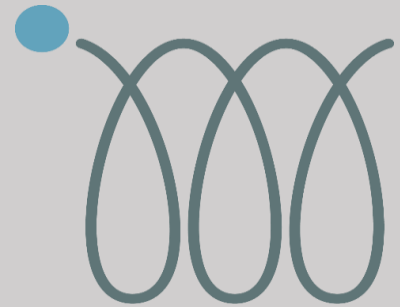




# Safeguarding Policy



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# IM GROUP/GRACE FOUNDATION SAFEGUARDING POLICY

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# IM GROUP SAFEGUARDING STATEMENT

## INTRODUCTION

IM Group recognises the importance of its work with children and young people and adults in need of protection and its responsibility to protect everyone entrusted to our care. Our main work with children and young people is through the Grace Foundation charity, the IM Properties Education Programme and the IM group volunteering programme.

Grace Foundation exists to transform young people's lives through holistic education. Through our Christian ethos we are committed to working with schools from the inside out to support the aspirational, relational, and spiritual needs of students and their families. Our approach to education focusses on developing the whole person, enhancing student wellbeing, and improving OFSTED outcomes to help transform school communities. We have teams who work in individual schools as well as a central team who can provide expert interventions and support.

The IM Properties Education Programme complements the work undertaken by Grace Foundation through our projects and investments by inspiring a new generation of professionals, practitioners or trades people in the built environment.

All staff across the Group have 15 hours paid volunteering time per year, to help create positive change in our communities. The IM group volunteering programme can include practical projects as well as presentations, workshops, 1:1 reading and mentoring. We work with partner schools and projects to help meet local community needs.

IM Group is committed to the safeguarding of children and vulnerable adults and ensuring their well-being. Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse, neglect and exploitation of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to help prevent the physical, sexual, psychological, financial and discriminatory abuse, neglect and exploitation of vulnerable adults and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of vulnerable adults and will ensure all our policies and procedures reflect this.
- We believe all adults should enjoy and have access to every aspect of the life of the organisation unless they pose a risk to the safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children and vulnerable adults.

**We are committed to:**

- Following the requirements for UK legislation in relation to safeguarding children and vulnerable adults and good practice recommendations.
- Respecting the rights of children as described in the UN Convention on the Rights of the Child.
- Implementing the requirements of legislation in regard to people with disabilities.
- Ensuring that workers adhere to the agreed procedures of our safeguarding policy.
- Keeping up to date with national and local developments relating to safeguarding.
- Following guidelines in relation to safeguarding children and adults in need of protection.
- Supporting the Designated Safeguarding Leads in their work and in any action they may need to take in order to protect children/vulnerable adults.
- Ensuring that everyone agrees to abide by these recommendations and the guidelines established by this organisation.
- Supporting parents and families.
- Nurturing, protecting and safeguarding of children and young people.
- Supporting, resourcing, training, monitoring all those who undertake this work.
- Supporting all in the place of organisation affected by abuse.

**We recognise:**

Children's Social Services (or equivalent) has lead responsibility for investigating (and deciding to investigate) all allegations or suspicions of abuse where there are concerns about a child. Adult Social Care (or equivalent) has lead responsibility for investigating (and deciding to investigate) all allegations or suspicions of abuse where there are concerns about a vulnerable adult. Designated Safeguarding Leads in schools are given training to understand thresholds as to when to report issues to Children's Social Services following their local authority procedures.

Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency as well as the relevant Local Area Designated Officer(s). Discussions will need to urgently take place with the authorities as to who else needs to be informed and by whom.

Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which we operate, and their procedures followed, and in addition we will report concerns to our agency's headquarters.

