

# Engage Partners (EP) - Child Protection and Safeguarding Policy

September 2025

(Reviewed Termly)

**Reviewed by:** Joseph Raffell - Associate Director - Compliance and Safeguarding and David Evans - Head of Education

## Important Contacts - Safeguarding and Child Protection

**Joseph Raffell** - Associate Director and Safeguarding, DSL - 0203 510 4777/ 07714480919 - [joseph.raffell@engagepartners.co.uk](mailto:joseph.raffell@engagepartners.co.uk)

**David Evans** - Director of Education - 01923 281040 - [david.evans@engagepartners.co.uk](mailto:david.evans@engagepartners.co.uk)

**Candace Prins** - Compliance Manager - [candace.prins@engage-education.com](mailto:candace.prins@engage-education.com)

**Non-NTP General Enquiries** - [enquiries@engagepartners.co.uk](mailto:enquiries@engagepartners.co.uk)

**Complaints** - [customercare@engagepartners.co.uk](mailto:customercare@engagepartners.co.uk)

**Police Emergency** 999

**Non-emergency number** 101

**Dedicated DFE Prevent line** 020 7340 7264

**NSPCC National Whistleblowing Helpline:** 0800 028 0285 / [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Contents

<b>1. Engage Partners Core Safeguarding Principles, Aims and Ethos</b>	<b>P5</b>
1.1 Aims	
1.2 Principles	
1.3 Legislation	
1.4 Safeguarding Definitions	
1.5 Equality and Diversity	
1.6 List of Policies - Engage Partners	
<b>2. Roles &amp; Responsibilities</b>	<b>P8</b>
2.1 Engage Partners	
2.2 Engage Partners - DSL	
2.3 Partner Schools	
2.4 All Staff - External & Internal	
2.5 Staff Training Requirements - Internal	
2.6 Staff Training Requirements - External	
<b>3. Incident Reporting Policy</b>	<b>P12</b>
3.1 Guidance for Staff on receiving a disclosure/allegation	
3.2 Engage Partners Reporting Policy	
3.3 Engage Partners Investigation Policy	
<b>4. Specific Safeguarding Concerns</b>	<b>P14</b>
4.1 Radicalisation and Extremism including Prevent duty.	
4.2 Child-on-child abuse, including sexual harrasment and/or violence	
4.3 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)	
4.4 Specific cultural or religious-based abuse including Female Genital Mutilation (FGM)	
4.5 Serious Violence	
4.6 Domestic Abuse	
4.7 Child Abduction & Community Safety	
4.8 Cybercrime	
4.9 Online Safety	
4.10 Mental Health and Wellbeing	
4.11 Homelessness and Unhoused (Peripatetic)	
4.12 Allegations made against staff members	
<b>5. Evaluating and Reviewing our safeguarding procedures</b>	<b>P23</b>
5.1 Stakeholder Feedback	
5.2 Internal Review Processes	
5.3 Engage Partners Auditing Process	
5.4 School Communications	

## **6. Additional Information**

P26

6.1 Single Central Record and Data Storage

6.2 Safer Recruitment Statement

6.3 Additional Requests

6.4 Additional Candidate Support, Guidance and Training.

6.5 Whistleblowing Policy

6.6 Complaints Policy

## 1. Engage Partners Core Safeguarding Principles, Aims and Ethos

### 1.1 Aims

Engage Partners aims to ensure the following

- The wellbeing, safety and welfare of all pupils who interact with Engage Partners staff is protected
- All staff internal and external are aware of their statutory safeguarding duties and responsibilities
- All staff internal and external are properly trained in recognising and reporting safeguarding concerns
- We promote an open, listening culture between our stakeholders where our stakeholders know they will be listened to and supported when concerns are raised.
- When action is required, this will be taken in a timely manner and in a way that protects and promotes the child's welfare

### 1.2 Principles

The key principles that Engage Partners enshrines in everything it does are:

**Prevention** - We work with all parties to ensure that those unsuitable to work with children, young people or vulnerable adults are not able to gain access.

**Promotion** - Engage Partners works hard to promote safeguarding at every stage of our interactions with all stakeholders. We believe our clarity of process allows us to meet our other key principles effectively.

**Support** - We ensure that those with a passion for working with children and young people are fully supported and properly trained to ensure all children in their care are safe and empowered.

**Cooperation** - Engage Partners actively works with all external and internal stakeholders to ensure that students in the care of EE educational professionals are able to thrive in a safe and stable environment. This includes but is not limited to schools, local authorities, internal and external staff, parents/carers and relevant third-sector organisations.

### 1.3 Legislation

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed upon and published by the Department for Education (DfE), Recruitment and Employment Confederation (REC) and the Crown Commercial Services (CCS).

**This policy is also based on the following legislation:**

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to

be trained in safer recruitment techniques

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Human Rights Act 1998, explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). Engage Partners comits to working with our schools’ SLT and governors to ensure that all Engage Partners staff adhere to schools’ policies and processes when supporting those with protected characteristics.  
For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment.
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

## 1.4 Safeguarding Definitions

In line with [KCSIE 2025](#), safeguarding and promoting the welfare of children is defined for the purposes of this policy 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, and
- taking action to enable all children to have the best outcomes.

**Safeguarding** is what we do to prevent children from suffering or coming to harm.

**Child protection** refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

**Harm** means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

**Neglect** is a form of abuse and 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. This also includes ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others for example with regards to witnessing domestic abuse.

**Abuse** is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm.

For further information on specific forms of abuse see section 4.

## 1.5 Equality and Diversity Statement

Engage Partners Equality and Dignity in Work statement can be found [here](#).

