse made against a charity member of staff there are procedures in place to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Failure to refer when these criteria are met is a criminal offence; therefore the charity will always refer.

Volunteers

7.7 If an allegation is made against a volunteer, the Senior Designated Professional will take appropriate action as soon as it is bought to their attention. The volunteer will be called into a meeting at the earliest possible time to inform them of the allegation. This will usually be with the Senior Designated Professional and another member of the charity's staff team.

7.8 The allegation can only be investigated with cooperation of the school under their procedure. Most schools will not be able to carry out investigations and their policy is to remove the volunteer from the school premises permanently.

7.9 If the school does not cooperate in an investigation, the charity will be unable to carry out a proper investigation and the volunteer will be unable to continue in their role as a volunteer in the school for the charity.

8. Reader Leader Training

8.2 Freelance trainers have completed DBS with the Charity

8.3. Freelance trainers provide evidence of recent Safeguarding training (within a year)

Appendix A

Prevent Duty

1.1 The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children and young people.

1.2 Radicalisation is defined as the process by which people come to support terrorism and

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extremism and, in some cases, to then participate in terrorist groups.

1.3 Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

1.4 PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

1.5 All staff should have an awareness of the PREVENT agenda and the various forms of radicalisation takes in being able to recognise signs and indicators or concern and respond appropriately.

1.6 Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the named designated safeguarding professional immediately and no later than the end of the working day.

Violence Against Women and Girls (VAWG)

1.7 The term "Violence Against Women and Girls (VAWG)" defines the range of serious violent
crime types which are predominantly, but not exclusively, experienced by women and girls which include:

1.8 The Shared Services Violence Against Women and Girls (VAWG) Strategic Partnership is committed to delivering a coordinated community response to violence against women and girls in the London Borough of Southwark, Lambeth, Hammersmith & Fulham, the Royal Borough of Kensington and Chelsea and the City of Westminster. This includes providing multiagency support for people experiencing a range of issues including:

- domestic violence and abuse (including coercive control)
- sexual violence including rape
- sexual exploitation
- sexual harassment
- stalking
- 'honour'-based abuse
- forced marriage
- faith-based abuse
- female genital mutilation (FGM) or cutting
- prostitution and human trafficking

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Appendix B

Working Together to Safeguard Children (2026)
Organisational Responsibilities

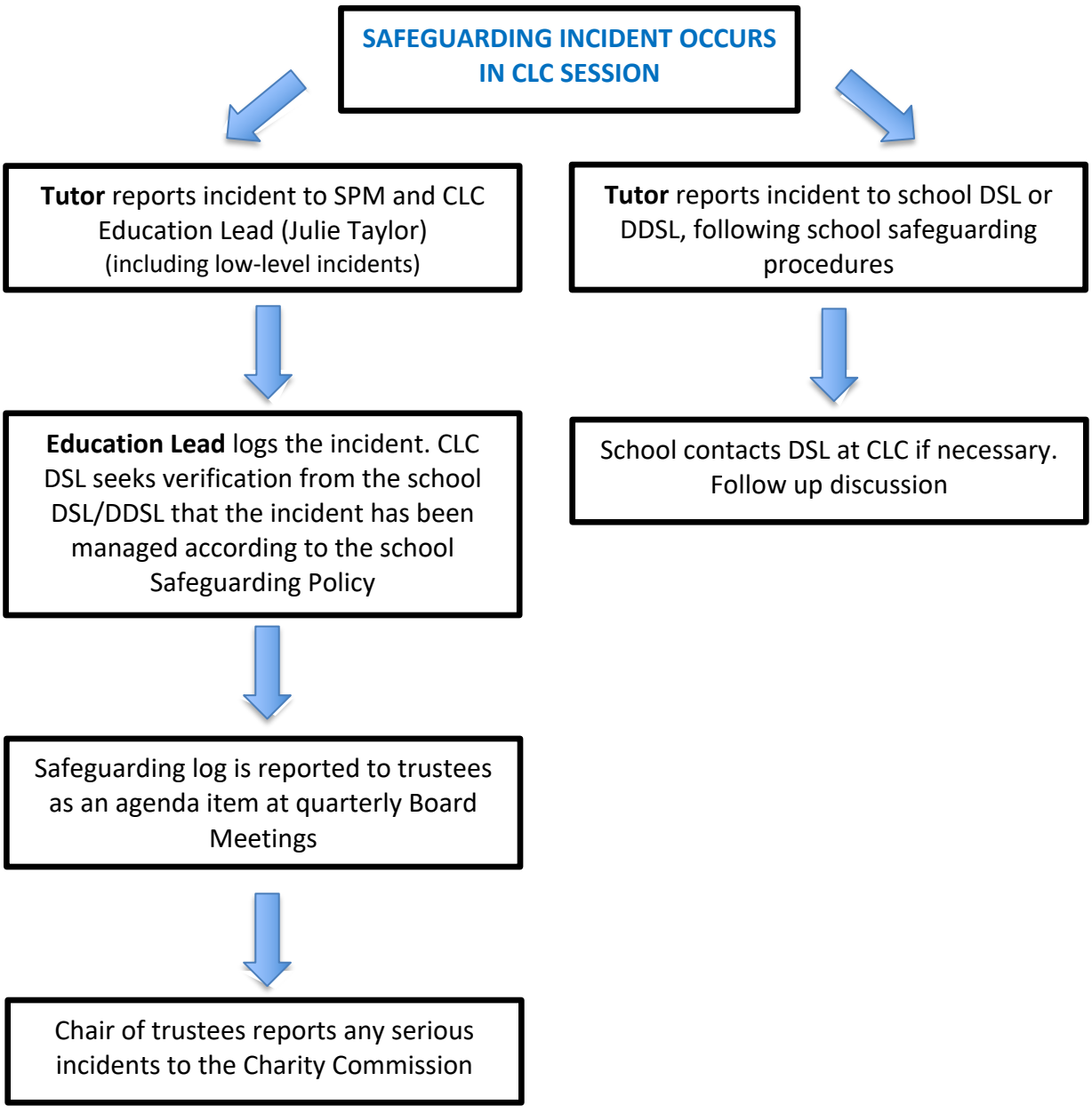
Voluntary, charity, social enterprise (VCSE) and private sector organisations and agencies play an important role in safeguarding children through the services they deliver. (Chapter 4 – para 354)