**SAFEGUARDING IS EVERYONE'S RESPONSIBILITY.**

*If you have any concerns for a child or vulnerable adult then speak to one of the following who have been approved as Designated Safeguarding Leads for this IM Group. Please note that if the concern is for a child in a school in which you are working or volunteering, then you need to report it using the school's procedures.*

Grace Foundation – Phil Miles [philipmiles@grace-foundation.org.uk](mailto:philipmiles@grace-foundation.org.uk)

IM Properties – Kerry Amory [kerry.amory@improperties.co.uk](mailto:kerry.amory@improperties.co.uk)



Name: Phil Miles

Position: Assistant Director, Grace Foundation

Date: 6/11/24



Kerry Amory

Social Value Manager, IM Properties PLC

**A copy of the full policy is available from International Motors/ Grace Foundation Head Office**

# IM GROUP SAFEGUARDING POLICY

## PART ONE - UNDERSTANDING ABUSE AND SAFEGUARDING

### Abuse

Defining child abuse or abuse against a vulnerable adult is a difficult and complex issue. A person may cause abuse by inflicting harm or failing to prevent harm. Children and adults in need of protection may be abused within a family, an institution or a community setting. Very often the abuser is known or in a trusted relationship with the child or vulnerable adult.

In order to safeguard those in our organisations we adhere to the UN Convention on the Rights of the Child and have as our starting point as a definition of abuse, Article 19 which states:

- *Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*
- *Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.*

Also for adults the UN Universal Declaration of Human Rights with particular reference to Article 5 which states:

- *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

### Safeguarding

Safeguarding is defined in Working Together to Safeguard Children 2023 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, wherever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives. g

### Keeping Children Safe in Education

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors. Training for all staff engaging with young people at a basic level will form part of an induction into any volunteer or training programme from Grace Foundation/IM Properties so that staff have a basic awareness. Arrangements will be considered to raise awareness in the workplace where we have young people

attending IM Group as part of work placement. It will also assist staff who work in the community with young people and keep them updated in developments in safeguarding and child welfare. For those working in schools, please read part 1 of Keeping Children Safe in Education which can be found here:

[Keeping Children Safe in Education 2024](#)

## PART TWO – DEFINITIONS OF ABUSE

### Definitions of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The four definitions of abuse below operate in England based on Keeping Children Safe in Education 2024.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**Neglect:** 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access

to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **PART THREE - SIGNS AND SYMPTOMS OF ABUSE**

The following signs could be indicators that abuse has taken place but should be considered in context of the child's whole life.

#### **Physical**

- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games, etc
- Injuries that have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises on babies, bites, burns, fractures etc which do not have an accidental explanation
- Cuts/scratches/substance abuse

#### **Sexual**

- Any allegations made concerning sexual abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Age-inappropriate sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders - anorexia, bulimia

#### **Emotional**

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

#### **Neglect**

- Under nourishment, failure to grow, constant hunger, stealing or gorging food
- Untreated illnesses
- Inadequate care, etc



## PART FOUR - HOW TO RESPOND TO A CHILD WISHING TO DISCLOSE ABUSE

Ensure the physical environment is welcoming, giving opportunity for the child or vulnerable adult to talk in private but making sure others are aware the conversation is taking place.

- It is especially important to allow time and space for the person to talk
- Above everything else listen without interrupting
- Be attentive and look at them whilst they are speaking
- Show acceptance of what they say (however unlikely the story may sound) by reflecting back words or short phrases they have used
- Try to remain calm, even if on the inside you are feeling something different
- Be honest and don't make promises you can't keep regarding confidentiality
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Use language that is age appropriate and, for those with disabilities, ensure there is someone available who understands sign language, Braille etc.

### Helpful responses:

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

### Don't say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- I am shocked, don't tell anyone else

Where there is a concern that a child, young person or vulnerable adult may have been abused or a direct allegation of abuse is been made, it is important the person receiving this information does the following:

- Make notes as soon as possible (preferably within one hour of the person talking) including a description of any injury, its size, and a drawing of its location and shape on the child's body.
- Write down exactly what has been said, when s/he said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity).
- Write down dates and times of these events and when the record was made.
- Write down any action taken and keep all handwritten notes even if subsequently typed up.

If a young person reports, following a conversation, about any form of abuse you should listen and take their allegations seriously.

Any member of staff receiving a) a disclosure of abuse from a young person, b) noticing signs or symptoms of possible abuse in a young person or c) having a cause for concern over a young person, will make notes as soon as possible (within the hour) writing down as exactly as possible and using the young person's own words, what was said or seen and in what context the disclosure was made (please use Appendix 1). It is the young person's perspective that should be recorded, giving the time and location. Events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. If you are working within an education establishment this should then be given to the DSL (designated safeguard lead) within one hour of the referral being made (if the school has different timescales to this as part of their policies and procedures, then this must be followed). Please note some schools will have online reporting such as CPOMS and Myconcern which can be used by staff to report. It is essential that reporting is done in line with the school's procedures.

