

Safeguarding and Protection Policy for Children and Young People

Approved by: Anamaria Blanaru, GoWise Learning CEO & Founder

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Next review: November 2026

Every child and young person has the right to be protected from harm. At GoWise Learning, we are committed to creating a safe, caring environment where every student, whether in person or online, can learn and grow without fear. We recognise our responsibility to protect and promote the welfare of every learner and we expect the same commitment from all tutors, parents, carers and partners who work with us.

The purpose of this policy is to protect children and young people who receive GoWise Learning's services, from harm — including the children of adults who use our services — and to provide tutors, staff, volunteers, and families with clear principles that guide our approach to safeguarding and child protection.

This policy sets out how we work to keep children and young people safe, how we respond if there are concerns and the standards we expect of everyone involved in our work.

The term “child” refers to anyone under the age of 18, and the term “young person” refers to individuals aged 18 to 25. At GoWise Learning, safeguarding and protection is at the heart of everything we do and underpins our approach to education, wellbeing and professional conduct.

Our Commitment

- We believe every child and young person has the right to safety, dignity and support.
- We commit to treating all children and young people equally, regardless of age, gender, race, religion, disability or any other characteristic.

- We recognise that some children and young people may be more vulnerable (for example, children and young people with special educational needs or disabilities, children and young people with communication differences or those who may have experienced trauma). We will pay special attention to ensuring those children and young people are supported and heard.
- We expect every adult associated with GoWise Learning, tutors, staff and volunteers to share responsibility for safeguarding and protection for children and young people.
- We will seek to build a strong safeguarding culture across our organisation, where all children, families, and staff feel respected, listened to and confident to raise concerns without fear or judgment.
- All adults working with or on behalf of GoWise Learning are expected to maintaining clear professional boundaries, being mindful of how actions and words may be perceived and avoiding any behaviour that could call their motivation or intentions into question.

Definitions

To ensure clarity and consistency, the following definitions apply to all GoWise Learning policies and procedures.

- **Child**

Anyone under the age of 18.

- **Young Person**

Anyone aged 18–25 who continues to receive support or services, particularly those with an EHCP or additional needs.

- **Safeguarding**

Actions taken to promote welfare and protect children and young people from harm, enabling them to thrive in a safe environment.

- **Child Protection**

Specific procedures and actions to protect a child or young person who is suffering, or likely to suffer, significant harm.

- **Harm**

Ill-treatment or impairment of a child's physical, mental, or emotional health and development.

- **Abuse**

Any action or inaction by another person that causes harm to a child or young person. Abuse may occur in families, schools, online, or in the community.

- **Designated Safeguarding Lead (DSL)**

The senior person within GoWise Learning who holds lead responsibility for safeguarding and child protection. The DSL manages referrals, oversees training, and ensures compliance with statutory requirements.

- **Tutor / Staff / Volunteer**

Any adult working for or on behalf of GoWise Learning, in any capacity.

- **Parent / Carer / Responsible Adult**

A person who holds legal or delegated responsibility for a child or young person's care and supervision during sessions.

- **Early Help**

Timely support to prevent problems from escalating and to promote positive outcomes.

- **LADO (Local Authority Designated Officer)**

Responsible for managing allegations against adults who work with children.

- **SEND / SEMH / EHCP**

SEND: Special Educational Needs and Disabilities.

SEMH: Social, Emotional and Mental Health needs.

EHCP: Education, Health and Care Plan providing extra support for children and young people up to age 25.

- **Safeguarding Concern Form**

GoWise Learning's official record for reporting and storing safeguarding concerns securely.

This policy applies to:

- All children and young people who receive tuition, support or other services from GoWise Learning.
- All GoWise Learning employees, contractors, tutors, volunteers and any other adults acting on behalf of the organisation.
- All settings where GoWise Learning operates: online, at client homes, at partner venues.

Key Principles & Legal Framework

Our Safeguarding and Protection practices for Children and Young People are guided by UK law and national guidance, including:

Legal Framework

This policy is informed by UK legislation and statutory guidance, including:

- *The Children Act 1989 & 2004*
- *Working Together to Safeguard Children (2023)*
- *Keeping Children Safe in Education (2024)*
- *Education Act 2002*
- *Equality Act 2010*

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- *SEND Code of Practice (2015)*
- *Safeguarding Vulnerable Groups Act 2006*

- *Counter-Terrorism and Security Act 2015 (Prevent Duty)*
- *Data Protection Act 2018 and UK GDPR*
- *Working Together to Safeguard Children (latest statutory guidance)*
- *Alternative Provision - Statutory guidance (January 2013)*
- *The Children Act 1989 & 2004, which place duties on organisations to promote the welfare of children and protect them from harm.*
- *Keeping Children Safe in Education (September 2025) (statutory for Alternative Provision Schools)*
- *All safeguarding data and records are managed in compliance with UK GDPR and the Data Protection Act 2018. Information is stored and shared securely and only with those who need to know to keep a child or young person safe. Further guidance is available from the Information Commissioner's Office (ICO).*

Our Safeguarding Principles

Principle	What It Means at GoWise Learning
Child and Young Person-Centred Approach	The needs, safety, and voice of each child or young person come first.
Early Intervention	We identify concerns early and act promptly to prevent harm.

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Principle	What It Means at GoWise Learning
Accountability	Everyone at GoWise Learning has a duty to safeguard.
Partnership	We collaborate with parents, schools and local authorities to ensure a joined-up approach.
Transparency	We communicate clearly and maintain open, honest relationships with families and professionals.

We recognise the importance of early help and will work with partners to identify children who may benefit from support at the earliest possible stage, so that concerns do not escalate into significant harm wherever this can be prevented.

Recognising Abuse and Neglect

Abuse can take many forms. All tutors at GoWise Learning are trained to recognise indicators of harm and to respond appropriately.

Abuse and neglect happen when a child or young person is harmed, or not kept safe, by the actions or inaction of adults or other children. Harm may be physical, emotional, sexual or through a failure to meet basic care needs. Abuse can occur in families, schools, online, in the community or in any setting where children have contact with others.

Type of Abuse	Examples / Indicators
Physical	Unexplained injuries, bruises, or burns; fear of physical contact.
Emotional	Withdrawal, anxiety or low self-esteem; extreme reactions to criticism.
Sexual	Inappropriate behaviour or language; knowledge beyond age expectations.
Neglect	Poor hygiene, hunger, tiredness, lack of supervision or suitable care.
Online Abuse	Cyberbullying, grooming or exposure to harmful content.
Peer-on-Peer Abuse	Bullying, intimidation or sexual harassment between children or young people.
Exploitation	County lines, modern slavery or radicalisation concerns.

*Children and young people may experience **more than one type of abuse at the same time**, and the signs might be subtle or build up gradually. Staff and tutors are **not** responsible for diagnosing abuse, but they **must** notice, record and report any worries so that appropriate help can be provided.*

The DSL is responsible for overseeing all safeguarding matters, maintaining secure records, liaising with schools and local authorities, and ensuring best practice is followed across GoWise Learning.

These brief examples are supported by the following detailed guidance to help tutors and staff recognise the full range of abuse and neglect that children and young people may experience.

Core Categories of Abuse

Physical abuse

Physical abuse involves causing physical harm to a child or young person. This may include hitting, shaking, burning, poisoning, suffocating or any action that deliberately causes injury, or failing to prevent such injury. Signs might include unexplained bruises or injuries, injuries with unusual patterns, frequent “accidents”, or a child appearing frightened of certain adults or situations.

Emotional abuse

Emotional abuse is persistent behaviour that undermines a child’s self-esteem, sense of worth or emotional wellbeing. It can include constant criticism, rejection, humiliation, intimidation, making a child feel worthless, or exposing them to frightening, degrading or inappropriate situations. Signs can include extreme shyness or anxiety, low self-esteem, withdrawal, frequent emotional outbursts, or development that seems significantly below expectations without clear explanation.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. This can include physical contact, non-contact activities such as being made to watch sexual acts, exposure to sexual images or online exploitation. It may be carried out by adults or by other children and young people. Indicators can include sexualised language or behaviour that is unusual for age, reluctance to be alone with certain people, unexplained gifts, or emotional and behavioural changes.

Neglect

Neglect is the persistent failure to meet a child’s basic physical or emotional needs, which is likely to result in serious impairment of health or development. This can include not providing adequate food, clothing, shelter, supervision, medical care, or emotional warmth and support. Signs might include poor hygiene, inappropriate

clothing for the weather, frequent hunger, untreated medical issues, tiredness, poor attendance, or a child regularly being left alone or unsupervised.

Other Forms of Abuse and Safeguarding Risks

Online abuse

Online abuse happens through digital devices and platforms (such as phones, tablets, computers, gaming systems and social media). It can include grooming, bullying, harassment, coercion into sharing sexual images or personal information, and exposure to harmful or extremist content. Children may become secretive about their online activity, spend long periods online, or become distressed after using devices.

Peer-on-peer abuse

Peer-on-peer abuse (also called child-on-child abuse) is when children or young people harm each other. This can include bullying, physical violence, sexual harassment or assault, coercive or controlling behaviour, initiation-type activities, or online abuse. It may happen in person or online and can be minimised or excused as “just joking” or “banter”. It should always be taken seriously and responded to.

Bullying (including cyberbullying)

Bullying is repeated, intentional behaviour that hurts another person physically or emotionally. It can involve name-calling, exclusion, spreading rumours, threats, physical attacks, or sending unkind messages online. Cyberbullying uses digital platforms to intimidate, shame or isolate a child or young person.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to manipulate, coerce or deceive a child into sexual activity in exchange for something the child needs or wants (such as attention, money, gifts, alcohol, status or protection). It can occur online or in person. Signs may include unexplained gifts, changes in appearance, going missing, relationships with significantly older individuals, or sudden changes in behaviour.

Child criminal exploitation (CCE) and county lines

Child criminal exploitation occurs when children are manipulated or coerced into criminal activity, for example carrying drugs, weapons or stolen goods. “County lines” is a model of drug supply where children are used to move drugs and money between areas using dedicated phone lines. Warning signs may include unexplained money or possessions, frequent missing episodes, travelling to unknown locations, being picked up in cars, or being fearful of gangs or adults.

Trafficking and modern slavery

Child trafficking involves recruiting, moving, or harbouring a child or young person for the purpose of exploitation. Exploitation can be sexual, criminal, domestic servitude, forced labour or other forms of abuse. Movement may be within the UK or across borders. Any child moved for exploitation is considered trafficked, regardless of any apparent “consent”.

Grooming

Grooming is when someone builds a relationship with a child or young person (and sometimes their family) to gain trust and create opportunities for exploitation or abuse. Grooming can happen in person or online and often involves flattery, gifts, secrets, or making the child feel special and understood. Over time, the groomer may isolate the child from other supports and increase control.

Radicalisation and extremism

Radicalisation is the process by which a person comes to support extremist ideologies or terrorism. Children and young people may be exposed to extremist ideas online, in friendship groups, in the community or through other influences. Extremism includes vocal or active opposition to fundamental values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Self-harm and self-abuse

Self-harm (or self-abuse) is when a child or young person intentionally hurts themselves as a way of coping with difficult feelings, thoughts or experiences. This can include cutting, burning, hitting themselves, overdosing, misusing substances or disordered eating. While self-harm is not always linked to abuse, it is a significant safeguarding concern and must be taken seriously.

Female genital mutilation (FGM)

FGM refers to any procedure that intentionally alters or injures female genital organs for non-medical reasons. It is illegal in the UK and a serious form of child abuse with long-term physical and emotional consequences. Indicators may include talk of “a special procedure” or “going abroad for a ceremony”, significant pain, or health difficulties following visits abroad

We recognise that some children may face multiple or complex safeguarding risks, especially those with SEND, SEMH needs, or EHCPs. Tutors receive additional training on recognising these specific indicators.

Staff and tutors are supported to notice patterns of behaviour or changes in presentation (for example, unexplained injuries, changes in friendships, missing episodes, unexplained gifts, shifts in mood or engagement) and to report any worries, even if they seem low-level or uncertain.

Online and Remote Safeguarding

*GoWise Learning maintains the same high safeguarding standards for online tuition as for in-person teaching. All online sessions follow GoWise Learning’s **Online Safety Policy and Code of Conduct for Tutors** to ensure the highest standards of professionalism and digital safeguarding.*

Tutors must use only approved, secure online platforms and GoWise Learning communication channels for contact with learners and families. Personal contact details and personal social media accounts must never be shared with children or young people.

All sessions must be conducted in a professional and appropriate online environment. Tutors should ensure a neutral background, avoid displaying any personal or inappropriate content on screen, and dress appropriately at all times. Devices used for online teaching must be secure, regularly updated, and free from unsuitable material.

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Parents, carers, or responsible adults are encouraged to supervise or remain nearby during remote sessions to help maintain a safe and supportive environment.

Recording of online sessions is not permitted without prior written consent from GoWise Learning and the learner's parent or carer.

Any safeguarding concerns or incidents that arise during an online session must be reported immediately to the Designated Safeguarding Lead (DSL) following GoWise Learning's Safeguarding Procedures.

Safeguarding Procedures

At GoWise Learning, we put our safeguarding and protection values into practice. Here's how we uphold our commitment to the safety of children and young people every day:

1. Safer Recruitment & Vetting

a. Advertising and Job Descriptions

Every advert for a role with GoWise Learning includes a clear statement about our commitment to safeguarding and the requirement for background checks. Job descriptions and person specifications highlight the importance of safeguarding and outline the attitudes, experience, and values we are looking for.

b. Application and Declaration

All applicants must submit an application form or CV that includes:

- A full employment history, with any gaps explained.
- A signed declaration regarding any previous criminal convictions or safeguarding concerns.

c. Gaps in employment

Any gaps in employment or inconsistencies in the application are explored in detail during the interview process.

d. Interviews

Interviews always include questions related to safeguarding, behaviour management, and professional boundaries. We assess not only qualifications and

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experience, but also a candidate's values, communication style, and understanding of their responsibility to protect children and young people.

e. Pre-Employment Checks

Before confirming an appointment, the following checks must be completed:

1. Enhanced DBS check (with barred list information where appropriate)
 2. Identity verification
 3. Right to work in the UK
 4. Qualification and professional reference verification
-
5. Two satisfactory references — including one from the most recent employer or placement involving work with children
 6. Self-declaration of suitability to work with children and young people

2. Safeguarding Training, Awareness and Ongoing Development

At GoWise Learning, safeguarding training is not seen as a one-off requirement but as an ongoing and integral part of professional development. We believe that continuous learning helps our tutors and staff build knowledge, confidence and consistency in applying safeguarding best practice every day.

To maintain high standards, all staff and tutors have their work reviewed at least once a year through appraisals and supervision. These reviews help us ensure that safeguarding principles are embedded in everyday practice and that our policies and procedures are being followed effectively.

Our Designated Safeguarding Lead (DSL) completes advanced, multi-agency safeguarding training at least every two years and participates in additional courses relevant to our organisation's safeguarding requirements. The DSL ensures that all training reflects current statutory guidance — including Keeping Children Safe in Education and Working Together to Safeguard Children — and is tailored to meet the needs of the children and young people we support, including those with SEND and SEMH needs.

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*As part of onboarding, every tutor at GoWise Learning completes our **Safeguarding Induction Training**, which introduces our safeguarding policy, reporting procedures and professional conduct standards. This training ensures that every tutor fully understands their responsibilities for keeping children and young people safe before beginning any sessions.*

*Tutors also take part in **ongoing safeguarding support and professional development**, including regular supervision, reflective practice sessions, and access to up-to-date information about emerging safeguarding issues.*

All our tutors receive practical safeguarding training that enables them to:

- *Recognise signs of abuse or neglect.*
- *Respond appropriately if a child or young person makes a disclosure.*

- *Take proactive steps to prevent harm.*
- *Record concerns clearly and accurately.*
- *Know who to contact for help or advice.*
- *Share information safely and responsibly.*

By focusing on continuous safeguarding training and development, GoWise Learning ensures that every member of our team has the knowledge, confidence and professional judgment needed to protect and promote the welfare of every child and young person we work with.

3. Recognising & Responding to Concerns

All tutors at GoWise Learning play a vital role in safeguarding children and young people. Every tutor must understand that no single professional can see the whole picture of a child or young person's life. Protecting them from harm depends on everyone working together, sharing information, noticing signs of concern and acting quickly when something doesn't feel right.

To do this effectively, all tutors should:

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- **Be familiar with GoWise Learning's safeguarding systems**, including how to record and report concerns and who to contact (Designated Safeguarding Lead)
- **Receive safeguarding induction training** as part of the recruitment process and receive regular updates throughout the year, so their knowledge stays current and relevant.
- **Have access to and read** the following key documents:
 - GoWise Learning- Safeguarding and Protection Policy for Children and Young People
 - GoWise Learning - Staff Behaviour/Code of Conduct Policy
 - GoWise Learning - Behaviour Policy for Children and Young People
 - GoWise Learning - Online Safety Policy

 - GoWise Learning - Health and Safety Policy
 - GoWise Learning - Lone Worker Policy
 - Keeping Children Safe in Education Document (KCSIE)
- **Know how to recognise and respond** if a child or young person discloses abuse or neglect, including how to listen, record and report appropriately.
- **Be alert to indicators of abuse, neglect or exploitation**, particularly where these may be less obvious due to a child or young person's additional needs or vulnerabilities.

We encourage staff and tutors to raise **low-level concerns** – even if the concern does not meet the threshold for formal investigation. Low-level concerns might include patterns of behaviour, boundary-blurring, or conduct that feels “not quite right”. Recording and addressing these early can prevent more serious issues arising.



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If you are unsure whether a situation constitutes a safeguarding concern, always consult the DSL. It is better to raise a concern early than to delay action.

We treat all accidents, incidents and near-misses that occur during GoWise Learning activities as opportunities to improve safety. Where an incident suggests a possible safeguarding issue, it will be considered under this policy and discussed with the DSL.

4. Working Together

All tutors must understand that safeguarding is everyone's responsibility. It is not enough to notice concerns. Tutors must record, report and share those concerns following GoWise Learning's safeguarding procedures.

When in doubt, tutors should always speak to the Designated Safeguarding Lead (DSL) for guidance. Acting promptly and sharing information appropriately can make a significant difference in ensuring that children and young people receive the right help at the right time.

GoWise Learning promotes a culture of openness and accountability, where staff and tutors feel confident to raise concerns and know that their actions will be supported in the best interests of the child or young person.

5. Supporting Vulnerable Children and Young People

Children and young people with SEND, SEMH needs, communication differences, or those dependent on others for care, may find it harder to express concerns or communicate that something is wrong.

We are committed to using accessible and inclusive means of communication — such as simplified language, visuals, or alternative communication systems — to help every learner share their feelings and experiences safely.

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While trusted adults may support children and young people to communicate, we never rely solely on guardians or carers if they might be involved in or contribute to a safeguarding concern.

We ensure privacy, dignity and respect in any intimate care, medication support or personal assistance, following clear written protocols and risk assessments.

Where appropriate, staff and tutors work in partnership with families, schools, health professionals and social care teams to provide consistent, wraparound support for vulnerable learners, ensuring their voices are heard and their safety and wellbeing remain central at all times.

6. Child and Young Person Participation & Voice

- We encourage children and young people to speak up about worries in ways that feel safe to them.
- We listen, whether that is verbal, non-verbal or through other forms of communication and respect what they tell us.
- We involve children and young people in safeguarding and protection practices in ways that are safe, meaningful and appropriate to their age and understanding.
- This includes listening to their views about their own safety and wellbeing, encouraging them to speak up if they feel worried or unsafe and creating opportunities for them to give feedback on the support and environment we provide. While they are not involved in the investigation or management of concerns, their input helps us improve our safeguarding and protection procedures and ensures our approach remains centred on the needs of children and young people.
- GoWise Learning is committed to listening to the views of the children and young people we support, ensuring their feedback helps shape our services and safeguarding practices. GoWise Learning fosters a culture where children and young people feel heard, valued and protected, by providing safe ways

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for them to share their concerns and by acting on their input to improve their learning and wellbeing.

7. Information Sharing & Working with Others

GoWise Learning works in partnership with parents, carers, schools, local authorities, and other safeguarding agencies to promote the welfare and protection of every child and young person.

We recognise that effective safeguarding relies on open and timely information sharing. Where required by law, guidance, or best practice, we share information responsibly and proportionately — always respecting confidentiality and data protection principles and never compromising a child or young person's safety.

All information is shared on a need-to-know basis, in line with the UK GDPR, the Data Protection Act 2018, and national safeguarding guidance.

When appropriate, children, young people, and their families are informed when information is shared, unless doing so would place them or others at further risk of harm.

GoWise Learning's Designated Safeguarding Lead (DSL) is responsible for liaising with external agencies, ensuring that information is shared securely, accurately, and recorded properly within safeguarding records.

8. Monitoring & Governance

At GoWise Learning, we view safeguarding as a shared responsibility that requires strong leadership, transparent accountability, and continuous improvement.

We regularly review our safeguarding and protection policies, practices and any incidents to ensure that our approach remains effective, current and reflective of best practice. Each review helps us identify areas for improvement and strengthen the culture of safety across the organisation.

There is always a named member of senior leadership — the Designated Safeguarding Lead (DSL) — responsible for oversight of safeguarding and

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protection. Safeguarding responsibilities are also embedded at every level of the organisation, from tutors and staff to directors and partners.

The Director of GoWise Learning is responsible for ensuring that safeguarding remains central to the organisation's vision, strategy and day-to-day operations. Their responsibilities include:

- Approving safeguarding policies and ensuring they are implemented consistently across all areas of work.
- Allocating sufficient time, resources and training to support effective safeguarding practice.
- Receiving regular reports and updates from the DSL on safeguarding activity, trends and emerging risks.
- Reviewing outcomes of safeguarding audits, case reviews and feedback to identify learning opportunities.
- Ensuring that lessons from incidents or external reviews lead to tangible improvements in policy and practice.

Safeguarding and protection are fully integrated into staff supervision, annual performance reviews, risk assessments, and health and safety procedures.

Through continuous monitoring, leadership involvement and reflective practice, we ensure that safeguarding at GoWise Learning remains robust, proactive and responsive to the needs of every child and young person we support.

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Small-Group and 2:1 Tutoring Sessions

On occasion, GoWise Learning may provide tutoring where two adults or multiple learners are involved (for example, a tutor and learning support assistant working with one learner, or small-group sessions). In such cases:

- Roles and responsibilities for planning, delivery and safeguarding must be clearly understood and agreed.
- All adults share responsibility for maintaining professional boundaries and protecting the learner's welfare.

Safeguarding expectations apply equally to every adult present, including volunteers or support staff.

9. Review & Updates

- Our safeguarding and protection policy will be reviewed at least annually or sooner if there are changes in law, guidance or following an incident.
- We involve staff, tutors, parents, students' differentiated views/ways of communicating and carers in reviewing our practice to ensure it is relevant, accessible and effective.
- All updates to this policy will be approved by the **CEO of GoWise Learning** and communicated promptly to all staff, tutors and partner organisations. The CEO ensures that any revisions reflect current legislation, best practice and the evolving needs of the children and young people we support.

GoWise Learning Commitment

We will:

- Respond promptly and sensitively to all safeguarding and protection concerns.
- Take every report seriously, whether it comes from a tutor, a parent or a learner.

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- Work in partnership with parents, carers, schools and local authorities to ensure every child and young person is safe.
- Provide ongoing safeguarding and protection training and support for our tutors so they can always maintain best practice.
- Continue to monitor the effectiveness of our safeguarding arrangements through audits, staff feedback and collaboration with local safeguarding partners.

Reporting a Safeguarding Concern

If at any point you are concerned about a child's or young person's safety or wellbeing, you must take immediate action. Safeguarding and protection is everyone's responsibility.

If you are a parent, carer, tutor, or learner and you have a safeguarding concern:

Take Immediate Action if Needed – If a child or young person is at immediate risk of harm, call **999** without delay.

Stay Calm & Listen – If the child or young person is *not* at immediate risk of harm and shares something with you, listen carefully without judgment. Do not ask leading questions or make promises you cannot keep.

Record the Concern – Note exactly what you have seen, heard, or been told, using the child's or young person's own words where possible. Do not add your interpretations or assumptions.

Anyone raising a safeguarding concern will be asked to complete the **GoWise Learning Safeguarding Concern Form** which provides a consistent and *secure way to record all relevant details. This ensures that the concern is handled promptly, accurately and in line with our safeguarding procedures.*

Recording and Submitting Safeguarding Concerns Securely

All safeguarding concerns must be recorded on the **GoWise Learning Safeguarding Concern Form**.

Tutors, staff and volunteers should:

- ✓ Complete the form on the same day
- ✓ Fill in all relevant sections of the Safeguarding Concern Form as soon as possible after the concern arises.

- ✓ Stick to factual information: what you saw, heard, or were told, and when it happened.

Save the file securely on your device

- ✓ Save the document with a neutral file name (for example: file_1234concern_2025) rather than using the child's full name.

- ✓ Save it in a private area of your device (not a shared or public folder).

Password-protect the document

In most common document editors (such as Microsoft Word):

1. Open the completed Safeguarding Concern Form.



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2. Click on **File**.

Select **Info**.

3. Click on **Protect Document** (or **protect**).

4. Choose **Encrypt with Password**.

5. Enter a strong password (at least 8 characters, using a mix of letters and numbers) and confirm it when prompted.

6. Click **Save**.

- ✓ Do not use the child's name or any obvious personal information as the password.
- ✓ **Email the form to the DSL (Anamaria Blanaru)**
- ✓ Attach the **password-protected** document to an email addressed to:
info@gowiselearning.co.uk
- ✓ In the email, include only basic information (for example: "*Safeguarding Concern Form attached for your attention*").
- ✓ **Send the password separately**

Send the password to the DSL (Anamaria Blanaru) in a **separate message** – by text message: [\(+44\) 7398 693 595](tel:+447398693595) or a separate email: info@gowiselearning.co.uk

- **Do not include the password in the same email as the attachment.**

These steps ensure that safeguarding information is handled securely and confidentially, in line with **UK GDPR** and the **Data Protection Act 2018**.

Follow Guidance from the DSL – The DSL will review the information, assess the level of concern, and decide on the next steps in line with safeguarding procedures.

Continue to Provide Support – Tutors should continue to support the child or young person appropriately, following advice from the DSL.

Maintain Confidentiality – Information about a safeguarding concern must only be shared with those who need to know to help keep the child or young person safe. Do not discuss any details of the concern with anyone other than the DSL or relevant authorities.

If you are unsure whether a situation constitutes a safeguarding concern, always consult the DSL or Deputy DSL for advice — it is better to raise a concern early than to delay action.

If You Are Not Satisfied with the Outcome - If you believe a safeguarding or protection concern has not been handled appropriately or continue to have serious concerns about a child's or young person's safety:

*For **safeguarding concerns about vulnerable young people** over the age of 18, you may contact Adult Care Advice and Contact on 0300 456 0111.

*Alternatively, you can contact the NSPCC Helpline on 0808 800 5000 for **confidential advice and support if you are concerned about a child**.