



Educational Excellence & Character Development

SVS Safeguarding Policy 2025-2026

Date of last review: September 2025

Review Date: September 2026

URN: 143038

DfE Number: 333/6011



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Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis (or sooner if required).

The policy was last reviewed and agreed by the Governing Body on 04/09/25.

It is due for review on 04/09/26.

Signature

Date

Mim Hall, Principal/CEO

Signature

Date

Chair of Governors



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1 Purpose

Our charitable activities include working with vulnerable people. The purpose of this policy is to protect them and provide stakeholders and the public with the overarching principles that guide our approach in doing so.

Lead Trustee

A lead trustee will be appointed to provide oversight of safeguarding and to lead on any incident investigation and reporting.

Lead Trustee	To be nominated
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Applicability

This policy applies to anyone working on our behalf, including our trustees and other volunteers.

Partner organisations will be required to have their own safeguarding procedures that must, as a minimum, meet the standards outlined below, and include any additional legal or regulatory requirements specific to their work. These include, but are not limited to other UK regulators, if applicable.

Safeguarding should be appropriately reflected in other relevant policies and procedures.

2 Principles

We believe that:

- Nobody who is involved in our work should ever experience abuse, harm, neglect, or exploitation.
- We all have a responsibility to promote the welfare of all our beneficiaries, staff and volunteers, to keep them safe and to work in a way that protects them.



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- We all have a collective responsibility for creating a culture in which our people not only feel safe, but also able to speak up, if they have any concerns.

Types of Abuse

- Abuse can take many forms, such as physical, psychological or emotional, financial, sexual or institutional abuse, including neglect and exploitation. Signs that may indicate the different types of abuse are Appendix 1.

Reporting Concerns

- If a crime is in progress, or an individual is in immediate danger, call the police, as you would in any other circumstances.
- If you are a beneficiary, or member of the public, make your concerns known to a member of our team, who will alert a senior member of the charity.
- For members of the charity, make your concerns known to your supervisor. If you feel unable to do so, speak to a trustee.
- The trustees are mindful of their reporting obligations to the Charity Commission in respect of Serious Incident Reporting and, if applicable, other regulators. They are aware of the Government guidance on handling safeguarding allegations.

3 Responsibilities

Trustees.

This safeguarding policy will be reviewed and approved by the Board annually.

Trustees are aware of and will comply with the Charity Commission guidance on safeguarding and protecting people and also the 10 actions trustee boards need to take to ensure good safeguarding governance.

A lead trustee/committee will be given responsibility for the oversight of all aspects of safety, including whistleblowing and H&SW. This will include:

- Creating a culture of respect, in which everyone feels safe and able to speak up.
- An annual review of safety, with recommendations to the Board.
- Receiving regular reports to ensure that these and related policies are being applied consistently.
- Providing oversight of any lapses in safeguarding.
- And ensuring that any issues are properly investigated and dealt with quickly, fairly and sensitively, and any reporting to the Police/statutory authorities is carried out.
- Leading the organisation in a way that makes everyone feel safe and able to speak up.



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- Ensuring safeguarding risk assessments are carried out and appropriate action taken to minimise these risks, as part of our risk management processes.
- Ensuring that all relevant checks are carried out in recruiting staff and volunteers.
- Planning programmes/activities to take into account potential safeguarding risks, to ensure these are adequately mitigated.
- Ensuring that all appointments that require DBS clearance and safeguarding training are identified, including the level of DBS and any training required.
- Ensuring that a central register is maintained and subject to regular monitoring to ensure that DBS clearances and training are kept up-to-date.
- Ensuring that safeguarding requirements (eg DBS) and responsibilities are reflected in job descriptions, appraisal objectives and personal development plans, as appropriate.
- Listening and engaging, beneficiaries, staff, volunteers and others and involving them as appropriate.
- Responding to any concerns sensitively and acting quickly to address these.
- Ensuring that personal data is stored and managed in a safe way that is compliant with data protection regulations, including valid consent to use any imagery or video.
- Making staff, volunteers and others aware of:
 - Our safeguarding procedures and their specific safeguarding responsibilities on induction, with regular updates/reminders, as necessary.
 - The signs of potential abuse and how to report these.

