

Child Protection & Safeguarding Policy

Publication Date: September 2026

Review Date: September 2027

Reviewed and Ratified By: Service Directors (Marina & Holly)

Contents

1. Introduction	2
2. Equality Statement.....	3
3. Definitions	4
4. Safeguarding Principles.....	5
5. Key Safeguarding Contacts - safeguarding@remedicare.co.uk.....	6
6. Roles and Responsibilities.....	10
7. Responding to and Recording Safeguarding Concerns.....	13
8. Information Sharing and Confidentiality	15
9. Online Safety and Digital Safeguarding	15
10. Learners at Increased Risk of Harm	17
11. Learners Attending Alternative Provision.....	19
12. Attendance, Missing Learners and Safeguarding	21
13. Safeguarding Risk Assessments	22
14. Child-on-Child Abuse.....	23
15. Preventative Education and Curriculum	25
16. Safer Recruitment	28
17. Allegations Against Staff and Low-Level Concerns	29
18. Whistleblowing	31
19. Safeguarding Training and Staff Development.....	32
20. Site Safety and Visitors	34
21. Records Management and Confidentiality	35

Appendix 1	38
Appendix 2	48
Appendix 3	49

1. Introduction

Remedicare Education is committed to safeguarding and promoting the welfare of all learners who access our provision. We recognise that safeguarding is everyone’s responsibility and that every member of staff has a role in ensuring learners feel safe, valued, respected, and supported.

We operate with the principle that “it could happen here” and maintain a culture where safeguarding concerns are identified, reported, recorded, and responded to promptly.

As an Alternative Provision provider, Remedicare Education recognises the additional responsibilities we hold for learners who may already experience barriers to education, communication difficulties, complex needs, previous trauma, social care involvement, or increased vulnerability.

Our safeguarding approach is learner-centered. We ensure that:

The voice, wishes, feelings, and lived experiences of learners are considered in safeguarding decisions.

Learners are provided with safe opportunities to express concerns.

Staff understand their safeguarding responsibilities and know how to report concerns.

Appropriate support is provided at the earliest opportunity.

Effective partnership working takes place with families, schools on roll, Local Authorities, social care, health professionals, and other safeguarding partners.

Remedicare Education works in accordance with statutory safeguarding guidance, including:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Local safeguarding partnership procedures
- Prevent Duty guidance
- SEND Code of Practice

Safeguarding is embedded throughout Remedicare Education's practice, including learning programmes, behaviour support, personalised planning, risk assessments, and daily interactions with learners.

2. Equality Statement

Remedicare Education is committed to promoting equality, diversity, inclusion, and respect for all learners, families, and staff.

We recognise that some learners may face additional safeguarding barriers due to:

- Special educational needs and disabilities (SEND)
- Communication needs
- Learning difficulties
- Health conditions
- Social care involvement
- Previous experiences of trauma
- Family circumstances
- Online vulnerabilities
- Social isolation

We ensure that safeguarding procedures are accessible and adapted to meet individual learner needs.

All learners have the right to:

- Be treated with dignity and respect.
- Feel safe within the provision.
- Have their concerns listened to.
- Receive support without discrimination.

Any concerns relating to discrimination, prejudice, bullying, harassment, or harmful behaviour will be responded to through safeguarding and behaviour procedures.

3. Definitions

Safeguarding

Safeguarding means:

- Protecting children from abuse, neglect, exploitation, and harm.
- Supporting children and young people to achieve positive outcomes.
- Providing help and support when concerns emerge.
- Preventing impairment of children's physical and mental health or development.
- Ensuring children grow up in circumstances that provide safe and effective care.

A child is defined as any person under the age of 18.

Child Protection

Child protection refers to the actions taken when there is concern that a child may be suffering, or at risk of suffering, significant harm.

Learner

Within this policy, the term learner refers to any child or young person accessing education through Remedicare Education.

Designated Safeguarding Lead (DSL)

The DSL is the member of staff responsible for leading safeguarding arrangements, providing advice, managing safeguarding concerns, and liaising with external agencies.

Deputy Designated Safeguarding Lead (DDSL)

A DDSL supports the DSL team and acts on their behalf when required.

4. Safeguarding Principles

Remedicare Education follows these key safeguarding principles:

Safeguarding is everyone's responsibility

Every member of staff must understand their safeguarding duties and act immediately when concerns arise.

Learner-centred practice

The welfare and best interests of the learner are always central to decision-making.

Early identification and intervention

We recognise that early support can prevent concerns from escalating.

Professional curiosity

Staff are encouraged to ask questions, seek clarification, and report concerns where something does not feel right.

Partnership working

We work closely with:

- Parents and carers
- Schools on roll
- Local Authorities
- Social workers
- Health professionals

- External safeguarding agencies

5. Key Safeguarding Contacts - safeguarding@remedicare.co.uk

Name	Role	Contact details
 Marina Logan	Leading DSL Service Director	Marina.logan@remedicare.co.uk 07865 245120
 Jenny Marshall	DSL – Alpine House Centre Manager	Jennifer.marshall@remedicare.co.uk 07865245121
 Lilly Isaacs	DSL – Behaviour & Inclusion	Lilly.Isaacs@remedicare.co.uk 07828 819725
 Della Farrugia	DSL - Behaviour & Safeguarding Lead	Della.Farrugia@remedicare.co.uk
 Jamie Wykes	DDSL - Develop Pathway Team Leader	Jamie.Wykes@remedicare.co.uk
 Andre Welds	DDSL – Behaviour Team Leader	Andre.Welds@remedicare.co.uk
 Phoebe Jerman	DDSL – Team Leader	Phoebe.Jerman@remedicare.co.uk