If this has taken place at an IM Group site the form should be given to either Kerry Amory (DSL IM Properties) or Phil Miles (DSL Grace Foundation). This must be reported within an hour of the disclosure being made. If Kerry or Phil are not available, Dave Boden (Grace Foundation) or Judi Wood (IM Group) can be contacted.

You might consider it necessary in extreme circumstances where you are unable to speak to the Designated Safeguarding Lead (either in school or IM/Grace Foundation) to report any concerns directly to children's social care and/ or the police. All police forces have Child Protection teams who investigate allegations of abuse that will normally takes responsibility for investigating concerns. Do not under any circumstances investigate the allegation yourself.

At all times you should explain to the young person the action you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone as you may need to do so to protect the young person. If you have concerns about the safety or welfare of a young person or a vulnerable adult, it is your responsibility to take action by passing it on to the DSL. You could also seek advice at any time from the NSPCC Helpline 0808 800 5000 or [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk) (however we would recommend following school procedures or speaking to the IM/Grace Foundation Designated Safeguarding Leads in the first instance).

#### **Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).**

Please note that the Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

### **PART FIVE - PRACTICE GUIDELINES INCLUDING CODE OF CONDUCT AND ALLEGATIONS AGAINST STAFF**

As an organisation working with children, young people and vulnerable adults we wish to operate and promote good working practice. This will enable workers to run activities safely, develop good relationships and minimise the risk of false accusation.

#### **Code of Conduct**

- All children, young people and vulnerable adults are entitled to personal privacy and the right to decide how much physical contact they have with others, except in circumstances such as a medical emergency.
- When giving first aid (or applying sun cream etc), encourage the child, young person or vulnerable adult to do what they can themselves but, in their best interests giving appropriate help where necessary.
- Do not compare a child, young person or adult with another in the group; rather encourage and affirm and, if possible, give them responsibility for appropriate tasks.
- Build healthy relationships and be a good role model by setting an example. You can't expect others to observe the ground rules if you break them yourself.

- Take care to give the quieter and/or well behaved attention and resist allowing the demanding individuals to take all your time and energy.
- Be consistent in what you say and ensure that other team members know what you have said. This avoids manipulation.
- If children and young people in particular are bored they often misbehave, so review your programme regularly.
- **NEVER** smack or hit anyone and don't shout. Change voice tone if necessary.
- Physical touch with children should be avoided to protect both the child(ren) and the adult(s) involved. Where this is necessary for the safety and security of a child, boundaries for this should be agreed with the relevant school/education provider.
- Call on support from other leaders if you feel so angry you may deal with the situation unwisely.
- Lay down ground rules e.g. no swearing, racism or calling each other names, respect for property, and make sure everyone understands what action will be taken if not adhered to.
- Every person is unique and will respond in different ways to different forms of discipline. It follows therefore each child should be dealt with on an individual basis.
- Staff/volunteers should not give their mobile numbers or social media details (or follow/accept students on social media) to students who they are working with (including work experience). Where there are instances where students they are working with are known to staff/volunteer through family connections, this should be made known to their line manager.
- Staff should put in place boundaries when working with children and young people to avoid being alone with a child especially in a private space. Where mentoring and reading activities occur in 1:1 fashion, staff and volunteers should work with the school to ensure that the setting is safe and appropriate for both the child and the adult.
- Where staff are involved in the transportation of children, this should not be done on a 1:1 basis. All transport arrangements must be agreed with the school involved to ensure that this is safe and appropriate for both the child and the adult(s) involved.

### Concerns regarding the organisation practice

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team. Staff/volunteers working in a school should follow that school's procedures regarding reporting a concern. Where a staff member feels unable to raise an issue with the school, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

Where there is a concern regarding one of our staff/volunteers in a school, the appropriate Designated Safeguarding Lead from International Motors/Grace Foundation will liaise with the Designated Safeguarding Lead (or appropriate representative) from the school in order to ensure the matter is resolved appropriately (including any disciplinary action if needed). The Designated Safeguarding Lead will also liaise with appropriate authorities where a concern has been raised regarding an employee's or volunteer's conduct with children in their personal life.

The NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Where concerns are regarding safeguarding practices at International Motors/Grace Foundation, these can be raised with the Designated Safeguarding Leads: Kerry Amory for International Motors and Phil Miles for Grace Foundation. These can also be raised with Judi Wood at International Motors and Dave Boden at Grace Foundation. If the complaint/concern is not resolved satisfactorily or involves the persons listed above then the complaint can be escalated to the Directors of International Motors or the Trustees of Grace Foundation (depending which part of the

organisation it has affected). Concerns can also be made to the Local Area Designated Officer (SOLIHULL AREA):  
**Telephone:** 07795128638 **Email:** [lado@solihull.gov.uk](mailto:lado@solihull.gov.uk) (please put 'LADO referral' in subject line). The NSPCC whistleblowing helpline could also be consulted for advice (details above).

## **PART SIX - WORKING IN PARTNERSHIP**

The diversity of organisations and settings means there can be great variation in practice when it comes to safeguarding children, young people and vulnerable adults. This can be because of cultural tradition, belief and religious practice or understanding, for example, of what constitutes abuse. We therefore have clear guidelines in regard to our expectations of those with whom we work in partnership, whether in the UK or not. We will discuss with all partners our safeguarding expectations. Good communication is essential in promoting safeguarding, both to those we wish to protect, to everyone involved in working with children and vulnerable adults and to all those with whom we work in partnership. This safeguarding policy is just one means of promoting safeguarding.

## **PART SEVEN – DBS**

Staff requiring a DBS check will be encouraged to sign up to the DBS update service (requirements will depend on what role they are doing and where they are located). Where an employee does not have the DBS automatic update service a new DBS check may need to be carried out. We reserve the right to update DBS more regularly based on both national & local advice and when an employee/volunteer moves location, a further DBS check may be required.

## IM GROUP VOLUNTEERING PROGRAMME INFORMATION

### WORKING IN SCHOOL (EDUCATION AMBASSADORS AND MENTORING IN SCHOOLS)

If staff are working in an educational establishment, that establishment will have their own safeguarding policy that will be required to be read by visitors and training for all staff for engaging with young people at a basic level will form part of an induction into any volunteer or training programme so that staff have a basic awareness. This will raise awareness in the workplace where we have young people attending IM Group as part of work placement. It will also assist staff who work in the community with young people.

The Principal/Headteacher in any school will put in place mechanisms to assist staff to understand and discharge their roles and responsibilities. The Principal/Headteacher will also ensure that everyone knows what safeguarding is and that it is taken seriously and who to report concerns to within an educational establishment. This will usually be the designated safeguard lead also known as the DSL. The DSL is responsible for reporting and processing any concerns.

You are in a position of trust, power or influence over a young person by virtue of the work or nature of the activity being undertaken. You should, therefore, consider your responsibility of that person, the young person when working with them. The school should provide a safe place in which a young person can learn and therefore, you should always be aware of the needs of the young person and be vigilant for any possible signs of abuse. You should not spend time alone with young people, especially away from others and not have any unnecessary physical contact with young people. It is important that you do not take young people alone in a car journey, however short. You should not contact or meet with young people away from the educational establishment and should ensure that your personal relationships do not affect young people around you. There is sometimes a cross over between friends or relatives you may have on Facebook and also have links to the young people that you are working with in an educational establishment. If you are aware of any of these potential points of crossing over between personal and work responsibilities, please discuss them with Judi Wood, International Motors Director of Compliance & Group Data Protection Officer.

### SAFER RECRUITMENT

Volunteers will be recruited in line with safer recruitment procedures. This is to ensure that volunteers are suitable to work with children in schools and other settings.

### TRIPS, VISITS AND WORK EXPERIENCE

You may be involved with young people working at IM Group or at their school or within the community. The educational establishment will have a policy on trips and visits that will provide a checklist of stages that must be worked through and signed off before any trip or visit is taken.