Everyone. To be aware of our procedures, undertake any necessary training, be aware of the risks and signs of potential abuse and, if you have concerns, report these immediately (see above).

4 Fundraising

We will ensure that:

- We comply with the Code of Fundraising Practice, including fundraising that involves children.
- Staff and volunteers are made aware of the Institute of Fundraising guidance on keeping fundraising safe and the NCVO Guidance on vulnerable people and fundraising.
- Our fundraising material is accessible, clear and ethical, including not placing any undue pressure on individuals to donate.
- We do not neither solicit nor accept donations from anyone whom we know or think may not be competent to make their own decisions.
- We are sensitive to any need that a donor may have.



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5 Online Safety

We will identify and manage online risks by ensuring:

- Volunteers, staff, and trustees understand how to keep themselves safe online. We may use high privacy settings and password access to meetings to support this.
- The online services we provide are suitable for our users. For example, use age restrictions and offer password protection to help keep people safe.
- The services we use and/or provide are safe and in line with our code of conduct.
- We protect people's personal data and follow data protection legislation.
- We have permission to display any images on our website or social media accounts, including consent from an individual, parent, etc.
- We clearly explain how users can report online concerns. Concerns may be reported using this policy, or direct to a social media provider using their reporting process. If you are unsure, you can contact one of these organisations, who will help you.
- We have adopted and comply with the Charity AI Ethics & Governance Framework.

6 Online Safety Act

We do not host online forums or other communities where users can interact online.

We apply proportionate measures to prevent children from accessing harmful and age-inappropriate content, including but not limited to.

- We have carried out an illegal content risk assessment and
- Put in place measures to combat risks identified, including the risk of users encountering illegal harm and, potentially, using the service to facilitate or commission illegal content.

7 Working With Other Organisations

In working with other organisations, including any grant making, we will comply with Charity Commission guidance by carrying out relevant due diligence and having a written agreement that sets out:

- Our relationship.
- The role of each organisation.
- Monitoring and reporting arrangements.



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8 Statutory Guidance

[Gov.UK – The role of other agencies in safeguarding](#)

[CC: Infographic; 10 actions trustees need to take.](#)

[CC: Safeguarding duties of charity trustees](#)

[CC: Safeguarding - policies and procedures](#)

[CC: How to protect vulnerable groups](#)

[CC: Managing online risk.](#)

[ICO - A 10 step guide to sharing information to safeguard children.](#)

[ICO - Children and the UK GDPR.](#)

Ofcom: Online Safety Act - [The Protection of Children Codes and Guidance](#). (Apr 25)

1. **Statutory Framework**

- 1.1 To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

The Education Act 2002 (section 175/157) Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school

Education and Training (Welfare of Children) Act 2021 amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 to impose safeguarding duties on 16 to 19 academies and further education in essence ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

- **The Children Act 2004**
- **Sandwell Children's Safeguarding Partnership - Inter Agency Procedures** – regional Procedures
- **<https://go.walsall.gov.uk/walsall-safeguarding-partnership/>** - **Walsall Safeguarding Partnership**



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- [Working Together to Safeguard Children](#) - “[Working Together to Safeguard Children](#)” requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.
- [What to do if you're worried a child is being abused: advice for practitioners](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Keeping Children Safe in Education](#) – places the following statutory duties on all schools:
 - Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
 - Schools should be aware of and follow regional and local policies and procedures
 - Staff should be vigilant to signs of abuse and to whom they should report any concerns on to
 - Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust including knowing local referral processes
 - Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
 - Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi - agency training approved by local safeguarding arrangements at least every two years and their



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knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletter and National, regional and local updates.