Emily Freemantle 	DDSL – Outdoor Learning Lead	Emily.Freemantle@remedicare.co.uk
Sophie Grove 	DDSL – Education Mentor	Sophie.Grove@remedicare.co.uk
Zara Hancock 	DDSL – Education Mentor	Zara.Hancock@remedicare.co.uk
Karis Smith 	DDSL – Education Mentor	Karis.Smith@remedicare.co.uk
Charlie Attewell 	DDSL – Education Mentor	Charlie.Attewell@remedicare.co.uk
Local Authority Designated Officer (LADO) The LADO manages allegations and concerns relating to adults working with children.		
Bracknell:- Wokingham:- Reading:- Windsor & Maidenhead:- West Berkshire:- Bracknell Forest Council		lado@bracknell-forest.gov.uk 01344 351572 lado@wokingham.gov.uk 01189 088002 lado@brighterfuturesforchildren.org 01189 372684 lado@achievingforchildren.org 07774 332675 lado@westberks.gov.uk 01635 519700

	safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Children's Social Care – for reporting concerns	
Bracknell MASH	mash@bracknell-forest.gov.uk 01344 352005
Wokingham	triage@wokingham.gov.uk 01189 088002
Reading	www.Brighterfuturesforchildren.org 01118 9373641
Windsor & Maidenhead	mash@achievingforchildren.org 01628 683150
West Berkshire	childrensdutysocialcare@westberks.gov.uk 01635 503090
Bracknell Forest Council	01344 351999
Virtual School	
Bracknell	virtual.school@bracknell-forest.gov.uk 01344 352777
Wokingham	Virtualschool.admin@wokingham.gov.uk 01189 088002
Reading	info@brighterfuturesforchildren.org 01118 9373641
Windsor & Maidenhead	afcvirtualschool@achievingforchildren.org 0208 8316037
West Berkshire	virtualschool@westberks.gov.uk 01635 519727

Any concern regarding a member of staff, volunteer, or professional working with learners must be reported immediately in line with this policy.

6. Roles and Responsibilities

Service Directors – Leading Designated Safeguarding Leads

Marina Logan & Holly Awford

The Service Directors hold strategic responsibility for safeguarding and child protection across Remedicare Education.

They ensure that safeguarding remains central to all aspects of the provision and that effective systems are in place to protect learners.

Responsibilities include:

- Providing strategic leadership and oversight of safeguarding arrangements.
- Ensuring Remedicare Education complies with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and local safeguarding partnership procedures.
- Ensuring safeguarding policies, procedures, and practice are reviewed regularly and remain effective.
- Ensuring the DSL and DDSL teams are appropriately trained and supported.
- Ensuring all staff receive appropriate safeguarding induction and ongoing training.
- Maintaining oversight of safeguarding audits, reviews, and actions.
- Ensuring safer recruitment procedures are followed, including:
 - Appropriate pre-employment checks.
 - Management of allegations against staff.
 - Management of low-level concerns.
- Ensuring safeguarding concerns involving staff are managed appropriately and referred to the Local Authority Designated Officer (LADO) where required.



- Maintaining effective working relationships with:
 - Local Authorities
 - Schools on roll
 - Social Care
 - Virtual School
 - Health professionals
 - Other safeguarding partners.

Designated Safeguarding Leads (DSLs)

Jenny, Della & Lilly

The DSL team has responsibility for the operational management of safeguarding and child protection arrangements.

The DSL team will:

- Act as the first point of contact for safeguarding concerns.
- Ensure staff understand safeguarding procedures and reporting expectations.
- Provide advice, guidance, and support to staff.
- Ensure safeguarding concerns are responded to promptly.
- Make appropriate referrals to external agencies where required.
- Liaise with:
 - Schools on roll
 - Local Authorities
 - Social workers
 - Families
 - Other professionals involved in learner support.
- Attend and contribute to:
 - Child protection meetings.
 - Strategy discussions.
 - Early Help meetings.
 - Multi-agency meetings.
 - Looked After Children reviews.



- Monitor learners who are subject to safeguarding plans.
- Ensure safeguarding records are accurate, secure, and confidential.
- Ensure safeguarding concerns and actions are recorded on **CPOMS**.
- Support staff in recognising emerging safeguarding concerns.
- Oversee online safety arrangements, including filtering and monitoring systems.
- Promote preventative safeguarding education throughout the provision.

Deputy Designated Safeguarding Leads (DDSLs)

Charlie, Jamie, Andre, Karis, Phoebe, Zara, Emily F & Sophie G

The DDSL team supports the DSL team and contributes to maintaining effective safeguarding arrangements.

Responsibilities include:

- Supporting the DSL team with safeguarding responsibilities.
- Acting on behalf of the DSL team when required.
- Supporting staff to identify and report safeguarding concerns.
- Ensuring concerns are escalated appropriately.
- Supporting learner welfare monitoring.
- Contributing to safeguarding risk assessments and support plans.
- Supporting communication with families and external professionals.
- Ensuring safeguarding information is recorded securely.

All Staff Responsibilities

Safeguarding is the responsibility of every member of staff at Remedicare Education.

All staff must:

- Understand who the DSL and DDSL team members are.
- Know how to report safeguarding concerns.
- Maintain a safe and supportive environment for all learners.
- Recognise signs and indicators of abuse, neglect, exploitation, and harm.
- Report concerns immediately and never assume someone else will act.
- Record concerns accurately and factually.
- Maintain confidentiality and share information appropriately.
- Attend safeguarding training and complete required updates.
- Understand the additional vulnerabilities experienced by some learners, including those with SEND and communication needs.
- Support preventative safeguarding education.
- Challenge unsafe practice and raise concerns appropriately.

Staff should always remember:

“A concern, no matter how small it may appear, should always be shared.”

7. Responding to and Recording Safeguarding Concerns

Remedicare Education is committed to ensuring that all safeguarding concerns are responded to quickly, appropriately, and consistently.

Raising a Concern

Any member of staff who has a safeguarding concern about a learner must:

1. Report the concern immediately to the DSL team.
2. Record the concern clearly and factually on **CPOMS**.
3. Include:
 - a. What was seen, heard, or disclosed.
 - b. Date and time of the concern.
 - c. Who was involved.
 - d. Any immediate actions taken.



Staff should avoid:

- Investigating concerns themselves.
- Asking leading questions.
- Making assumptions.
- Promising confidentiality to learners.

Where a learner makes a disclosure, staff should:

- Listen calmly.
- Take the learner seriously.
- Reassure them they have done the right thing.
- Explain that information must be shared with appropriate people to keep them safe.
- Record the learner's words as accurately as possible.

CPOMS Safeguarding Recording

All safeguarding concerns must be recorded securely on CPOMS.

Records must:

- Be factual and objective.
- Avoid personal opinions or assumptions.
- Clearly document actions taken.
- Include professional decisions and outcomes.
- Be treated as confidential safeguarding information.

Access to safeguarding records is restricted to authorised staff.

Immediate Risk of Harm

Where a learner is believed to be at immediate risk of significant harm:

- The DSL team must be informed immediately.
- Appropriate emergency services or safeguarding partners will be contacted where required.

