



Safeguarding Children and Vulnerable Adults Policy & Procedures

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1. Safeguarding Policy

A. Purpose of the Policy

Every Future Foundation (EFF) is committed to promoting anti-racism within the education sector and creating safe environments for all involved in its activities, particularly children, young people, and vulnerable adults.

This policy supports and ensures that we comply with the safeguarding statutory requirements set out in key government legislation and policies including:

- [Children's Act 1989](#)
- [Working Together to Safeguard Children 2026](#)
- [Keeping Children Safe in Education 2025, until 31 August 2026](#)
- [Keeping Children Safe in Education 2026, from 1 September 2026](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)

By having safeguarding practices in place to protect all individuals interacting with EFF programmes, events, or services from harm, abuse, or neglect.

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It is key to us that we all take responsibility for keeping children and adults that come into contact with us, as safe as possible and that we all know what to do.

EFF's Designated Safeguarding Lead is (DSL) **Lara Sengupta, CEO.**

B. Scope of the policy

This policy applies to all EFF employees, facilitators, contractors, trustees, volunteers, interns, patrons, and any adults involved in EFF's programmes and activities. It sets out a shared responsibility to safeguard and protect the welfare of all individuals, with special focus on children, young people, and vulnerable adults.

EFF predominantly delivers our services in a school setting. This means that our employees and contractors will need to understand their duties and responsibilities when delivering our services in a school and the local safeguarding policy where relevant.

As an organisation we recognise institutional racism as a safeguarding issue and this means we acknowledge that extra safeguards may be needed to keep children and young people from global majority and non-white backgrounds safe.

In particular we note that:

- racial bias, adultification, and intersectionality are proven blind spots that impact the protection of Black, Asian, and Mixed Heritage children, often leaving them more vulnerable to abuse and neglect and facing additional barriers to accessing help, and
- oppressive systems and practices can lead to discriminatory treatment, excessive control, policing and punishment of Black, Asian, and Mixed Heritage.

["It's Silent": Race, racism and safeguarding children](#),
Child Safeguarding Practice Review Panel, March 2025

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C. Key principles

EFF is always dedicated to:

- **Preventing harm and abuse:** Ensuring a safe, supportive, and inclusive environment for all programme participants, staff, and volunteers. •
- Promoting respect and inclusivity:** Establishing a culture of respect, diversity, and anti-racism, where each person feels safe and valued.
- **Ensuring accountability:** Providing clear guidelines and responsibilities for safeguarding across EFF's workforce, with accountability for upholding these standards.

D. Supporting children who are questioning their gender

EFF will treat children who are questioning their gender with dignity, sensitivity and respect. Staff, facilitators and volunteers should listen without judgement and remain alert to safeguarding vulnerabilities, including bullying, discrimination, family or peer difficulties and mental health or psychosocial needs.

When EFF is working in a school, any safeguarding concern or request for practical changes relating to a child's social transition must be referred to the host school's Designated Safeguarding Lead and handled in accordance with the school's policies and current Keeping Children Safe in Education guidance. EFF representatives must not independently make or implement decisions about social transition on behalf of a school.

Information should be treated sensitively and shared only where necessary. Where a child speaks about their feelings but does not request practical changes, their confidence should be respected unless the conversation identifies a safeguarding risk. EFF's DSL should also be informed where there is a safeguarding concern.

E. Roles and responsibilities

We are all responsible for ensuring that children, young people and vulnerable adults are kept as safe as possible. If you have a worry or a concern about a child, young person or adult, please share it as soon as you can with the Designated Safeguarding Lead, to talk through your concern or worry.

In more detail, we are all responsible for:

- Prioritising the welfare of children, young people and adults-at-risk •
- Treating all children, young people and adults with respect and dignity •
- Providing a safe environment by ensuring supervision by appropriate and

trained adults and building trust and confidence through professional relationship building

- Keeping up to date with and complying with our Safeguarding policy & procedures
 - Attending and refreshing relevant training
 - Reporting safeguarding concerns in accordance with this policy •
- Challenging concerning/unacceptable behaviour that breaches our Code of Conduct

In addition to this, these are the details for the specific roles and responsibilities within EFF:

- **Designated Safeguarding Lead (DSL):** EFF's DSL oversees all safeguarding matters, including responding to concerns, managing incident reports, and coordinating with external agencies if needed. The DSL will receive specialised training in safeguarding.
- **Trustees:** EFF's Board of Trustees holds ultimate responsibility for ensuring effective safeguarding practices across the organisation, overseeing policy adherence, and performing annual reviews. **If you have a concern about the DSL please contact Amanda Agard 07725 347833.**

2. Safeguarding Procedures

In our procedures below we set out:

- the steps we take to prevent harm within EFF
- how we will respond to a child, young person or vulnerable adult disclosing instances of racism or other safeguarding issues to us during our work or sessions
- how we work with partners and stakeholders to keep children, young people and adults safe, including what we can do if we disagree with a school's handling of a safeguarding concern

A. Reporting and responding to safeguarding concerns

Confidential handling of reports: All safeguarding concerns will be handled sensitively and confidentially, with information shared only on a need-to-know basis to protect the individual's well-being and privacy.