Engage Partners understands that some students may have additional barriers within their lives which can either place them more at risk or make recognising or understanding abuse more challenging for stakeholders. We believe that children deserve the same protection against discrimination and prejudice as adults, and through our comprehensive training (see section 2) we ensure that all educational professionals working with Engage Partners have special consideration for the following students who:

- have special educational needs or disabilities (SEND) or health conditions which affect their ability to access schools
- are young carers
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers.

- are at risk due to either their own or a family member's mental health needs.
- are looked after or previously looked after
- are missing from education
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges or alternative provisions.
- whose parent/carer has expressed an intention to remove them from school to be home-educated
- Has a parent or carer in custody, or is affected by parental offending.
- who may not yet feel ready or know how to discuss abuse they have suffered.

It is our expectation that our client schools assist new staff members in understanding the needs of the students within their care to facilitate this.

Section 4 looks at how we deal with these specific concerns.

*\*Please note this is not an exhaustive list and it will be updated as further needs are identified\**

## 1.6 List of Policies (Engage Partners)

All Engage Partners policies can be accessed easily through our website these can be found at <https://www.engagepartners.co.uk/policies>

These include:

- Anti-Bribery Policy 2025/2026
- Code of Conduct Policy 2025/2026
- Corporate Social Responsibility Policy 2025/2026
- Engage Safeguarding Policy 2025/2026
- Engage Partners: Recruitment, Selection and Vetting Policy – 2025/2026
- Engage Partners Modern Slavery Statement 2025/2026
- Engage Partners Equal Opportunities Policy 2025/2026
- Engage Partners Complaints Policy 2025/2026
- Equal Opportunities Policy 2025/2026
- Whistleblowing Policy 2025/2026
- Employee handbook 2025/2026

*\*Policies are checked termly to ensure accuracy and adherence to safer recruitment\**

## 2. Role & Responsibilities

### 2.1 Engage Partners

Engage Partners as an organisation is committed to ensuring that safer recruitment guidelines are followed by all parties involved in and with the organisation. We place safeguarding as a key priority and consider child protection within all our policies and processes. We are committed to ensuring we respond effectively to any changes in safer recruitment guidance and will work with any internal or external stakeholders to ensure we meet the required standards for providing staffing solutions to schools.

Below is a breakdown of specific expectations for our staff, contractors and clients.

## 2.2 Engage Partners - DSL

The DSL is a member of the senior leadership team. The DSL in Engage Partners is:

- Joseph Raffell - Associate Director and Safeguarding Lead

The DSL takes lead responsibility for child protection and wider safeguarding at Engage Partners.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL can also be contacted out of school hours if necessary via the emails provided below:

[joseph.raffell@engagepartners.co.uk](mailto:joseph.raffell@engagepartners.co.uk)

When the DSL is absent - David Evans - Director of Education will provide cover.

If the DSL and deputies are not available, a member of the senior leadership team will adopt temporary duties.

### **The DSL and their deputies will be given the time, funding, training, resources and support to:**

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of recruitment practices for safer recruitment
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Work with our client schools to fully investigate any potential concerns related to Engage Partners staff
- Ensure all Engage Partners staff are fully prepared and trained for their specific placements

### **The DSL will also:**

- Keep the board of directors and relevant deputies informed of any issues
- Keep client schools informed of any potential concerns
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Be confident that they know what local and national specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

## 2.3 Partner Schools

Engage Partners believes that the best way to protect children within our client schools is to work with schools to achieve the best results. As part of this commitment, we have certain expectations of our client schools. Namely that they will:

- Ensure all candidates are provided with relevant school safeguarding policies including those related to online activity

- Ensure all candidates are provided with adequate time to read and understand any/all relevant safeguarding policies including those related to online activity
- Provide Engage Partners staff working in their school with any relevant and necessary information regarding vulnerable children where there is a heightened safeguarding risk or concern, along with advice and guidance around how best to support the child
- Inform Engage Partners of any potential concerns (including those classed as low level) raised during a candidate's placements, this will allow Engage to identify potential patterns of inappropriate behaviour or concerns.
- Provide honest and clear feedback on a candidate's performance
- Work with Engage Partners to assist with any potential investigations
- Provide clear and accurate evidence in a timely manner to assist Engage Partners with any internal investigations

## 2.4 All Staff - External & Internal

It is the responsibility of all employees and contractors who work for or with Engage Partners to uphold the safeguarding standards listed within [Keeping Children Safe in Education \(2025\)](#)

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn
- Be aware incidents can occur at any school, and safeguarding is everyone's responsibility
- Actively promote welfare and safeguarding, including online safety, of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Understand the impact abuse and neglect can have on a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing, mental health issues.
- Understand that not all children and young people will be ready or able to discuss abuse they have suffered immediately.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

## 2.5 Staff Training Requirements - Internal

While Engage Partners internal staff may not have regular contact with students within our schools, we still believe it essential that they fully understand their responsibility to ensure all children and vulnerable adults are protected from harm.

All Engage Partners staff are required to complete the following training in advance of client or candidate contact.

- Engage Partners Safeguarding Training via our partner Creative Education (this must be recapped at least once a year).
- Engage Partners Understanding Child on Child Abuse training via our partner Creative Education (this must be recapped at least once a year).
- Prevent Duty - Course 1 Training (this must be recapped at least once a year)
- Complete the National Cyber Security centre (NCSC) - '[Cyber Security training for school staff](#)'
- Safer recruitment induction delivered by our DSL to ensure a full understanding of our responsibility to our schools and their students.
- All staff must have read and understood Part 1 of KCSIE (most recent edition September 2025).
- Safeguarding refreshers on a termly basis, delivered by the DSL (or deputies).