- Actions taken must be recorded on CPOMS.

If a member of staff cannot access the DSL team and believes a learner is at immediate risk, they must take appropriate action to safeguard the learner and report this as soon as possible.

8. Information Sharing and Confidentiality

Remedicare Education recognises that effective information sharing is essential to safeguarding learners.

Information will be shared appropriately with professionals who need it to protect and support learners.

This may include:

- Schools on roll.
- Local Authorities.
- Social Care.
- Health professionals.
- Police.
- Other safeguarding partners.

Information sharing will follow the principles that:

- The safety and welfare of the learner is the priority.
- Information should only be shared with appropriate people.
- Records must be accurate, secure, and confidential.
- Staff should not delay sharing information because they are unsure.

Confidentiality does not prevent information being shared when there are safeguarding concerns.

9. Online Safety and Digital Safeguarding

Remedicare Education recognises that technology plays an important role in learners' lives and education. While digital technology provides valuable opportunities for learning, communication, and independence, it can also expose learners to safeguarding risks.

Online safety is an essential part of our safeguarding approach, and all staff have a responsibility to support learners in developing safe and positive online behaviours.

Remedicare Education will ensure learners are supported to understand and manage risks associated with:

- Online communication.
- Social media.
- Gaming platforms.
- Cyberbullying.
- Online exploitation.
- Inappropriate content.
- Online grooming.
- Sharing personal information.
- Digital relationships.
- Artificial intelligence and emerging technologies.

Online Safety Responsibilities

The DSL team will oversee online safeguarding arrangements and ensure concerns relating to online activity are managed appropriately.

This includes:

- Monitoring online safety concerns.
- Supporting staff to recognise online risks.
- Working with external agencies where required.
- Ensuring online safety education is appropriate to learners' individual needs.
- Reviewing filtering and monitoring arrangements.

All staff must:

- Promote safe and responsible technology use.
- Report concerns relating to online activity.
- Understand that online safeguarding concerns can occur both inside and outside of the provision.
- Support learners with safe digital behaviours.

Learners with SEND and Online Safety

Remedicare Education recognises that some learners may require additional support to understand online risks due to:

- Communication differences.
- Learning needs.
- Social understanding difficulties.
- Vulnerability to manipulation or exploitation.

Online safety support will be adapted to meet individual learner needs and may include:

- Visual resources.
- Social stories.
- Direct teaching.
- Individual risk assessments.
- Increased supervision where appropriate.

10. Learners at Increased Risk of Harm

Remedicare Education recognises that some learners may be more vulnerable to safeguarding concerns due to their individual circumstances.

This may include learners who:

- Have special educational needs or disabilities.



- Have communication difficulties.
- Have experienced trauma.
- Are known to social care.
- Are subject to safeguarding plans.
- Are looked after or previously looked after.
- Experience mental health difficulties.
- Are vulnerable to exploitation.
- Experience difficulties accessing education.

Staff must maintain professional curiosity and consider whether additional support or safeguarding action may be required.

Learners with Special Educational Needs and Disabilities (SEND)

Remedicare Education recognises that learners with SEND may face additional safeguarding barriers, including:

- Difficulties communicating concerns.
- Increased dependence on adults.
- Difficulties recognising unsafe situations.
- Increased vulnerability to abuse, bullying, exploitation, or manipulation.

Staff working with learners with SEND must:

- Understand individual communication needs.
- Know how learners express discomfort, distress, or concern.
- Adapt safeguarding approaches appropriately.
- Ensure learners have meaningful opportunities to share their views.
- Record and report concerns promptly.

Safeguarding practice must always consider the learner's individual needs and circumstances.

Children Looked After and Previously Looked After

Remedicare Education recognises the additional vulnerabilities that some children in care may experience.

Where learners are looked after or previously looked after, we will work closely with:

- Virtual School teams.
- Local Authorities.
- Social workers.
- Schools on roll.
- Carers and families.

The provision will support learners by:

- Understanding their individual plans.
- Contributing to review meetings where appropriate.
- Supporting educational progress and wellbeing.
- Identifying and responding to emerging safeguarding concerns.

Exploitation

Remedicare Education understands that learners may be vulnerable to different forms of exploitation, including:

- Criminal exploitation.
- Child sexual exploitation.
- County lines activity.
- Online exploitation.
- Financial exploitation.

Staff will remain alert to indicators such as:

- Changes in behaviour.
- Increased secrecy.
- Unexplained possessions.
- Missing episodes.
- New friendships or relationships causing concern.

- Increased anxiety or withdrawal.

Any concerns must be reported immediately through safeguarding procedures.

11. Learners Attending Alternative Provision

Remedicare Education recognises its safeguarding responsibility for all learners accessing the provision.

Although learners remain on roll with their referring school or commissioning body, Remedicare Education maintains responsibility for ensuring learners are safe while attending our provision.

We work closely with:

- Schools on roll.
- Local Authorities.
- Parents/carers.
- Social workers.
- Other professionals.

This includes:

- Sharing attendance information.
- Reporting safeguarding concerns promptly.
- Participating in safeguarding meetings.
- Sharing relevant information to support learner wellbeing.
- Reviewing risks and support needs.

Commissioned Hours and Boundaries of Provision

Remedicare Education Services is an Alternative Provision (AP) provider offering flexible, personalised education packages designed around the individual needs of learners.

Learner placements are commissioned and agreed with the relevant school, Local Authority, or commissioning body. Remedicare Education provides education packages of up to a maximum of **15 hours per week per learner**.

As part of our safeguarding responsibilities, all staff must understand that commissioned AP hours are established to:

- Protect learner wellbeing.
- Ensure Remedicare Education is not the sole education provider for a child unless formally agreed.
- Maintain appropriate educational oversight.
- Ensure clear responsibility and accountability for each learner's education and safeguarding.

Staff must maintain professional boundaries at all times and must not offer, arrange, or deliver additional hours beyond those formally commissioned.

Any request for increased hours, timetable changes, or additional support must be discussed with a Service Director and formally agreed with the relevant commissioner before implementation.

Maintaining clear boundaries around commissioned hours is an important aspect of safeguarding practice. It ensures:

- Appropriate staffing arrangements are maintained.
- Risk assessments remain accurate and effective.
- Learners receive education within the agreed Alternative Provision framework.
- Responsibilities between Remedicare Education, schools, Local Authorities, and families remain clear.