Concerns arising in a school setting: Where a concern relates to a pupil at a host school, the concern must be reported in the first instance to the host school's Designated Safeguarding Lead or deputy, in accordance with the school's safeguarding procedures. The EFF DSL must also be informed as soon as possible so that EFF can record the concern, support its representative and monitor whether appropriate action has been taken.

• **Immediate action in cases of emergency:**

999 FIRST	-->	HOST SCHOOL DSL	-->	EFF DSL	-->	WRITTEN RECORD
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If an individual is in immediate danger, contact emergency services (999) first. When it is safe to do so, notify the DSL and then report your concerns, observations and actions in writing using the form below. A debrief with the DSL will be offered at the earliest opportunity to support you if needed.

Use [this form](#) to report your concerns

- **Reporting non-urgent concerns:** Any concerns regarding safeguarding should be reported directly to the DSL as soon as possible, following up with the report in writing, using the form above. In cases where the concern involves the DSL, report directly to the Chair of Trustees or Board Safeguarding Lead.

HOST SCHOOL DSL	-->	EFF DSL	-->	WRITTEN RECORD/DEBRIEF
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B. Safeguarding records and concern log

The EFF DSL will maintain a secure and confidential safeguarding concern log. The log will record:

- the date and nature of the concern;
- who raised the concern and who was informed;
- a clear and factual summary of the information received;
- referrals, advice sought and actions taken;
- decisions made and the reasons for those decisions;
- the outcome and any required follow-up; and
- the date on which the concern was closed or transferred.

Records will distinguish clearly between fact, observation and professional opinion. They will be stored securely, accessed only by authorised individuals and retained in accordance with EFF's data protection and record-retention arrangements.

Where a concern relates to a pupil in a host school, the school remains responsible for the pupil's child protection record. EFF will record only the information necessary to demonstrate what was reported, to whom, what action EFF took and whether further follow-up was required.

C. Responding to allegations of abuse

- **Initial assessment by DSL:** Upon receiving a report, the DSL will assess the situation and determine if further action is necessary. This may involve gathering additional information while maintaining confidentiality.
- **External reporting:** Where appropriate, the DSL will report allegations to relevant external authorities, such as the Local Authority Designated Officer (LADO) or police.
- **Support for affected individuals:** EFF will ensure that individuals affected by abuse receive appropriate support, including referrals to counselling services where necessary.

D. Child-on-child abuse

EFF recognises that children can abuse other children and that this can happen in person or online, inside or outside school and during or outside EFF activities.

Child-on-child abuse may include:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- physical abuse or threats of physical harm;
- abuse within intimate relationships between children;
- sexual harassment, sexual violence and harmful sexual behaviour;
- sexual comments, jokes, unwanted touching or coercion;
- consensual or non-consensual creation or sharing of nude or semi-nude images;
- upskirting;
- initiation or hazing practices; and
- online harassment, grooming, coercion or abuse.

EFF has a zero-tolerance approach to child-on-child abuse. It must never be dismissed as “banter”, “part of growing up” or “boys being boys”. The absence of reported incidents does not mean that abuse is not taking place.

When working in a school, the concern must be reported immediately to the host school’s DSL and then to the EFF DSL

E. Preventing harm and abuse from happening within EFF

As an organisation we have a duty of care for all people that come into contact with us including staff, volunteers and the children and young people we work with, this includes taking steps to prevent harm & abuse. We do so by:

- Working towards the eradication of institutional racism in UK Education
- Having a clear Code of Conduct and policies in place for our staff & volunteers
- Being clear that volunteers and staff must not communicate with any young person via their personal social media platforms or email. All communication must be through the EFF email or social media channels.
- Using safe recruiting processes, including:
 - Volunteers and staff must have experience working with children in a professional manner
 - Volunteers and staff must have a recent Enhanced DBS record check
 - Volunteers and staff must have at least 2 references, one or both references being from places of work
- Providing training and support to our staff and volunteers in safeguarding
- Appointing 1 member of staff to be the digital safeguarding lead at any of our activities. This staff member will be identified to the young people at the beginning of our sessions, so they can seek out help from our digital safeguarding lead if they need to.
- Keeping information safe by:
 - Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
 - Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.

F. Safeguarding Vulnerable Adults guidance

We recognise in safeguarding vulnerable adults that:

- the needs, interests and human rights of vulnerable adults should always be respected and upheld
- a proportionate, timely, professional and ethical response should be made to any adult who may be experiencing abuse
- Some adults will have had traumatic experiences with systems and services and we will seek to support individuals in feeling safe in their support needs

If an adult

experiencing abuse or neglect speaks to you about this, assure them that you are taking them seriously.