Where the school organises work experience placements, they will ensure that the placement provider has policies and procedures in place to protect young people from harm. Please note that if any staff members organise work experience themselves for their own children or family members to attend work experience, this must be with the approval of their line manager at IM Group.

Consideration must be given in particular to the nature of the supervision and frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the staff member providing the teaching/training/instruction/supervision to the young person on work experience will be unsupervised themselves and providing the teaching/ training/ instruction frequently (more than 3 days in a 30 day period, or overnight, or if the person is classed under the DBS as a barred person).

**WELLBEING**

We recognise that staff working for International Motors may need support (in addition to usual line management) especially when it comes to safeguarding issues. All International Motors employees have access to the MENTE platform. *This is NOT a method of reporting safeguarding concerns* but could be useful where staff need to take through issues of their own wellbeing related to concerns they have been involved in. Staff can gain additional wellbeing support on 08000232296 or <https://www.zurich.co.uk/corporate-risk/wellbeing-services/employee-assistance-programme>

## GRACE FOUNDATION INFORMATION

### SAFEGUARDING AWARENESS

Grace Foundation are part of the IM group and will therefore follow the guidance in this document. Much of their time is spent in school and will, as mentioned in this document, operate under the individual safeguarding policy of each school. Phil Miles, Grace Foundation's Designated Safeguarding Lead is able to liaise with individual schools where needed (especially in instances of allegations against Grace Foundation employees).

In addition to IM policies and procedures, all employees of Grace Foundation will have mandatory Safeguarding and Keeping Children Safe in Education training as part of their induction process. Furthermore, refresher training on both these areas is given every year (September), taking into account the latest guidance from Keeping Children Safe in Education. A record of this training is kept centrally and is available on request. Where Grace Foundation work with external providers, it is the responsibility of each school which they visit to ensure their requirements for DBS and training are met.

### SAFER RECRUITMENT

The Grace Foundation will ensure all workers will be appointed, trained, supported and supervised in accordance with government guidance on safe recruitment. This includes ensuring that:

- Grace Foundation staff leading on recruitment have up to date safer recruitment training
- There is a written job description for the post
- Those short listed have been interviewed
- Safeguarding has been discussed at interview
- Two written references have been obtained, and followed up where appropriate
- A DBS has been completed (we will comply with Code of Practice requirements concerning the fair treatment of applicants and the handling of information)
- Qualifications where relevant have been verified
- A suitable training programme is provided for the successful applicant
- The applicant has completed a probationary period
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns
- Annual Safeguarding Training and an update on KCSIE (Keeping Children Safe in Education) will be provided.

### WELLBEING

We recognise that staff working for Grace Foundation may need support (in addition to usual line management) especially when it comes to safeguarding issues. All Grace Foundation employees have access to the [EAP](#) (employee assistance programme). *This is NOT a method of reporting safeguarding concerns* but could be useful where staff need to take through issues of their own wellbeing related to concerns they have been involved in.

The EAP is a service which is available 24 hours a day, 365 days a year and includes access to:

- Face-to-Face and/or Telephone Counselling - face-to-face or telephonic counselling sessions (if clinically appropriate to the caller's need) for all employees

For an overview of the full service and different support options available please see [here](#).



To access this service please call 0800 371 540 (Grace Foundation staff will need a code which is sent out to new staff by Ceri Clarke). Online: please visit: [www.educationsupportpartnership.org.uk/online-support](http://www.educationsupportpartnership.org.uk/online-support) to access the online advice centre for useful blogs, articles, resources, tip sheets and webinars.



## APPENDIX 1

### SAMPLE SAFEGUARDING CONCERN FORM

This form is a guide to help you complete a safeguarding concern.

**Please note that staff/volunteers working in schools should report, where possible, using the school's systems and procedures.**

Name of School/Academy:

Student's name and tutor group:

Date:

Time:

Location:

Please give details of your concern (write down exactly what has been said, when they said it, what was said in reply and what was happening immediately beforehand (e.g. a description of an activity))

Person Reporting the concern and position at IM/Grace Foundation:

Signed:

Date:

Please ensure that this is handed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. If this is not possible, please whoever is hosting you at the school to take you to the correct person for you to hand in this report.

Handed to:

Signed:

Date: