Policy agreed (date):	**28.3.2023**
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Next review (date):	**30.7.2027**

Key Safeguarding Personnel

Role	Name	Tel.	email
Proprietor	**Kara Dhyan**	**07920 583327**	**herdthyme@gmail.com**
Designated Safeguarding Lead (DSL)	**Kara Dhyan**	**07920 583327**	**herdthyme@gmail.com**
Deputy DSL(s) (DDSL)	**Sam Wallace**	**07824627281**	**herdthymeddsl@gmail.com**

Children's Social Care referrals: **Multi-Agency Safeguarding Hub (MASH)**	Wiltshire Integrated Front Door 0300 456 0108 Integratedfrontdoor@wiltshire.gov.uk
Vulnerable Adults Social Care referrals: Advice and Contact	0300 456 0111 adviceandcontact@wiltshire.gov.uk
Out of hours:	0300 456 0100

If you believe a learner is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

Herd Thyme is committed to safeguarding and promoting the welfare of our learners. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education (new - Sept 2026) (statutory for Alternative Provision Schools)
- The procedures of the Safeguarding Vulnerable People Partnership (SVPP)
- Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Adults Board, Policy and Procedures (2019)
- Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers 2024
- Alternative Provision - Statutory guidance Jan 2013

The aim of this policy is to ensure:

- all our learners are safe and protected from harm.
- safeguarding procedures are in place to help learners to feel safe and learn to stay safe.
- adults in the organisation's community are aware of the expected behaviours and the organisation's legal responsibilities in relation to safeguarding adults and child protection.

Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care.
- acting to enable all children to have the best life chances.
- preventing impairment of children's mental or physical health or development and
- protecting children from maltreatment.

Safeguarding adults means protecting a person's right to live in safety, free from abuse and neglect.

Safeguarding covers a range of measures that includes child protection procedures. It encompasses a preventative approach to keeping children and vulnerable adults safe that incorporates learner health and safety; behaviour management and preventing bullying; supporting learners with medical conditions; personal, health, social economic education; providing first aid and site security.
Consequently, this policy is consistent with all other policies adopted by the proprietor and should be read alongside the following policies relevant to the safety and welfare of our learners:

• Behaviour Policy	• Staff Behaviour Policy	• Health and Safety Policy
• Equality Statement	• Whistleblowing Policy	• E Safety Policy

This policy applies to all staff in our organisation.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the organisation full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid with our organisation (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children attending our provision and any child under the age of 18 who encounters our organisation. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a learner at our provision or outside of operating hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a learner.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans, interagency child protection plans and safeguarding adult plans as required.

In addition,

- all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE). Staff working directly with children have also read Annex B of KCSiE,
- Staff not working directly with children should read Annex A (a condensed version of part 1)
- all staff working directly with adult learners have read and understood section 1 and 2 of Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Adults Board, Policy and Procedures

Governance

As key strategic decision makers and vision setters for the organisation, the proprietor will make sure that our policies and procedures are in line with national and local safeguarding requirements. Proprietor will work with Herd Thyme's Administrator to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Learners where relevant are taught about online safety. Staff Behaviour Policy (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Learner voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct. Dealing with a learner at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse. Peer on Peer abuse Reporting abuse /SVPP procedures SEND and safeguarding. Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC staff member (even if there are no LAC on roll)

Allegations management

In the event of allegations of abuse being made against the Proprietor these should be reported directly to Wiltshire Integrated Front Door who are then responsible for liaising with the Local Authority Designated Officer (LADO) and other partner agencies at LADO@wiltshire.gov.uk . See also Managing allegations against adults.

Audit

The nominated safeguarding office for local authority liaises with the Proprietor (DDSL) and DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our DSL monitors the organisation's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.
At Herd Thyme, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff who work at the organisation.

See also Training.

Staff Behaviour Policy (for safer working practice)

Herd Thyme is committed to positive academic, social and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children.

Visitors

All visitors complete a signing in/out form, wear an AP ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in the organisation.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the setting.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum - Teaching about safeguarding

Our learners access a broad and balanced learning environment that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The Herd Thyme learning experience specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including working with equipment and animals, and including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Herd Thyme, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.
The D/DSL uses:

- The Wiltshire's Integrated Front Door (MASH and Early Support Hub).

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour
- The criteria for consideration of action under Section 42 (1) and (2) of the Care Act (2014) (adult learners)

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in ' What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (new from Sept 2024) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (Sept 2024). Staff working with adult learners are required to read Section 1 and 2 of The Wiltshire Safeguarding Vulnerable People Partnership (previously known as Wiltshire Safeguarding Adults Board (WSAB)), Policy and Procedures (2019)

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference. The flowchart setting out the procedure in respect of adult learners 'Abuse / Neglect of Adult at Risk is Suspected, Disclosed or Discovered', is taken from 'Safeguarding Adults at Risk in Wiltshire - Policy and Procedures (2019)'.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation.
- promise confidentiality e.g., say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the D/DSL using the Herd Thyme Cause for Concern form. It is the responsibility of each adult in the setting/s to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to The Integrated Front Door Service. In some circumstances, the D/DSL or member of staff seeks advice by ringing the IFD for advice.