Listen carefully to what they are saying, stay calm and get a clear and factual picture of the concern.

Be honest and avoid making assurances that you may not be able to keep (e.g. maintaining complete confidentiality).

Be clear and say that you need to report the abuse. Do not be judgmental and try to keep an open mind.

Report your concern using the procedure set out above.

If you hear about an incident of abuse from a third party (this is when someone else tells you about what they have heard or seen happen to a vulnerable adult), encourage them to report it themselves or help them to report the facts of what they know.

ANNEX 1- Definitions

Child	Any individual under the age of 18.
Safeguarding	Actions taken to promote welfare and protect children, young people, and vulnerable adults from abuse, harm, or exploitation.
Vulnerable Adult	An adult-at-risk is someone who is 18 years or over who may be in need of community care due to a mental health problem, learning disability, physical disability, age or illness. As a result, they may find it difficult to protect themselves from abuse.

ANNEX 2 - Recognising signs of abuse

“Some types of harm are clearly described in UK legislation including physical abuse, emotional abuse, sexual abuse, and neglect. We expand this definition to

include cultural and structural harm which can show up in institutions we may work with (e.g. schools, funding bodies) and in the procedures and organisations we may be required to follow and report to (e.g. PREVENT, social services, police). In preventing harm, we acknowledge that we must always balance the potential harm involved in writing down and reporting incidents with the harm caused by the incident itself, and will always take the victim's lead when possible."

Paragraph cited from the Safeguarding Policy of [Spectra Arts CIC](#),
openly shared under a Creative Commons ([CC BY-SA 4.0](#)) licence and
sourced on the RadHR.org Policy Library.

EFF representatives should be vigilant and aware of signs that may indicate abuse or neglect, including:

Physical abuse

Physical abuse is the intentional use of force that causes injury, pain or physical impairment. It may include hitting, pushing, shaking, burning, inappropriate restraint or misuse of medication.

Sexual abuse

Sexual abuse involves a child or adult at risk being forced, pressured or manipulated into sexual activity they do not understand, want or consent to. It may involve physical contact or non-contact abuse.

Emotional and psychological abuse

Emotional or psychological abuse is behaviour that harms a person's emotional wellbeing, development or dignity. It may include threats, humiliation, intimidation, isolation, controlling behaviour or denying privacy and self-expression.

Institutional abuse

Institutional abuse is the mistreatment or neglect of a child or adult at risk within an organisation, care setting or service. It may result from harmful practices, routines or behaviour that disregard the person's dignity, needs or rights.

Discriminatory abuse

Discriminatory abuse is unfair or harmful treatment based on a person's identity or protected characteristics. It may include harassment, exclusion, unequal treatment or denying someone opportunities or services.

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Financial and material abuse

Financial or material abuse is the unauthorised or improper use of a person's money, property, possessions or benefits. It may include theft, fraud, exploitation, coercion or misuse of funds.

Neglect

Neglect is the persistent failure to meet a child's basic physical or emotional needs. Signs may include hunger, poor hygiene, unsuitable clothing, untreated health needs, tiredness, frequent absence or inadequate supervision.

Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal and a form of child abuse. Signs may include discussion of a special ceremony or trip abroad, difficulty walking or sitting, pain, bleeding or frequent toilet visits. Concerns must be reported immediately. Teachers must report known cases involving girls under 18 directly to the police.

Radicalisation and Prevent

Radicalisation is the process of being drawn into supporting terrorism or extremist ideologies. Signs may include marked behavioural changes, intolerance, isolation, extremist online activity or contact with people promoting violence. Concerns must be reported to the host school's DSL and EFF DSL without stereotyping.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves manipulating, coercing or controlling a child into sexual activity. Signs may include unexplained gifts, older relationships, going missing, sexualised behaviour, substance misuse or distress relating to online contact.

Child Criminal Exploitation and County Lines

Child Criminal Exploitation (CCE) involves manipulating or coercing a child into criminal activity. County Lines commonly involves transporting drugs or money. Signs may include unexplained travel, cash or possessions, multiple phones, injuries, going missing or relationships with older individuals. Apparent consent does not prevent this from being abuse.

Domestic abuse

Children may experience domestic abuse directly, witness it or be affected by it at home or in their own relationships. Signs may include anxiety, aggression, withdrawal, injuries, fear of going home, absence or inappropriate caring responsibilities.

Online abuse

Online abuse includes grooming, bullying, coercion, sexual or financial exploitation, harmful content and sharing intimate images without consent. Signs may include secrecy, distress after using devices, behavioural changes, unexplained gifts or contact with unknown adults.

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