Further to this we advise all staff to visit schools they recruit for in advance of making a placement in order to ensure candidates are suitable for the environment they are placed in.

Engage Partners has a zero-tolerance approach to breaches of safer recruitment guidelines and will take action against any internal staff member who we believe knowingly to have broken these guidelines.

We will work with internal and external stakeholders to ensure that any knowledge gaps are filled in a timely manner.

Full details of our Internal HR processes can be found in the [Employer Handbook](#)

## 2.6 Staff Training Requirements - External

All candidates who are cleared to work with Engage Partners are required to complete the following training in advance of starting any placement:

- A safer recruitment vetting interview with a trained Engage Partners staff member.
- Pass all safer recruitment checks in line with [Engage Partners's Recruitment, Selection and Vetting policy](#)
- Complete Engage Partners Safeguarding Training provided via our trusted partner [Creative Education](#)
- Read Engage Partners [Code of Conduct \(2025\)](#)
- Read the most up-to-date version of [Keeping Children Safe in Education \(2025\)](#)
- Read '[Guidance for safer working practice for those working with children and young people in education settings](#)' (2022)
- Complete gov.uk [Prevent Duty Training](#) - at least course 1
- Complete the National Cyber Security centre (NCSC) - '[Cyber Security training for school staff](#)'

Further information on support and resources available for Engage Partners staff can be found in section 6.3

In line with the September 2025 KCSIE update we are happy to share access to our training suite to staff, volunteers, governors or trustees who are connected to our client schools for the mutual benefit of all (on request).

### **3. Incident Reporting Policy**

#### **3.1 Guidance for staff on receiving a disclosure/allegation**

##### **RECEIVE**

- React calmly; be aware of your non-verbal cues or messages so as to avoid appearing shocked
- Believe what you are being told and do not question the authenticity of the child's account
- If you don't understand the child's communication method, reassure the child, and find someone who can
- Don't interrogate the child but instead observe and listen, using active listening techniques
- Don't stop a child who is freely recalling significant events
- Do not encourage the children to disclose concerns they may not be ready or able to provide full information.
- Keep responses short, simple, slow, quiet and gentle
- Don't ask leading questions
- Don't end the conversation abruptly

##### **REASSURE**

- Tell the child they are not to blame and have done the right thing by telling you.
- Tell the child what will happen next and be honest about what you can and can't do.
- Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else to make sure you're safe' - *remember that children are likely to be aware of which member of staff is responsible for safeguarding*

##### **REACT**

- Explain what you have to do next and whom you have to tell.
- Inform the Designated Safeguarding Lead (DSL) at your placement school immediately and, when you are able, contact your consultant at Engage Partners. Your Engage consultant will then report this to Engage Partners DSL and their deputies.

#### **3.2 Engage Partners Reporting Policy**

It is paramount that if any concerns regarding maltreatment, abuse, neglect, radicalisation, sexual exploitation, or other concerns are observed or raised, direct action is taken. Section 4 lists individual guidance on specific safeguarding issues in line with [KCSIE \(2025\)](#), the guidance below should be followed for general concerns.

If abuse has been disclosed to you or you suspect that it is happening you must inform the relevant Designated Safeguarding Lead within a school/organisation (for external/supply staff) or to the company's Designated Safeguarding Lead (for internal Engage Partners staff).

If you have a suspicion of maltreatment cases such as abuse, neglect, radicalisation, sexual exploitation, or other concerns, or if a child has approached you with disclosures, you must raise the concerns. Abuse can include where they see, hear or experience its effects.

The following guidelines should be used when a concern is expressed by a young person to a member of Engage Partners staff:

- Make sure they know they have done the right thing

- Listen carefully to their story, reassure, and respect their rights
- Maintain confidentiality but do not make promises that you cannot keep; explain that the information will have to be passed on only to those that need to know about it, and what action you will be taking in this regard
- Be calm; try not to display any kind of shock or disapproval, and be reassuring, making it clear that you are glad that they have told you
- Show that you are taking the child or vulnerable adult seriously and that you understand and believe them
- Keep questions to a minimum; if you must ask questions keep them open and not leading
- Do not jump to conclusions; do not try to solve the situation yourself or confront anyone
- The young person or vulnerable adult may regard the experience as either bad or painful, they may not feel guilty or angry
- Be aware of your own feelings which may be different to those of the young person or vulnerable adult
- Take care of yourself by ensuring that you have an opportunity to discuss your feelings with someone at a later stage
- Do not destroy any evidence as it may be used later in a court of law
- Write up their narrative, giving as much detail as possible; remember to include date and time, what was said, and any names and locations; use the 'Expression of Concern' form to assist you

It is essential that the details of the alleged abuse be recorded correctly and legibly as this will be critical later in the proceedings. This should be done as soon as possible and certainly within 24 hours.

- Do not disclose any information to non-relevant parties
- Contact your DSL immediately and inform them of the situation using the report you made
- The DSL will directly contact any child protection agency, the police or simply provide further advice
- If the DSL is unavailable and you believe the situation to warrant further action, contact a child protection agency or the police. In an emergency (that is, if the incident is serious, or the child needs medical attention, or a crime may have occurred, call 999

### 3.3 Engage Partners Investigation Policy

When a safeguarding concern is reported to Engage Partners, the following process takes place, we work alongside our schools to find the best outcomes for our schools, clients and candidates.