All staff share responsibility for ensuring these expectations are followed consistently. Any concerns, requests, or deviations from agreed commissioned hours must be reported promptly to senior leadership.

Partnership Working

Effective communication is essential to safeguarding learners accessing Alternative Provision.

Remedicare Education will:

- Maintain regular communication with referring schools.
- Share relevant safeguarding information appropriately.
- Inform schools and Local Authorities of significant concerns.

- Contribute to multi-agency planning.
- Ensure learners receive consistent support across settings.

12. Attendance, Missing Learners and Safeguarding

Regular attendance is an important part of safeguarding.

Remedicare Education monitors attendance closely and recognises that unexplained absence may indicate that a learner requires additional support.

Attendance is recorded using:

DC Pro Attendance System

Schools on roll and Local Authorities receive a weekly attendance report each Friday.

Where a learner is absent unexpectedly:

- Parents/carers will be contacted to establish the reason for absence.
- The absence will be recorded accurately.
- Schools on roll and relevant professionals will be informed as soon as possible where appropriate.

Unexplained Absence Procedure

If a learner is absent and no reason has been provided:

1. Staff will attempt to contact parents/carers.
2. The DSL team will consider whether there are safeguarding concerns.
3. The learner's school on roll and relevant professionals will be notified where appropriate.
4. Actions and communication will be recorded.

Safeguarding Welfare Checks

Where there are concerns regarding a learner's safety or wellbeing, Remedicare Education may complete a welfare check in line with safeguarding procedures.

This may include:

- Contacting parents/carers.
- Liaising with professionals.
- Completing a home visit where appropriate and agreed.
- Recording all actions and outcomes on safeguarding systems.

13. Safeguarding Risk Assessments

Remedicare Education uses safeguarding risk assessments to identify and reduce potential risks to learners.

Risk assessments may be completed for:

- Individual learner needs.
- Behaviour concerns.
- Medical needs.
- Transport arrangements.
- Community activities.
- Online safety.
- Vulnerability to exploitation.
- Transition arrangements.

Risk assessments will:

- Be reviewed regularly.
- Involve relevant professionals where appropriate.
- Reflect the learner's individual needs.
- Support safe participation and inclusion.

14. Child-on-Child Abuse

Remedicare Education recognises that children and young people can experience harm from the actions and behaviours of other children. Child-on-child abuse is unacceptable and will never be dismissed as “banter”, “part of growing up”, or “just a disagreement”.

All staff have a responsibility to recognise, respond to, and report concerns relating to child-on-child abuse.

Child-on-child abuse can include, but is not limited to:

- Bullying, including cyberbullying.
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Harmful sexual behaviours.
- Sharing of sexual images or videos without consent.
- Online abuse.
- Initiation or hazing-type violence.
- Upskirting.
- Exploitation.
- Discriminatory abuse.
- Emotional or psychological harm.

Recognising Child-on-Child Abuse

Staff should remain alert to changes in learner behaviour and recognise that child-on-child abuse may happen:

- Inside or outside the provision.
- Online or through digital platforms.
- Between learners of the same age or different ages.
- Through direct contact or indirect actions.

Signs that a learner may be experiencing harm could include:

- Changes in behaviour or emotional wellbeing.
- Withdrawal from activities.
- Increased anxiety or distress.
- Changes in friendships or relationships.
- Reluctance to attend the provision.
- Unexplained injuries.
- Sexualised behaviour that is inappropriate for the learner's developmental stage.
- Concerns raised by the learner, family, or another professional.

Responding to Child-on-Child Abuse

Where a concern is identified:

- The concern must be reported immediately to the DSL team.
- The concern must be recorded on CPOMS.
- The DSL team will assess the concern and determine appropriate action.
- Parents/carers and external agencies will be informed where appropriate.
- Support will be provided for both the learner experiencing harm and the learner displaying harmful behaviour.

Remedicare Education will ensure responses are:

- Learner-centred.
- Proportionate.
- Fair.
- Focused on safeguarding and education.

Harmful Sexual Behaviour

Some learners may require additional support to understand:

- Appropriate relationships.
- Personal boundaries.
- Consent.
- Privacy.



- Safe behaviours.

Due to the needs of some Remedicare learners, including learners with communication differences or additional learning needs, staff must consider developmental understanding when responding to concerns.

Any harmful sexual behaviour will be addressed through safeguarding procedures, individual support plans, and multi-agency involvement where required.

15. Preventative Education and Curriculum

Remedicare Education believes that preventative education is an important part of safeguarding. Learners should be supported to develop the knowledge, confidence, and skills needed to keep themselves and others safe.

Preventative education is delivered in a way that is appropriate to each learner's:

- Age.
- Developmental stage.
- Communication needs.
- SEND profile.
- Individual circumstances.

Areas Covered Through Preventative Education

Learners may receive support and education around:

Healthy Relationships

Including:

- Respect.
- Boundaries.
- Kindness.
- Recognising safe and unsafe relationships.

- Understanding emotions.

Keeping Safe

Including:

- Recognising risks.
- Seeking help.
- Understanding trusted adults.
- Personal safety.

Online Safety

Including:

- Safe internet use.
- Online communication.
- Digital footprints.
- Online risks.

Respect and Equality

Including:

- Diversity.
- Inclusion.
- Challenging discrimination.
- Understanding differences.

Emotional Wellbeing

Including:

- Identifying feelings.
- Managing emotions.
- Asking for support.



Learner-Centred Approach

Remedicare Education recognises that many learners require personalised approaches to safeguarding education.

This may include:

- Visual resources.
- Social stories.
- Individualised teaching.
- Communication aids.
- Repetition and reinforcement.
- Practical learning opportunities.

16. Safer Recruitment

Remedicare Education is committed to ensuring that all staff, volunteers, and individuals working with learners are suitable to work with children.

Safer recruitment is an essential part of safeguarding and aims to prevent unsuitable individuals from gaining access to learners.

Recruitment Procedures

Remedicare Education follows safer recruitment procedures, including:

- Clear job descriptions and person specifications.
- Safeguarding-focused interview questions.
- Verification of identity.
- Enhanced DBS checks where required.
- Right to work checks.
- Verification of qualifications where required.
- References obtained and checked.
- Appropriate pre-employment checks completed before staff begin work.

Safer Recruitment Responsibilities

The Service Directors ensure:

- Recruitment procedures meet statutory requirements.
- Appropriate safeguarding checks are completed.
- Recruitment records are maintained.
- Staff involved in recruitment understand safer recruitment principles.

Staff Induction

All new staff receive safeguarding induction before working independently with learners.

This includes:

- Safeguarding procedures.
- Identifying concerns.
- Reporting routes.
- DSL information.
- Behaviour expectations.
- Professional boundaries.
- Online safety responsibilities.

17. Allegations Against Staff and Low-Level Concerns

Remedicare Education recognises that safeguarding responsibilities include protecting learners from harm caused by adults working with them.

All concerns relating to staff conduct must be taken seriously and responded to appropriately.

Allegations Against Staff

An allegation may relate to concerns that a member of staff has:

- Behaved in a way that has harmed, or may have harmed, a child.
- Possibly committed a criminal offence against a child.



- Behaved towards a child in a way that indicates they may pose a risk of harm.
- Failed to maintain appropriate professional boundaries.

Responding to Allegations

Any allegation or concern regarding a member of staff must be reported immediately to the Service Directors.

The Service Directors will:

- Follow safeguarding procedures.
- Consider whether the concern meets the threshold for referral to the LADO.
- Seek advice from safeguarding partners where required.
- Ensure appropriate records are maintained.

The LADO should be contacted where concerns relate to an adult working with children.

Wokingham Borough Council LADO

Telephone: 07801 664588

Email: LADO@wokingham.gov.uk

Low-Level Concerns

Remedicare Education recognises the importance of recording and responding to concerns about staff behaviour that may not meet the threshold of an allegation but may indicate a potential safeguarding risk.

Low-level concerns may include behaviour that:

- Is inconsistent with professional expectations.
- Falls below expected standards.
- Causes concern about professional boundaries.

Examples may include:

- Excessive familiarity with learners.
- Inappropriate communication.
- Favouritism.
- Boundary concerns.
- Failure to follow safeguarding procedures.

All low-level concerns must be reported to the Service Directors and recorded appropriately.

Patterns of behaviour will be monitored to identify any emerging risks.

18. Whistleblowing

Remedicare Education promotes a culture where staff feel confident to raise concerns about safeguarding practice.

All staff have a responsibility to speak up if they believe:

- A learner may be at risk.
- Safeguarding procedures are not being followed.
- A colleague's behaviour may place learners at risk.
- Unsafe practice is occurring.

Raising a Whistleblowing Concern

Staff should initially raise concerns with:

- The Service Directors.
- A member of the DSL team.

Concerns will be treated seriously, confidentially, and investigated appropriately.

If a Concern Cannot Be Raised Internally

If a member of staff feels unable to raise concerns internally, or believes concerns have not been addressed appropriately, they may seek advice from external safeguarding bodies.

This may include:

- Local Authority safeguarding partners.
- The Local Authority Designated Officer (LADO).
- Relevant professional organisations.

Protection for Staff Raising Concerns

Remedicare Education is committed to ensuring that staff who raise genuine safeguarding concerns are supported and protected from retaliation.

Staff should understand that raising a safeguarding concern is part of their professional responsibility and contributes to maintaining a safe environment for all learners.

19. Safeguarding Training and Staff Development

Remedicare Education recognises that effective safeguarding depends on all staff having the knowledge, confidence, and skills to identify and respond to concerns.

Safeguarding training is an essential part of professional practice and ensures staff understand their responsibilities in protecting learners.

Staff Safeguarding Training

All staff working at Remedicare Education receive safeguarding training as part of their induction and ongoing professional development.

Training includes:

- Safeguarding responsibilities.
- Recognising signs and indicators of abuse and neglect.
- How to report safeguarding concerns.
- The role of the DSL and DDSL teams.



- Child-on-child abuse.
- Online safety.
- Prevent and radicalisation awareness.
- Exploitation and county lines.
- SEND-related safeguarding vulnerabilities.
- Professional boundaries.
- Allegations against staff.
- Whistleblowing procedures.

Safeguarding Induction

All new staff must complete safeguarding induction before working independently with learners.

Induction includes:

- Introduction to the Remedicare Education safeguarding team.
- Safeguarding policy and procedures.
- Reporting arrangements.
- CPOMS recording expectations.
- Learner-specific safeguarding information where appropriate.
- Professional conduct expectations.

DSL and DDSL Training

The DSL and DDSL team receive enhanced safeguarding training to support them in their roles.

This includes:

- Managing safeguarding concerns.
- Making referrals.
- Working with external agencies.
- Child protection processes.
- Multi-agency safeguarding arrangements.
- Supporting vulnerable learners.
- Reviewing safeguarding practice.

DSL training is refreshed in line with statutory expectations.

Ongoing Safeguarding Updates

Safeguarding is continuously reviewed through:

- Staff meetings.
- Training sessions.
- Safeguarding briefings.
- Policy updates.
- Learning from incidents and reviews.

Staff are expected to remain up to date with safeguarding guidance and changes in practice.

20. Site Safety and Visitors

Remedicare Education is committed to ensuring that learners, staff, and visitors are safe within our environment.

The provision maintains appropriate procedures to ensure site security and the safe management of visitors.

Visitors to Remedicare Education

All visitors must:

- Report to reception or the designated arrival point.
- Sign in upon arrival.
- Wear appropriate visitor identification where required.
- Be supervised where necessary.
- Sign out when leaving the provision.

Visitors who have not completed appropriate safeguarding checks must not have unsupervised access to learners.

Contractors and External Professionals

Contractors and professionals visiting Remedicare Education must:

- Follow safeguarding expectations.
- Provide appropriate identification.
- Follow site procedures.
- Be supervised where required.

Where contractors are working regularly within the provision, appropriate safeguarding checks will be completed.

Site Safety

Remedicare Education will ensure:

- The learning environment is safe and suitable.
- Risks are identified and managed.
- Safeguarding concerns relating to the environment are addressed.
- Staff understand emergency procedures.
- Learners are supervised appropriately.

Risk assessments will be completed where required, including for:

- Individual learner needs.
- Activities.
- Trips and community access.
- Transport arrangements.
- Medical needs.
- Behavioural risks.

21. Records Management and Confidentiality

Remedicare Education recognises that accurate safeguarding records are essential in protecting learners and supporting effective multi-agency working.

Safeguarding information must be recorded, stored, and shared appropriately.

Safeguarding Records

All safeguarding concerns must be recorded securely on **CPOMS**.

Records should include:

- Date and time of concern.
- Details of the concern.
- Who raised the concern.
- Actions taken.
- Decisions made.
- Outcomes and follow-up actions.

Records must be:

- Clear.
- Accurate.
- Factual.
- Professional.
- Completed promptly.

Staff should avoid:

- Personal opinions.
- Assumptions.
- Unnecessary information.

Confidentiality

Safeguarding information is confidential and must only be shared with appropriate individuals who need the information to safeguard a learner.

Staff must:

- Maintain confidentiality.
- Store information securely.
- Discuss safeguarding concerns only with appropriate colleagues.



- Follow data protection requirements.

Confidentiality does not prevent information sharing where there is a safeguarding concern.

The welfare and safety of the learner remains the priority.

Information Sharing with External Agencies

Remedicare Education works collaboratively with safeguarding partners to support learner wellbeing.

Information may be shared with:

- Schools on roll.
- Local Authorities.
- Social Care.
- Health professionals.
- Police.
- Other relevant agencies.

Information sharing decisions will always consider:

- The learner's safety.
- The purpose of sharing information.
- The need-to-know principle.
- Legal and safeguarding responsibilities.

Appendix 1

Types of Abuse and Safeguarding Concerns

Understanding Abuse and Safeguarding Concerns

All staff at Remedicare Education must understand the different forms of abuse, neglect, exploitation, and wider safeguarding concerns that may place learners at risk of harm.

Safeguarding concerns may present differently for each learner, particularly for learners with Special Educational Needs and Disabilities (SEND), communication differences, or complex needs. Staff must consider each learner's individual circumstances, presentation, behaviour, and usual patterns.

Staff should remember that safeguarding concerns are not always obvious. A change in behaviour, communication, emotional wellbeing, attendance, or presentation may indicate that a learner requires support.

Where there is a concern, staff must follow Remedicare Education safeguarding procedures and report concerns immediately to the Designated Safeguarding Lead (DSL) team.

Physical Abuse

Physical abuse involves deliberately causing physical harm to a child.

This may include:

- Hitting, kicking, punching, or causing injury.
- Shaking or physically harming a child.
- Using inappropriate physical punishment.
- Deliberately causing pain or injury.

Possible indicators may include:

- Unexplained injuries.
- Injuries that do not match the explanation provided.
- Frequent injuries.
- Fear of certain people or situations.
- Changes in behaviour.
- Becoming withdrawn, anxious, or distressed.

Emotional Abuse

Emotional abuse is the persistent emotional mistreatment of a child that can affect their emotional development and sense of self-worth.

This may include:

- Persistent criticism, humiliation, or rejection.
- Threats or intimidation.
- Making a child feel worthless or unloved.
- Preventing a child from expressing their feelings.
- Exposure to inappropriate adult conflict.

Possible indicators may include:

- Low self-esteem.
- Anxiety or emotional distress.



- Withdrawal.
- Difficulty forming relationships.
- Increased sensitivity or fearfulness.
- Changes in communication or behaviour.

Sexual Abuse

Sexual abuse involves forcing or persuading a child to participate in sexual activities, whether or not the child understands what is happening.

This may include:

- Physical sexual contact.
- Non-contact sexual abuse.
- Exposure to sexual content.
- Sexual exploitation.
- Online sexual abuse.

Possible indicators may include:

- Sexualised behaviour inappropriate for the learner's age or developmental stage.
- Changes in behaviour or emotional wellbeing.
- Distress around certain individuals.
- Avoidance of particular situations.
- Disclosure of sexual harm.

Neglect

Neglect is the ongoing failure to meet a child's basic physical, emotional, medical, or educational needs.

This may include:

- Failure to provide adequate food, clothing, or shelter.
- Failure to provide appropriate supervision.
- Failure to meet medical or health needs.
- Failure to respond to a child's emotional needs.



Possible indicators may include:

- Poor hygiene.
- Tiredness or hunger.
- Inappropriate clothing.
- Poor attendance.
- Unmet medical needs.
- Changes in behaviour or presentation.

Child-on-Child Abuse

Child-on-child abuse occurs when a child causes harm to another child.

This may include:

- Bullying.
- Cyberbullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Sharing sexual images without consent.
- Online abuse.

Possible indicators may include:

- A learner becoming withdrawn.
- Changes in friendships.
- Fear or anxiety about attending the provision.
- Changes in behaviour.
- Distress following online activity or communication.

All concerns must be reported and managed through safeguarding procedures.

Child Sexual Exploitation (CSE)

Child sexual exploitation involves a child being manipulated, coerced, or pressured into sexual activity.

This may involve:

- Gifts or rewards.
- Manipulation through relationships.
- Online grooming.
- Coercion or threats.

Possible indicators may include:

- Changes in relationships or friendships.
- Increased secrecy.
- Unexplained gifts or possessions.
- Changes in behaviour.
- Missing episodes.
- Contact with unknown individuals online.

Child Criminal Exploitation (CCE) and County Lines

Child criminal exploitation occurs when children are manipulated or coerced into criminal activity.

This may include:

- County lines activity.
- Carrying or storing items for others.
- Financial exploitation.
- Being pressured into illegal activity.

Possible indicators may include:

- Sudden changes in behaviour.
- New friendships or older associates.
- Increased secrecy.
- Unexplained money or possessions.
- Missing episodes.
- Increased anxiety or fear.

Domestic Abuse

Domestic abuse involves abusive behaviour between family members or intimate partners.

Children may experience harm through:

- Seeing or hearing domestic abuse.
- Experiencing the impact of abuse within their home.
- Being used as part of abusive behaviour.

Possible indicators may include:

- Anxiety.
- Emotional distress.
- Changes in behaviour.
- Difficulty concentrating.
- Increased fearfulness.

Online Safety Concerns

Online risks may include:

- Online grooming.
- Cyberbullying.
- Exposure to inappropriate content.
- Sharing personal information.
- Online exploitation.
- Harmful online relationships.

Possible indicators may include:

- Increased secrecy around devices.
- Emotional changes after online activity.
- Withdrawal.
- Distress linked to online communication.

Mental Health and Emotional Wellbeing

Safeguarding includes supporting learners experiencing difficulties with emotional wellbeing or mental health.

Concerns may include:

- Anxiety.
- Depression.
- Self-harm.
- Emotional distress.
- Suicidal thoughts.

Staff should:

- Listen and take concerns seriously.
- Report concerns promptly.
- Follow safeguarding procedures.

Self-Neglect and Vulnerability

Some learners may require additional support due to:

- Communication needs.
- Learning difficulties.
- Dependency on adults.
- Difficulty recognising risks.
- Difficulty expressing concerns.

Staff must ensure safeguarding approaches are adapted to meet individual learner needs.

Radicalisation and Extremism

Remedicare Education recognises that learners may be vulnerable to extremist ideologies, radicalisation, and exposure to harmful beliefs. As with all safeguarding concerns, staff must remain alert to changes in a learner's behaviour, attitudes, or presentation that may indicate they require support or protection.

Remedicare Education is committed to supporting learners to develop resilience, critical thinking skills, and the confidence to discuss and challenge different viewpoints in a safe and respectful environment.

We adhere to the **Prevent Duty** and have due regard to the need to prevent people from being drawn into terrorism or supporting terrorism.

As part of our safeguarding approach, Remedicare Education promotes fundamental British values, including:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those with different faiths and beliefs.

These values are embedded through our daily practice, personalised learning programmes, relationships, and interactions with learners.

Recognising Signs of Radicalisation or Extremism

Staff should be alert to changes in a learner's behaviour, language, relationships, or interests that may indicate they are vulnerable to radicalisation.

Possible indicators may include:

- Expressing sympathy for extremist causes or groups.
- Glorifying or advocating violence, particularly towards individuals or groups based on faith, culture, race, gender, sexuality, or identity.
- Expressing intolerance or hostility towards others.
- Increased interest in extremist material or content online.
- Attempting to influence others with extremist views.
- Becoming increasingly secretive about online activity or communications.
- Significant changes in behaviour, relationships, or attitudes.

Staff should use their professional judgement when identifying learners who may be vulnerable to radicalisation and should always seek advice from the Designated Safeguarding Lead (DSL) team.

Prevent Referrals

Where there is a concern that a learner may be at risk of radicalisation or being drawn into extremist activity, staff must report the concern immediately to the DSL team.

The DSL team will:

- Assess the concern.
- Consider appropriate safeguarding actions.
- Seek advice from relevant safeguarding partners where required.
- Make a Prevent referral where appropriate.

All concerns and actions will be recorded securely on CPOMS.

Prevent Training

All Remedicare Education staff receive safeguarding training which includes awareness of the Prevent Duty, radicalisation, extremism, and how to recognise and report concerns.

The DSL team receives additional training to support them in assessing concerns, accessing advice, and making referrals where appropriate.

Visiting Speakers and External Professionals

Remedicare Education recognises the importance of ensuring that any visitors, speakers, or external professionals engaging with learners are appropriate and support a safe learning environment.

All visitors must follow Remedicare Education's safeguarding procedures, including:

- Appropriate identification and sign-in procedures.
- Supervision arrangements where required.
- Agreement that content and discussions are suitable for learners.
- Promotion of respectful discussion and inclusive values.

Any visiting speaker or activity must not promote views that undermine fundamental British values or encourage discrimination, hatred, violence, or extremist beliefs.

Mental Health and Emotional Wellbeing

Remedicare Education recognises that mental health difficulties may, in some cases, become safeguarding concerns. Mental health concerns may also indicate that a learner has experienced, or is at risk of experiencing, abuse, neglect, exploitation, or other forms of harm.

Staff must remain alert to changes in a learner's emotional wellbeing, behaviour, and presentation.

Where a staff member has concerns about a learner's mental health that may also represent a safeguarding concern, they must report this to the DSL team and record the concern in line with safeguarding procedures.

Possible Indicators of Mental Health Concerns

Staff should be aware of indicators including:

- Significant changes in behaviour.
- Persistent anxiety, distress, or emotional dysregulation.
- Withdrawal from activities or social situations.
- Changes in sleep patterns.
- Self-harming behaviours.
- Neglect of personal care.
- Expressions of hopelessness.
- Comments relating to wanting to harm themselves or suicidal thoughts.

Responding to Immediate Risk

Where staff believe a learner is at immediate risk of harm, including immediate risk relating to self-harm or suicide:

- The DSL team must be informed immediately.
- Appropriate emergency support will be sought.
- Emergency services will be contacted where required by calling **999** or accessing urgent medical assistance.
- All actions and decisions will be recorded securely on CPOMS.

Remedicare Education will work with families, schools on roll, Local Authorities, health professionals, and other agencies to ensure learners receive appropriate support.

Discrimination and Hate-Based Harm

Discrimination and hate-based behaviour can have a significant impact on learner wellbeing.

This may include:

- Racism.
- Sexism.
- Homophobia.
- Transphobia.
- Ableism.
- Religious discrimination.

All concerns must be addressed promptly and recorded appropriately.

What Staff Should Remember

If you are concerned about a learner:

- 1. Listen carefully.**
- 2. Take the concern seriously.**
- 3. Do not investigate yourself.**
- 4. Record the concern factually on CPOMS.**
- 5. Report immediately to the DSL team.**

Safeguarding is everyone's responsibility.

A concern that appears small may be part of a bigger picture. Staff should always maintain professional curiosity and act when something does not feel right.

Appendix 2

Safeguarding Concern Recording – Staff Quick Guide

When you have a safeguarding concern:

1. Listen

- Stay calm.
- Allow the learner to speak.
- Take them seriously.

2. Do not investigate

- Do not ask leading questions.
- Do not promise secrecy.
- Do not attempt to resolve the concern yourself.

3. Record

Record the concern on **CPOMS**:

Include:

- What happened
- What was said
- Date/time
- Who was involved
- Actions taken

4. Report

Inform the DSL team immediately.

Appendix 3

Statement of Procedures for Dealing with Allegations of Abuse Against Staff, Volunteers and Other Adults Working with Learners

Introduction

Remedicare Education is committed to safeguarding and promoting the welfare of all learners. We recognise our responsibility to ensure that concerns relating to adults working with learners are managed promptly, fairly, and consistently.

This procedure applies where an allegation is made that a member of staff, volunteer, agency worker, contractor, or any adult working on behalf of Remedicare Education has:

- Behaved in a way that has harmed a learner, or may have harmed a learner.
- Possibly committed a criminal offence against, or related to, a learner.
- Behaved towards a learner or learners in a way that indicates they may pose a risk of harm.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Remedicare Education will manage allegations in a way that:

- Protects learners.
- Ensures appropriate safeguarding action is taken.
- Provides a fair and transparent process.
- Supports the adult who is the subject of the allegation.

We recognise our duty of care towards employees and will ensure that individuals involved in an allegation receive appropriate support throughout the process.

Where appropriate, individuals will be advised to seek support from their trade union representative or professional organisation.

Reporting Allegations

Any concern or allegation regarding a member of staff, volunteer, contractor, agency worker, or other adult working with learners must be reported immediately.

Concerns should be reported to:

Service Directors / Leading Designated Safeguarding Leads

Marina Logan & Holly Awford

Where the concern relates to a member of the Service Director team, the concern should be reported directly to the Local Authority Designated Officer (LADO).

If any member of staff believes there is a conflict of interest, they should seek advice directly from the LADO.

Wokingham Borough Council LADO

Telephone: 07801 664588

Email: LADO@wokingham.gov.uk

Definitions of Outcomes

The following definitions will be used when determining the outcome of an allegation:

Substantiated

There is sufficient evidence to prove the allegation.

Malicious

There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

False

There is sufficient evidence to disprove the allegation.



Unsubstantiated

There is insufficient evidence to prove or disprove the allegation. This does not imply guilt or innocence.

Unfounded

There is no evidence or proper basis to support the allegation being made.

Initial Consideration of an Allegation

When an allegation is received, the Service Directors will discuss the concern with the Local Authority Designated Officer (LADO) as soon as possible.

This discussion will consider:

- The nature of the allegation.
- The context in which it occurred.
- The level of risk to learners.
- The appropriate next steps.

Where there is an immediate risk to learners, or where there is evidence of a possible criminal offence, advice will be sought from the police and/or children's social care.

The adult subject of the allegation will be informed of the concern as soon as appropriate, following advice from the LADO and other agencies involved.

Information shared with the individual will be carefully considered to avoid compromising any investigation.

Managing the Investigation

Where further investigation is required, Remedicare Education will work with the LADO to determine:

- Who will undertake the investigation.
- What information can be shared.

- What actions are required.

Investigations may be completed internally by an appropriate senior leader or by an independent investigator where necessary.

Suspension will not be an automatic response to an allegation. Decisions will be based on risk assessment and professional advice.

Supporting Learners and Families

Where appropriate, parents/carers of learners involved will be informed of allegations.

However, where police or social care involvement is required, Remedicare Education will seek advice before sharing information.

Families will be kept appropriately informed throughout the process, while maintaining confidentiality requirements.

Parents/carers will be reminded that allegations against adults working with children must remain confidential while investigations are ongoing.

Staff Leaving Remedicare Education During an Investigation

If an adult resigns or stops working with Remedicare Education during an investigation, this will not prevent safeguarding procedures from continuing.

Where required, referrals will still be made to:

- Disclosure and Barring Service (DBS).
- Teaching Regulation Agency (TRA) where applicable.

Suspension and Alternative Measures

Suspension will only be considered where:

- There is a concern that learners may be at risk of harm.
- The allegation is sufficiently serious that dismissal may be considered.
- No suitable alternative arrangements can be identified.

Before suspension is considered, Remedicare Education will explore alternatives, including:

- Adjusting duties.
- Changing working arrangements.
- Increased supervision.
- Redeployment away from direct learner contact.

Where suspension is necessary, the decision and rationale will be recorded.

Allegations Against Agency Staff, Contractors and External Professionals

Remedicare Education will ensure safeguarding concerns involving individuals who are not directly employed by the provision are managed appropriately.

This includes:

- Agency workers.
- Supply staff.
- Contractors.
- Volunteers.
- External professionals.

Remedicare Education will liaise with relevant employers, agencies, and the LADO to ensure appropriate action is taken.

Record Keeping

All allegations and concerns will be recorded securely.

Records will include:

- Details of the allegation.
- Actions taken.
- Advice received.
- Outcomes and decisions.

Records will be stored confidentially in accordance with data protection requirements.

Where an allegation is found to be malicious, details will be removed from personnel records.

For all other allegations, a clear record will be maintained outlining:

- The nature of the allegation.
- How it was investigated.
- The outcome.
- Any action taken.

Confidentiality

Remedicare Education will maintain confidentiality throughout safeguarding investigations.

Information will only be shared with individuals who need to know.

The Service Directors will seek advice from the LADO and relevant agencies regarding:

- Who needs to receive information.
- What information can be shared.
- How speculation or rumours should be managed.
- Any communication with the wider community.

Learning From Allegations

Following the conclusion of an allegation, Remedicare Education will review the circumstances and identify whether improvements are required.

This may include reviewing:

- Policies and procedures.
- Staff training.
- Safeguarding systems.
- Risk assessments.
- Professional practice.

Learning will be shared appropriately to strengthen safeguarding practice.

Non-Recent Allegations

Remedicare Education recognises that abuse can be reported regardless of when it occurred.

Where an adult reports abuse that happened during their childhood, they will be supported to report the matter to the police.

Any non-recent allegation involving a current or former member of staff will be considered through safeguarding procedures and discussed with the LADO where appropriate.

Low-Level Concerns

Remedicare Education is committed to creating a culture of openness, trust, and transparency where all concerns about adult behaviour can be raised and addressed.

A low-level concern does not mean that the behaviour is insignificant. It refers to behaviour that does not meet the threshold of an allegation but may indicate that an adult is not consistently meeting expected professional standards.

Examples may include:

- Being overly familiar with learners.
- Having favourites.
- Inappropriate communication with learners.
- Using personal devices to photograph learners.
- Meeting learners alone in inappropriate circumstances.
- Humiliating or undermining learners.
- Breaching professional boundaries.

All staff have a responsibility to report low-level concerns.

Reporting Low-Level Concerns

Low-level concerns should be reported to:

Service Directors / Leading DSLs

Marina & Holly

All concerns will be:

- Recorded securely.
- Reviewed appropriately.
- Managed proportionately.
- Monitored for patterns.

Records will include:

- Details of the concern.
- Context.
- Actions taken.
- Outcome.

Reviewing Patterns of Behaviour

Remedicare Education will review low-level concerns to identify patterns or repeated behaviours.

Where a pattern indicates increased risk, further action may include:

- Additional training.
- Management action.
- Disciplinary procedures.
- Referral to the LADO.

The purpose of recording low-level concerns is to maintain a culture of safeguarding, accountability, and professional standards.

Staff Reminder

All adults working with learners at Remedicare Education must maintain professional boundaries at all times.

If something does not feel right, staff must report it.

Safeguarding is everyone's responsibility.