Like other organisations and agencies who work with children, they should have appropriate arrangements in place to safeguard and protect children from harm. Many of these organisations and agencies as well as many schools, children's centres, early years, and childcare organisations, will be subject to charity law and regulated either by the Charity Commission and/or other "principal" regulators. Charity trustees are responsible for ensuring that those benefiting from, or working with, their charity, are not harmed in any way through contact with it. (Chapter 4 para 355)

The Children's Literacy Charity's safeguarding arrangements are underpinned by the principles set out in Chapter 4 of *Working Together to Safeguard Children* (2026). In particular, our safeguarding policy and procedures reflect the following organisational responsibilities:

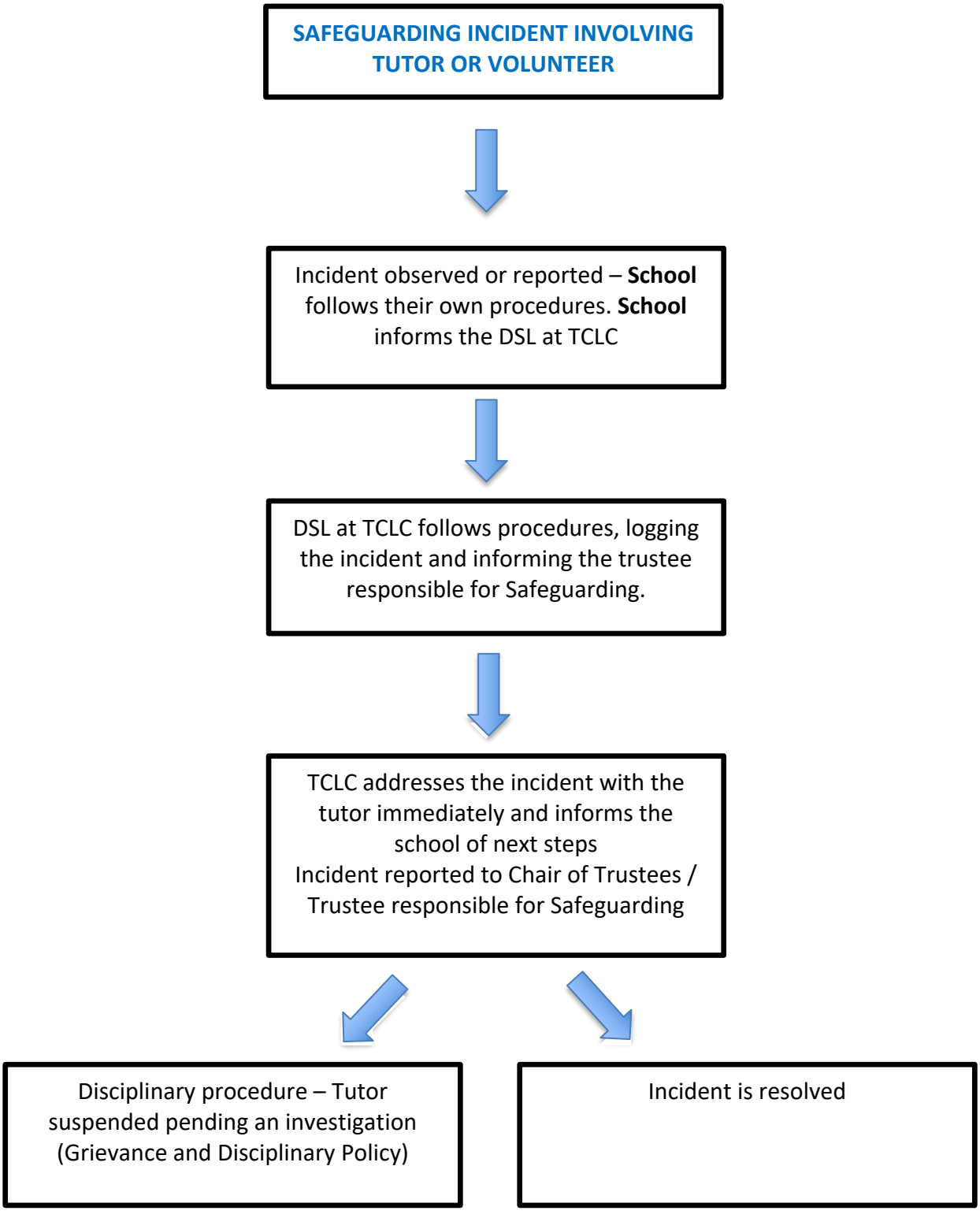
- **A child-centred safeguarding culture**, where the welfare of children is paramount and safeguarding is everyone's responsibility.
- **Safer recruitment practices**, including appropriate pre-employment checks, references, enhanced DBS checks and induction for all staff, tutors and volunteers.
- **Clear safeguarding leadership**, with designated safeguarding leads and defined roles and responsibilities for managing and responding to safeguarding concerns.
- **Appropriate safeguarding training and supervision**, ensuring staff and tutors understand their responsibilities, recognise signs of abuse or neglect and know how to report concerns.
- **Effective information sharing and partnership working** with schools, local authorities and other agencies, where appropriate, to safeguard children.
- **Robust recording and reporting procedures**, ensuring safeguarding concerns are documented accurately, acted upon promptly and managed confidentially.
- **Safe organisational practice**, including clear codes of conduct, professional boundaries and procedures for managing allegations or concerns about adults working with children.
- **Ongoing monitoring and review** of safeguarding practice to ensure policies, procedures and training remain effective and reflect current statutory guidance.

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Please note:
*Please report **all** concerns, however small they may seem*
Please report any concern or incident to the DSL or DDSL at your school and then inform the class teacher.
Any incidents that occur on a Friday should also be reported to Halima Begum.

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Useful numbers

Julie Taylor - Designated Safeguarding Lead
07931 780545
Julie.taylor@theclc.org.uk

Beata Gawthrop - Deputy Safeguarding Lead
07738 719536
beata.gawthrop@theclc.org.uk

Claudette Taylor - Deputy Safeguarding Lead
07522 401719
claudette.taylor@theclc.org.uk

NSPCC Child Protection helpline
0808 800 5000

NSPCC whistleblowing helpline
0800 028 0285

Southwark Local Safeguarding Board
Tel: **020 7525 1921**
Out of hours: **020 7525 5000**

Lambeth Local Safeguarding Board
Tel: **020 7926 5555**

Westminster Local Safeguarding Board
Tel: **020 7641 4000**
Out of hours: **020 7641 6000**

Hammersmith and Fulham Local Safeguarding Board
Tel: **020 8753 6610**
Out of hours: **07739 315388**

Kensington and Chelsea Local Safeguarding Board
Tel: **020 7361 3013**
Out of hours: **07739 315388**

Brent Local Safeguarding Board
Tel: **020 8937 4300**

Manchester Local Safeguarding Board
Tel: **0161 234 5001**

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