- General Information is requested from the client and the candidate to assess if suspension is required while the investigation takes place
- Written reports are requested from both candidates and schools
- Referrals are made to the LADO if required
- An Investigation Meeting is organised
- If the outcome is substantiated, Engage Partners will call a disciplinary meeting
- Outcome and Further Actions will be communicated to the candidate and training, warning or referrals will be made in line with Keeping Children Safe in Education and our own internal disciplinary policy

## Timeframes

- Engage Partners expects statements from candidates within 24 and from school within 48 hours
- Initial investigation meeting with the candidate within 7 days - extended to up to 14 days if the candidate requires union representation
- After the meeting, the candidate has 48 hours to provide further evidence
- Decision within 5 working days
- Candidate has 30 days to appeal the decision (where HR action has been taken); during this period the candidate will not be able to work (No Fault Suspension.)

**Please Note: The aforementioned timeframes are not relevant if police involvement takes place**

All candidates at the start of any investigation will receive Engage Partners - '[Information for Persons Under Investigation](#)'

Further information can be viewed in our [Safeguarding Process Diagram](#) and our incident report forms ([School](#) and [Candidates](#)).

See [Investigation Meeting Guidance](#) and [Disciplinary Meeting Guidance](#) for full details of each meeting's process.

When an incident occurs we work alongside our clients, candidates and other agencies (Local Authority, Police, Social Services) to complete a full investigation and ensure that training, disciplinarys and reporting are properly used as and when required. All investigation notes are held securely on our [Centralised Incident Report Spreadsheet](#) (example doc) and backed up in a section of our CRM only viewable by our DSLs.

Engage Partners will work with and encourage our schools to ensure that communication is clear and accurate with any parents or carers who have raised concerns.

Within this template we have separate sections for concerns raised related to Engage staff, non Engage staff and children/vulnerable adults.

## **4. Specific Safeguarding Concerns**

We recognise that child safeguarding includes a wider range of specific concerns.

Engage Partners has identified specific safeguarding concerns detailed in our risk register, which require adherence to specific policies to ensure the protection of the children and young people within our care. These include (but are not limited to):

### **4.1 Radicalisation and Extremism including Prevent Duty.**

All Engage Partners staff must complete at least Course 1 - Prevent Duty training via the gov.uk website in advance of beginning their placements. This must be refreshed annually or when significant changes are made to guidance.

Children and Vulnerable Adults are vulnerable to extremist ideology and radicalisation. All Engage Partners staff have a duty to report any concerns in line with Prevent guidance.

Where a child is not at risk, the initial concern should be expressed in writing to the DSL, who will then assess the concerns raised and make an appropriate referral.

In cases where a child or vulnerable adult is placed at immediate risk, the staff member should consider calling 999 for emergency and/or contact the anti-terrorist hotline on 0800 789 321\*.

*\*This action should only be taken if a staff member believes someone is in immediate danger, if someone is travelling to join a terrorist organisation or if a staff member sees or hears something that may be terrorist-related.*

Terrorism and Radicalisation take many forms and staff should ensure they are being vigilant to all its forms and always seek guidance when in doubt.

When considering if a student is at risk of extremism they should consider the updated March 2024 definition which states:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application.

For further information on the government definition of extremism -

#### **4.2 Child-on-child abuse, including sexual harassment and/or violence**

Staff must be aware that children can abuse other children. This can come in many forms including, but not limited to:

- Bullying
- Physical abuse
- Sexual violence
- Sexual harassment
- Consensual and non-consensual sharing of nudes and semi nudes images/videos
- Up-skirting/down-blousing

Staff must be vigilant and ensure they are able to spot the signs of child-on-child abuse (previously referred to as peer-on-peer abuse).

All reports of child-on-child violence must be taken seriously and the proper reporting procedure must be followed by staff members. Staff must also be aware that child-on-child abuse may not occur in person but can occur online. Online concerns should be treated just as seriously as those which occur face to face.

It should be made clear to children that the law on child-on-child abuse is designed to protect, not criminalise, the child.

Further to this, support should be offered to those close to the victims of child-on-child abuse with specialist support potentially required for family members (including, but not limited to, siblings)

In relation to sexual harassment and/or violence, staff members must be aware of the guidance in part 5 of [KCSIE](#) and ensure they respond appropriately to incidents whether they occurred on the school grounds or elsewhere.

We are awaiting updated guidance from the Department for Education (DfE), expected to be released in mid-September 2025. This will include revised information on Relationships, Sex and Education.

#### **4.3 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Staff must be aware that children are vulnerable to exploitation by individuals or groups due to power imbalances within the relationship. These acts can be perpetrated by any gender and adults or other children. They utilise coercive control, deception and manipulation in order to deceive a child into criminal or sexual activity. Vulnerable adults are also susceptible to this form of coercion. Through CCE, children or vulnerable adults may commit criminal acts including, but not limited to, violence, theft and moving drugs in order to meet a financial or emotional need. The same is true of CSE where children may engage in sexual activity in exchange for goods or in response to violence or fear of violence.

In both cases, children may believe their actions are consensual. Engage Partners recognises that, especially with older children, the vulnerability of the child is not taken into account when assessing their needs. We believe that in cases of child exploitation, the victim must be listened to and treated in an appropriate manner in line with [KCSIE 2025](#)

These incidents of exploitation can be a one-off occurrence, may occur without the child's knowledge and/or can be part of a wider pattern of abuse.

Key indicators of CCE can include:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Displaying behaviour that is markedly different from a child's normal behaviour
- Suffering from changes in emotional well-being
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home
- Regularly missing school or education
- Regularly truanting
- Not taking part in education
- Unexplainable or persistent absences from education.

Key indicators of CSE can include:

- having older boyfriends
- having older girlfriends
- suffering from sexually transmitted infections or injury
- displaying sexual behaviours beyond expected sexual development
- becoming pregnant

It is important to remember that sexual activity can involve non-contact activity and children may believe that they are within a romantic relationship and that exploitation is not occurring.

It is also important to remember that children may be involved in relationships online which, while never being a contact relationship, can be sexually or emotionally exploitative.