The DSL and/or a DDSL is always available during setting hours for staff to discuss any safeguarding concerns.
The voice of the learner is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

Children who are absent and / or missing from education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and / or on repeat occasions
- Missing – whereabouts unknown or

- Missing education – (compulsory school age (5-16) with no registered education place and not electively home educated)

The staff member for LAC (Looked After Children) and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.
The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.
Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the IFD team as appropriate.
- there are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to the child's main registered school base/Education Welfare Service.

Learners with Special Education Needs and Disabilities (SEND)

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to correctly interpret apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.
To address these additional challenges, pastoral support is provided as appropriate for learners with SEND and they are also encouraged to discuss their concerns. The D/DSL works with staff to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

Child on Child abuse

All learners have a right to attend education provision and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Child on child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting

- ‘upskirting’ or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, child on child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the organisation’s behaviour policy.
Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other learner affected by child on child abuse, will be supported through the organisation’s pastoral system and the support will be regularly reviewed.
We minimise the risk of child on child abuse by providing:

- relevant teaching and discussions, that help learners to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. These discussions are updated to reflect changes in legislation.
- established/publicised systems for learners to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- High staff ratios allow prompt addressing of any issues

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child’s life.

Domestic abuse

Staff understand that domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner schools/agencies as part of Operation Encompass in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child’s circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental health

All staff are aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:
- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact on learners’ mental health, behaviour and education throughout childhood, adolescence and into adulthood.
- they have a duty to observe learners day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting learners from the risk of radicalisation is part of an organisation’s wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a learner. The D/DSL will always act proportionately, and this may include making a referral to the Channel and Prevent Multi-Agency Panel (PMAP) or the IFD.

Serious violence

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our approach includes teaching conflict resolution skills and understanding risky situations to help our learners develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that learners may be at risk of getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.
Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

Exceptional operating circumstances

If the organisation is required to change the way we offer our provision to children and vulnerable adults due to unforeseen circumstances e.g. during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children and vulnerable adults will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support learners in these circumstances and to identify children and vulnerable adults who may be at risk for the first time and/or benefit from additional support.
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, learners, and families are provided with written:
    - amended DSL arrangements as required (names, location and contact details)
    - temporary changes to procedures for working with learners e.g., online or face-to face offsite.
    - amended procedures for reporting concerns.
    - safeguarding training arrangements
    - timescales for such changes so that all learners, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the sessions we offer during such circumstances, continue to promote learners' spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life, as they may have changed as a result of the national/international events as they evolve.

Record keeping and information sharing

The organisation:

- liaises with partner organisations (schools, Local Authorities, private referrals) to ensure any safeguarding records for learners are shared on transition:
    - by the setting/organisation previously attended by the learner.
    - by the DSL when the learner leaves our organisation.

For any learner dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all learner safeguarding and any child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all learner safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the learner.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2024) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers of children and of vulnerable adults (as appropriate). In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a learner at increased risk of significant harm
- place any adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for reconsideration if they believe a decision to act/not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with either the D/DSL if it's about another staff member or if about the proprietor to the Local Authority Designated Officer (LADO)

If a staff member feels unable to raise an issue with the the D/DSL or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

- The Local Government Ombudsman
  Address: PO Box 4771, Coventry. CV4 0EH
  www.lgo.org.uk
  Tel: 0300 061 0614

Managing allegations against adults

Herd Thyme follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the setting, they must immediately consult the Proprietor, Kara Dhyan who will refer to the Local Authority Designated Officer (LADO).

All staff must remember that the welfare of a learner is paramount and must not delay raising concerns by fear that any such reporting could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the organisation's Staff Behaviour Policy (for safer working practice).

Training

Induction

The welfare of all our learners is of paramount importance. All staff including proprietor-and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Role and identities of the safeguarding lead and any deputy safeguarding lead
- Plan of support for individuals appropriate to the role for which they have been hired.
- Confirmation of the conduct expected of staff within the organisation – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole team session will undertake this training requirement on their return.
In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attends multi-agency courses relevant to the organisation's needs. Their knowledge and

skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attends a Wiltshire IFD tour.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

The Proprietor ensures that safeguarding is an agenda item for every staff meeting.
This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

This policy will be reviewed in Sept 2025.

Appendix 1

Related legislation and key documents

Keeping children safe in education 2024 Statutory guidance for schools and colleges on safeguarding children and safer recruitment. It sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

Care Act 2014 The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect**.**

Children Act 1989 (and 2019 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare. The Act place duties on several agencies, including s, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all organisations, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Teachers' Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2024) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Confirmation of Compliance – Herd Thyme Safeguarding Policy

I hereby confirm that I have read, understood and agree to comply with the above policy.

Name ……..

Position Held ……..

Signed ……..

Date ……

Once completed, signed and dated, please return this form to the Proprietor for holding on file.