- All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years. They should also be given regular updates on safeguarding issues.
- The Designated Safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- All staff will receive online safety training, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring to ensure they are not only knowledgeable around risks and indicators but are able to ensure children are taught about keeping themselves safe in the real and virtual world.
- All staff should be prepared to identify children who may benefit from early help.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- School will maintain safeguarding responsibility when a child is attending Alternative provision.
- Children absent from and missing from education – school's must have appropriate safeguarding arrangements in place to respond to children.
- [Information sharing advice for safeguarding practitioners](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#)
- Sexual Offences Act 2003

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence refers to sexual offences and includes rape and sexual assault,



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Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. We ensure victims are taken seriously and offered appropriate support, following guidance in KCSIE.

- [Section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
- [The Prevent Duty](#) The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later year's childcare providers). They are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.
- [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.
- [Forced Marriage \(Civil Protection\) Act 2007 \(legislation.gov.uk\)](#) – The legal age of marriage in England and Wales is 18 years Old
- [Child and Social Work Act 2017](#)



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Requires all schools to ensure:

(a)relationships education be provided to pupils of compulsory school age receiving primary education at schools in England

(b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(c)that pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(d)the education is appropriate having regard to the age and the religious background of the pupils

- [General Data Protection Legislation \(2018\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children Missing Education](#)

Additional links to Resources/ Information can be found in KCSIE 2024

9 Useful Links

[NSPCC: Writing a safeguarding policy](#)

Bates Wells: [Is your charity ready for the Online Safety Act?](#) (Apr 25)



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Appendix 1 – Signs of Abuse

Physical Abuse.

- bruises, black eyes, welts, lacerations, and rope marks.
- broken bones.
- open wounds, cuts, punctures, untreated injuries in various stages of healing.
- broken eyeglasses/frames, or any physical signs of being punished or restrained.
- laboratory findings of either an overdose or under dose medications.
- individual's report being hit, slapped, kicked, or mistreated.
- vulnerable adult's sudden change in behaviour.
- the caregiver's refusal to allow visitors to see a vulnerable adult alone.

Sexual Abuse.

- bruises around the breasts or genital area.
- unexplained venereal disease or genital infections.
- unexplained vaginal or anal bleeding.
- torn, stained, or bloody underclothing.
- an individual's report of being sexually assaulted or raped.

Mental Mistreatment/Emotional Abuse.

- being emotionally upset or agitated.
- being extremely withdrawn and non-communicative or non-responsive.
- nervousness around certain people.
- an individual's report of being verbally or mentally mistreated.



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Neglect.

- dehydration, malnutrition, untreated bed sores and poor personal hygiene.
- unattended or untreated health problems.
- hazardous or unsafe living condition (e.g., improper wiring, no heat or running water).
- unsanitary and unclean living conditions (e.g., dirt, fleas, lice on person, soiled bedding, faecal/urine smell, inadequate clothing).
- an individual's report of being mistreated.

Self-Neglect.

- dehydration, malnutrition, untreated or improperly attended medical conditions, and poor personal hygiene.
- hazardous or unsafe living conditions.
- unsanitary or unclean living quarters (e.g., animal/insect infestation, no functioning toilet, faecal or urine smell).
- inappropriate and/or inadequate clothing, lack of the necessary medical aids.
- grossly inadequate housing or homelessness.
- inadequate medical care, not taking prescribed medications properly.

Exploitation.

- sudden changes in bank account or banking practice, including an unexplained withdrawal of large sums of money.
- adding additional names on bank signature cards.
- unauthorized withdrawal of funds using an ATM card.
- abrupt changes in a will or other financial documents.
- unexplained disappearance of funds or valuable possessions.
- bills unpaid despite the money being available to pay them.
- forging a signature on financial transactions or for the titles of possessions.
- sudden appearance of previously uninvolved relatives claiming rights to a vulnerable adult's possessions.



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- unexplained sudden transfer of assets to a family member or someone outside the family.
- providing services that are not necessary.
- individual's report of exploitation.