All staff must be aware that CCE and/or CSE can affect children of any age range and, in relation to the CSE, children above the age of consent (aged 16-18) can still be victims of coercion.

If a staff member has any concerns related to CCE or CSE they should report those concerns to the DSL immediately. The DSL will then proceed to make an appropriate referral.

#### **4.4 Specific cultural or religious-based abuse including Female Genital Mutilation (FGM)**

This form of abuse is not limited to Female genital mutilation (FGM) and can include multiple different types of cultural practices against mainly women and girls which cause harm. These are often known as so-called 'honour-based abuses' or 'HBA'. This can include, but is not limited to:

**Female Genital Mutilation (FGM)** - We understand that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Staff should be aware that they must report any concerns directly to the Police.

**Breast Ironing** - Breast ironing (also called breast flattening) is when young girls' breasts are damaged over time to flatten them and delay their development. Sometimes, an elastic belt, or binder, is used to stop them from growing.

**Forced Marriage** - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent, or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

These forms of abuse may involve multiple perpetrators from inside and outside the family. It may also occur as a result of family or community pressure. This is sometimes referred to as so-called '**honour-based abuse**' or **HBA**.

#### **4.5 Serious Violence**

Staff are aware of the indicators, which may signal pupils are at risk from, or are involved with, serious violent crime including:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

We alert our staff to the risk factors which increase the likelihood of involvement in serious violence,

including:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Through staff training, all staff are aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL

#### 4.6 Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. It recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

Domestic abuse can encompass a wide range of behaviours and may be a single incident, or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse), all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Young people can also experience domestic abuse within their own intimate relationships such as 'teenage relationship abuse'. If one or both parties are under 16, this may not be recognised in law under the statutory definition of 'domestic abuse'. Child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

**Operation Encompass** operates in all police forces and helps police and schools work together to provide emotional and practical help to children. This ensures that when police attend an incident of domestic abuse, where children may have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the next day.

**Operation Encompass** provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8 AM to 1 PM, Monday to Friday on 0204 513 9990 (charged at local rate).

See also the National Domestic Abuse Helpline run by **Refuge**. This line can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#) - **NSPCC**
- [Safe Young Lives: Young people and domestic abuse](#) - **Safe Lives**
- [Domestic abuse](#): specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Operation Encompass](#): includes information for schools on the impact of domestic abuse on children

#### 4.7 Child Abduction & Community Safety

[KCSIE Annex B](#) deals specifically with child abduction and community safety incidents and it is mandated that all Engage Partners employees, internal and external, are familiar with this document.

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

#### 4.8 Cybercrime

We are aware that cybercrime is a criminal activity committed using computers and/or the internet and that pupils with particular skills and interests in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
- Children with particular skills and interests in computing and technology who may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy) should consider referring to the [Cyber Choices programme](#). It aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

#### 4.9 Online Safety

We are aware of the impact that the pandemic has had on exposing children and young people to heightened risks online, most particularly, but not restricted to, online grooming, cyberbullying, cybercrime, radicalisation, child sexual and criminal exploitation and sexual harassment.

In many cases, abuse will take place concurrently via online channels and within daily life; for many pupils, there is no separation between the online and offline world.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

**Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. In September 2025, the definition of content was updated to include misinformation including but not limited to conspiracy theories and ‘fake news’

**Contact:** being subjected to harmful online interaction with other users, for example: peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography); sharing other explicit images and online bullying.

**Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Placement schools should provide candidates with both the time and resources to read and understand their placements school’s online guidance. Where this is not possible, or not provided, Engage Partners staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines.

Contact with children and vulnerable adults both in the ‘real’ world and through web-based and telecommunication interactions should take place within explicit professional boundaries.

This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook, Instagram, Twitter, TikTok, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other handheld devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Engage Partners and its staff will work with our clients to ensure that parents and carers are aware of the dangers of children having unfettered access to inappropriate sites when away from school.

Engage Partners staff should not request or respond to any personal information from children and vulnerable adults other than what may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as ‘grooming behaviour’. Engage Partners staff should not give their personal contact details to children and vulnerable adults

Engage Partners staff should ensure that if they are working with Generative AI products within the school setting that they are ensuring they follow the relevant guidance around [product safety expectations](#) and consult the updated [‘plan for technology for your school’](#) guidance

All Generative AI products used within schools are expected to be:

- effectively and reliably prevent access to harmful and inappropriate content by users;
- maintain robust activity logs, either by the Generative AI product itself or additional technology;
- be secured against malicious use or expose to harm;
- prioritise transparency and child safety in its design and be operated with accountability; and
- respect data protection and intellectual property laws.

Engage Partners's safeguarding training provided via Creative Education provides coverage of widely recognised online safety training for all candidates. This is further covered in the Engage Partners Code of Conduct which all candidates are required to confirm they have read and understood.

#### **4.10 Mental Health and Wellbeing**

All staff are made aware through our extensive training that mental health problems can, in some cases, be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's and vulnerable adults' experiences can impact their mental health, behaviour, and education.

While only specially trained staff should be involved in the process of diagnosis, Engage Partners staff, through their regular interactions with students, are required to be vigilant and follow proper reporting channels if and when concerns are identified.

This means not only reacting to current concerns but also being preemptive when students show indicators of developing a future concern.

#### **4.11 Homelessness and Unhoused (Peripatetic)**

Those children and vulnerable adults who are homeless or at risk of homelessness are placed at a serious welfare risk. Engage Partners staff are trained to work with the Engage DSL and their placement school's DSL to ensure proper referrals are made and that the child receives appropriate support.

This will include making correct referrals to local housing authorities and, if a risk of harm has been identified, making accurate and timely referrals to child social services.

#### **4.12 Working with LGBTQ+ students**

The fact that a child or a young person may be lesbian, gay, bisexual or trans (LGBT) is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

A Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may have wider vulnerabilities (see P55 KCSIE 2025)

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Engage Partners is aware that guidance on the following subjects is due to be updated in mid September 2025 and we await further guidance:

- Relationships, Sex and Health Education
- Gender Questioning Children

Engage Partners has a zero tolerance policy with regard to homophobic, biphobic or transphobic bullying or abuse and will take immediate action against any staff member viewed to have exhibited unacceptable behaviour.

#### 4.13 Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues many of which are listed above. These can include but are not exhaustive:

- Neglect
- Abuse
- Child Sexual Exploitation
- Child Criminal Exploitation.
- Mental Health concerns
- Serious Violence
- Sexual Abuse

Engage Partners staff work with our schools and colleges to ensure the response to absence be it isolated, regular or prolonged is focused and meets the requirements of [KCSIE 2025](#)

This requires a focused approach to ensure that a specialised approach is used to prevent further absence and ensure the reasons for absences are identified quickly for the welfare of the child or young person.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

We direct our staff to the following resources for further information and guidance:

- [Working together to improve school attendance](#) - From September 2025 this becomes specified statutory guidance.
- [Guidance on missing children in education](#)

Further guidance can be found via [KCSIE 2025 - Click here](#)

#### 4.14 Safeguarding concerns and allegations made against staff members and contractors

Where a member of Engage school staff has concerns about another member of staff (including agency staff, volunteers, contractors or permanent staff), posing a risk of harm to children, they should speak immediately with the school's DSL. Once they have spoken with the school's DSL, they should follow all school instructions and carry out reporting as per that school's policy. The school will then instruct the Engage school staff member to carry out any further necessary actions. Once able, the Engage school staff member should contact Engage Partners in order to report that an incident has been reported. This communication will then be passed to the Engage DSL who will follow up with the school and assist with any appropriate and necessary investigation.

Where low level concerns are raised, client schools should ensure they are following the updated [KCSIE September 2025](#) guidance.

If an incident occurred at a school to which the Engage school staff member is no longer contracted, they should contact the Engage Partners DSL immediately, unless it is urgent, in which case they should contact the placement school's DSL (details will be on the school's website) and then the Engage DSL. If neither is available and it is urgent, the Engage school staff member should consider calling one of the emergency numbers at the start of this policy. For non-urgent cases, where the DSLs are unavailable, they should leave basic information with the relevant school staff / Engage consultant(s) who will ensure they are called back at the earliest possible opportunity by the DSL. The DSL will then begin an appropriate investigation.

Where an Engage school staff member believes there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the DSL, they should report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform third parties, including LADO and Local Police, if required.

See section 3 for details of the full investigation and disciplinary process.

## **5. Evaluating and Reviewing our safeguarding procedures.**

It is essential to our child protection plan that we are constantly reviewing and evaluating our policies to ensure we are reactive to a changing environment, legislation and best practice.

We do this by ensuring our reporting and monitoring functions are under ongoing review and evaluation.

### **5.1 Stakeholder Feedback**

Engage Partners monitors and reviews feedback in the following ways:

#### **Candidate Feedback/Reporting**

- Engage Partners ensures candidates have access to multiple training and educational functions and ensure our candidates are aware of their responsibility through our mandatory training function.
- We invite candidates in specific specialisms to relevant online or offline courses to meet their development needs.
- We send feedback surveys to our candidates every 6 weeks to fully understand if we are meeting their expectations and, if not, we ask how to improve our communication around crucial safeguarding issues.

#### **School Feedback/Reporting**

- Schools are able to report any concerns through multiple channels; including via our centralised email address, through their personal consultant and via our DSL
- These contact details are sent upon initial engagement, when first bookings are made and throughout the process.
- Personal consultants are required to connect with their contacts, on at least a weekly basis, to ensure that schools have an easy communication route to report even the lowest level concerns.

- Feedback surveys are sent to our clients every 6 weeks to fully understand if we are meeting their expectations and, if not, to understand how to improve our communication.

## 5.2 Internal Review Processes

Engage Partners values safeguarding as a key priority and this is reflected in the value placed on safeguarding at board level.

- Our Operations Board meets weekly to ensure strong cross-department communication. Our DSL, Joseph Raffell, presents a weekly safeguarding and compliance update to the Board which is cascaded down to all teams. Minutes are recorded and recapped at the beginning of the next meeting.
- This is further backed by monthly Engage Partners Board meetings where our DSL presents to the Board any potential safeguarding or compliance concerns. This allows the organisation as a whole to have input into any preventative measures the organisation may need to put into place to assist with safeguarding. Minutes are recorded and recapped at the beginning of the next meeting.
- We understand safeguarding is not just about our external stakeholders but also ensuring all of our internal processes are secure.
- All safeguarding related policies are reviewed on a termly basis and we work with the REC and DfE by attending all safeguarding and compliance webinars. This allows us to make additional changes to our policies in between review periods.
- On a termly basis, we will assess safeguarding incidents to look for patterns. If patterns of concern are identified across the business, we will respond by offering additional support to our candidates and schools. This information is held securely within our Centralised Incident Report Spreadsheet and backed up within our CRM (please note this is not accessible to those outside of the DSL team)

## 5.3 Engage Partners Auditing Process

Engage Partners is audited by the REC and has reached the **'Gold Standard'** for safer recruitment practice. We are a CCS-approved supply agency.

Engage Partners has completed five audits in the past 3 years, including:

- REC - Education Audited (January 2025)
- EAS - Routine Legal Audit - Leeds (September 2024)
- NTP - Summer Audit (July 2023)
- NTP - March Audit (March 2024)
- Affinity Workforce - May Audit (May 2025)

Our next REC - Education Audited will take place in February 2026

To ensure robust compliance oversight, weekly internal audits are undertaken by the Compliance Manager. These involve a random review of 20% of each Compliance Coordinator's approved files from the preceding week, evaluating the quality of compliance checks against established procedures, confirming adherence to safer recruitment practices, and identifying opportunities for improvement.

In addition, Compliance Coordinators carry out monthly peer-to-peer audits, reviewing 5% of each other's files. This provides an additional layer of quality assurance and further reduces the risk of oversight.

Collectively, these audit processes promote consistency across the team, support continuous improvement in line with both internal standards and external regulatory requirements, and safeguard the integrity of safer recruitment practices at every stage.

Our CRM allows us to constantly monitor changes within a candidate's file to ensure that the following areas are updated to meet the correct criteria. We call this Legal Maintenance and it consists of the following:

- DBS renewals (Engage processed only, yearly if not on update service)
- Regular DBS update checks (yearly)
- Regular Checks utilising the [Check a teacher service](#) (yearly)
- Right to Work Checks (as and when required)

Legal Maintenance checks are for candidates who are continually working. Any candidate who has a gap of 84 days or more is required to restart the entire compliance process.

While we hold all our candidates to the same high standards, whether their work is in person or online, our CRM allows us to instantly identify and select candidates' files to provide any additional information not listed within our booking confirmations to schools or third parties when required for safeguarding or auditing purposes.

For each candidate, the information listed in our vetting and compliance statement is automatically sent to the school via our booking template. This is sent when the booking is made and 24 hours before the beginning of the booking. This can also be requested by the school at any time.

Our recruitment and vetting statement can be accessed at anytime here [here](#).

All data is stored in line with our Data Policies which can be found [here](#).

## 5.4 School Communications.

Engage Partners commits to communicating its safeguarding mission and policies through the following channels.

- All policies are available through our website and we have developed specific home pages for our compliance and safeguarding offerings.

- Upon initial engagement with schools, our terms of business and safeguarding policies are forwarded to key school contacts before we discuss recruitment needs.
- Our Safeguarding and Recruitment policies are attached to each booking confirmation, which is sent to both the timesheet approver and the hiring contact. Booking confirmations are sent when the booking is made, on the first day of the booking and whenever a booking is renewed.
- Our Safeguarding policies are now connected to all staff signatures.
- Contact details for our DSL and other important contacts are listed within all relevant policies.
- Engage Partners is happy to complete bespoke or standard letters of assurance for any clients and it will ensure that schools receive a full response to any safeguarding enquiries within 24 hours during term time.

## **6. Additional Information.**

### **6.1 Single Central Record and Data Storage**

Data for each and every candidate working with Engage Partners is stored securely via our CRM - Hubspot and our booking platform Engage Now.

This allows us to ensure that data can be provided to schools at a moment's notice, whenever a booking is made, at the beginning of each booking, and at any time on request.

Our Safer Recruitment statement below lists all information held for safeguarding purposes for each candidate.

Information on any candidates that have worked with Engage Partners is held for a minimum of 5 years in line with data protection legislation.

Engage Partners data protection policies can be found [here](https://www.engagepartners.co.uk/policies) or on our website at <https://www.engagepartners.co.uk/policies>

These include:

- Engage Partners Data Protection Policy 2025
- Engage Partners Data Protection Procedure 2025
- Engage Partners Privacy Notice 2025 (including for use on the company's website)
- Engage Partners Privacy Notice 2025 (when personal data is obtained directly from the data subject)
- Engage Partners Privacy Notice 2025 (when personal data is obtained from a 3rd party)
- Engage Partners Consent Form 2025
- Engage Partners Withdrawal of Consent Form 2025

If you have any concerns regarding data protection you can contact **Andy Carter** our Data Manager, at [andy@engagepartners.co.uk](mailto:andy@engagepartners.co.uk)

## 6.2 Safer Recruitment Statement

Our Safer Recruitment and Vetting statement is sent to all schools upon engagement with our organisation and outlines the crucial checks, training and expectations we complete/hold in relation to all candidates representing Engage Partners.

Our Recruitment Procedure and Training policies have been viewed in accordance with Safer Recruitment in Education to ensure we are fully compliant.

As members of REC and CCS, we adhere to best practices and comply fully with regulations, reviewing these policies on a regular basis. We regularly carry out audits in-house as well as commissioning independent, outsourced audits to ensure regulations are adhered to and standards are of a high level.

We meet all prospective candidates face-to-face where possible. In order to ensure the highest standard of compliance possible, our process covers the following checks:

- Face-to-face/Video interview.
- Identity will be verified via our government-approved partner Yoti and/or via the Home Office Checking Service
- Overseas police check required for six months or more from a country visited in the last five years. Where an OSPC cannot be secured, schools will be made aware in advance.
- Enhanced DBS - appropriate for the role they are placed in.
- Barred list (renewed every 12 months as part of an Enhanced DBS check)
- Cover employment history going back at least 10 years with no gaps
- Gain a *rehabilitation of offenders declaration* observing the filtering rules in association with Rehabilitation of Offenders Act 1974
- At least one UK proof of address which meets the DBS standard
- Proof of identity
- Right to work in the UK
- School and university qualifications where relevant
- Prohibition list check, as well as the EEA Teacher sanctions checklist
- National College for Teaching Leadership for all teachers
- At least two references - within the last 2 years - including the most recent employer
- References covering the past 2 years as a minimum
- Medical declaration
- Risk Assessment if required
- Provide the Keeping Children Safe in Education and Working Together to Safeguard Children guidance - Updated yearly, most recently September 1st 2025
- Recommendation of a prohibition order where appropriate
- Childcare disqualification check as standard
- Safeguarding and Prevent Training is provided to all staff members in advance of placement - updated yearly or as and when required
- Cyber Security Training
- Online and Social Media Checks

### Engage Partners DBS rules

For a DBS **not** issued by Engage Partners, we will accept a DBS if the candidate:

- **has an active subscription** to the update service at GOV.UK which covers child-barred list information only.

For a DBS issued by Engage Partners, we will accept a DBS if the candidate:

- does not have an active subscription to the update service which covers child-barred list information only, **but valid only for 12 months** from the date of issue.
- has an active subscription to the update service, which covers child barred list information only.

### **Safeguarding & Training at Engage Partners**

Throughout the year, Engage Partners hold in-person events for our candidates' continuing professional development (CPD), as well as providing generic and bespoke online training and support for all of our candidates. The following sessions, currently included in our offering, include specific sections on safeguarding matters:

- Safeguarding Refresher
- Positive Classroom Management
- Effective Questioning and Assessment
- Personalised Learning and Effective Differentiation
- Crisis Prevention and De-escalation
- Considering the Potential Effects of Early Childhood Trauma
- Positive Handling in Special School Settings
- Towards a Better Understanding of Autism
- Nurturing the AD(H)D Child and the Highly Sensitive Child (HSC)

All of our candidates must read and sign a document at registration stating they have read the Keeping Children Safe in Education DFE guidance, and have completed the Safeguarding E-Learning training on preventing and safeguarding children from being radicalised to supporting terrorism or becoming terrorists themselves.

All Engage Partners candidates must complete a Level 2 equivalent Safeguarding course at least once per year via our partner Creative Education. Our clients can request free access to this training at any time by contacting [joseph.raffell@engagepartners.co.uk](mailto:joseph.raffell@engagepartners.co.uk)

All Engage candidates and partner schools are reminded of the critical importance of giving any agency staff the opportunity to read through the school's safeguarding policy summary when carrying out an assignment in that school.

We expect all of our candidates to abide by safeguarding measures set out in Department of Education guidelines and acknowledge that they understand that it is their responsibility to safeguard children and are aware that they must notify Engage Partners immediately of anything that may affect their suitability to work with children or young people.

### **6.3 Additional Request**

Engage Partners is pleased to assist clients with needs that fall outside the scope of this policy, provided they remain in line with legal compliance regulations.

For any specific compliance-related enquiries, please contact:

Joseph Raffell  
Associate Director – Compliance, Safeguarding and Talent Acquisition  
joseph.raffell@engagepartners.co.uk

## 6.4 Additional Candidate Support, Guidance and Training

CPD is an important part of our safeguarding offering. In addition to our mandatory training, we provide the following options for our staff to ensure they are constantly developing their skills, knowledge and awareness.

- **Creative Education** - Engage Partners provides free access to Creative Education online training, our CPD partner, for all of our candidates. This allows candidates access to over 300 courses, ranging from Enhanced Safeguarding to Behavior Management and Effective Lesson Planning. Creative Education holds weekly webinars to ensure information is fully up to date and to respond to national and local trends.
- **Blogs** - Engage Partners also runs an award-winning blog (listed by Twinkl as in the top 10 in UK and Ireland 2021). The blog offers up-to-date details on legislation changes and training for our candidates as well as signposting useful organisations that candidates can access. Our website received over 240,000 views last month, with our blogging section being among the most popular. Our most popular blogs have included ‘How to spot the signs of bullying at school’ and ‘What are the effects of cyberbullying?’
- **Monthly Newsletter** - Our monthly newsletters are sent to all candidates in order to signpost them to any changes in government legislation, best practice and to ensure all candidates are aware of both our in-person training as well as our online offering through Creative Education’s website and updated blog content.

## Education Support

In addition to the professional training, guidance and support we offer candidates, we also offer welfare support to anyone working through Engage Partners. We understand that the welfare of our candidates is essential in ensuring positive outcomes for students and that is why all Engage Partners staff have access to our employee support program which is delivered by Education Support.

This offers Engage Partners employees free access to the following, which candidates can access for free:

- Counselling (for professional concerns)
- Counselling (for personal concerns)
- Financial Aid
- Legal Aid
- Specialist Information (including around child, elder and disability care)

All of this can be accessed 24/7 for our candidates via telephone or live chat

## 6.5 Whistleblowing policy

If you have concerns regarding the way Engage Partners or our client schools safeguards pupils – including poor or unsafe practice, or potential failures, please refer to the Engage Partners Whistleblowing policy that can be accessed via our website at <https://www.engagepartners.co.uk/policies>

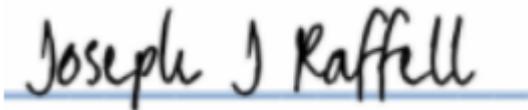
## 6.6 Complaints Policy

*Please only use for non-safeguarding concerns, please view whistleblowing policy and/or reporting policy for safeguarding related concerns.*

For concerns not related to child welfare or safeguarding, please follow our complaints policy that can be accessed at our website via <https://www.engagepartners.co.uk/policies>

### Confirmed and Authorised by:

Joseph Raffell, Associate Director - Compliance, Safeguarding and Talent Acquisition  
joseph.raffell@engagepartners.co.uk  
Phone: 0203 510 2222  
Mobile: 077 1448 0919  
Address: Engage Partners, Portsoken House, 155-157 Minories, London, EC3N 1LJ

A handwritten signature in black ink that reads 'Joseph J Raffell', positioned above a horizontal blue line.

**Date:** 07/08/2025