

Safeguarding and Child Protection Policy

Date Approved: 31 October 2025

Next Review Date: October 2026

1. Aims, Scope, and Principles

- 1.1. The purpose of the policy is to enable Diversity Role Models to ensure to the best of its ability that the children and vulnerable adults who access its services are safeguarded from abuse.
- 1.2. A child's welfare shall always be paramount to the organisation. Although Diversity Role Models does not have a responsibility to implement child protection proceedings, they do have a duty of care to record and report any child protection issues.
- 1.3. This policy sets out Diversity Role Models' expectations of its Staff (including senior managers), Directors, Volunteers, and any other individual working on behalf of the Charity. For the purpose of this policy "working on behalf of the Charity" shall mean being employed by or volunteering for the Charity.
- 1.4. All individuals working on behalf of the Charity have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm.
- 1.5. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- 1.6. This policy has been prepared with due regard to relevant legislation and guidance that seeks to protect children, including but not limited to:
 - *Children Act 1989*
 - United Nations Convention on the Rights of the Child
 - *General Data Protection Regulation (GDPR)*
 - *Data Protection Act 2018*
 - *Sexual Offences Act 2003*
 - *Children Act 2004*, as amended by the *Children and Social Work Act 2017*
 - *Protection of Freedoms Act 2012*
 - Charity Commission guidance: Safeguarding and protecting people for charities and Directors
 - Working Together to Safeguard Children 2023
 - Keeping Children Safe in Education 2025
 - *Human Rights Act 1998*

- *Equality Act 2010*
- Relationships Education, Relationships and Sex Education and Health Education 2025
- Revised Prevent Duty Guidance for England and Wales 10 April 2019
- FGM Act 2003 Mandatory Reporting Guidance 2016
- *Marriage and Civil Partnership (Minimum Age) Act 2022*
- *The Anti-social Behaviour, Crime and Policing Act 2014*

2. Definitions

2.1. For the benefit of this policy: “**child**” shall mean anyone under the age of 18 and children shall be construed accordingly.

2.2. “**Safeguarding and promoting the welfare of children**” shall mean:

- 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 the 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; and
- taking action to enable all children to have the best outcomes.

2.3. “**Abuse**” shall mean the violation of an individual’s human and civil rights by any other person or persons. This policy recognises the legal definition of significant harm. The English law system identifies harm in the forms of “present significant harm or likelihood of future harm” (as defined by section 31 of the *Children Act 1989*).

2.4. This policy recognises the four major forms of abuse included in Keeping Children Safe in Education 2025 but acknowledges that these forms are not exclusive and the definitions below are therefore not exhaustive. This policy also recognises that child on child abuse was incorporated into part 5 of Keeping Children Safe in Education 2022.

2.4.1. “**Physical abuse**” shall mean 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.

2.4.2. “**Emotional abuse**” shall mean 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 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.

2.4.3. **“Sexual abuse”** shall mean forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 or young people 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 that all Staff and Volunteers should be aware of.

2.4.4. **“Neglect”** shall mean 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 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.5. In addition to the above definitions of abuse, Diversity Role Models recognises additional, specific safeguarding issues that can put children at risk of harm as listed in Keeping Children Safe in Education 2025:

- 2.5.1. Behaviours linked to issues such as drug taking and/or alcohol misuse;
- 2.5.2. Deliberately missing or being absent from education;
- 2.5.3. Serious violence (including that linked to county lines);
- 2.5.4. Radicalisation;

- 2.5.5. Consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- 2.5.6. Child on child abuse, including bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sexual violence, sexual harassment, upskirting, causing someone to engage in non-consensual sexual activity, consensual and non-consensual sharing of nude and semi-nude images and/or videos, and initiation/hazing type violence and rituals;
- 2.5.7. Female genital mutilation;
- 2.5.8. Child Criminal Exploitation including county lines;
- 2.5.9. Child Sexual Exploitation which is a form of child sexual abuse;
- 2.5.10. Honour-based abuse encompassing incidents or crimes which have been committed to protect or defend the honour of the family and/or community;
- 2.5.11. Forced marriage, in which one or both people do not consent to the marriage but are coerced into it; and domestic abuse at home or in their own relationships. The legal age of marriage in England and Wales is now 18.
- 2.5.12. All Staff should be aware that mental health issues can be an indicator that a child is suffering abuse, neglect, or exploitation.
- 2.5.13. LGBTQ+ young people can also face specific wider vulnerabilities. Keeping Children Safe in Education 2025 notes that, while not an inherent risk factor, pupils who are (or are perceived to be) gay, lesbian, or bisexual could be targeted by other children. It also notes that pupils who are questioning their gender could face bullying, that risk can be compounded where LGBTQ+ children lack a trusted adult to speak with, and recognises the importance of reducing the barriers and providing a safe space for children to speak out or share their concerns. Keeping Children Safe in Education 2025 notes that “revised guidance on gender questioning children” is due for later publication.
- 2.5.14. Children with disability or additional health needs or care experienced children and other groups can face additional safeguarding challenges and barriers to the recognition of abuse in this group of children.
- 2.6. **“Staff”** shall mean any individual who is directly contracted by Diversity Role Models to deliver work on behalf of the Charity. This may include both those directly employed by Diversity Role Models and those who deliver work for Diversity Role Models on a freelance basis.
- 2.7. **“Facilitator”** shall mean an individual who is trained to lead the delivery of Diversity Role Models’ work in schools, including (but not limited to) work with pupils, school staff, school governors, and parents/carers. Such an individual could be Staff, Director, or Volunteer.

- 2.8. **“Role Model”** shall mean an individual who is trained to support the delivery of Diversity Role Models’ work in schools, including (but not limited to) work with pupils, school staff, school governors, and parents/carers. Such an individual could be Staff, Director, or Volunteer.
- 2.9. **“Volunteer”** shall mean an individual who is not a paid employee of the Charity who supports the delivery of our work through volunteering as a Role Model, Facilitator, or in any other role including (but not limited to) work with pupils, school staff, school governors, and parents/carers.
- 2.10. **“Observer”** shall mean an individual who observes any of Diversity Role Models’ work in schools. Such an individual could be Staff, a current or prospective Volunteer, or any other individual.
- 2.11. **“Director”** shall mean a Volunteer who is a Director of Diversity Role Models.
- 2.12. **“Safeguarding Lead”** shall mean the Staff appointed as Diversity Role Models’ lead on safeguarding. This is currently the Chief Education Officer.
- 2.13. **“Safeguarding Director”** shall mean the Director appointed to lead on oversight and governance of safeguarding on behalf of the Board of Directors.
- 2.14. **“DBS Check”** shall mean an enhanced check with children’s barred lists provided by the Disclosure and Barring Service (**“DBS”**).
- 2.15. **“DBS Certificate”** shall mean an enhanced certificate with children’s barred lists provided by DBS, also known as an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the *Police Act 1997*.
- 2.16. Any words or expressions not defined in this document shall have the same meaning provided to them in the Articles of Association of the Charity unless the context otherwise requires.
- 2.17. Some words or expressions contained in this document may also bear the same meaning as in the *Companies Act 2006* as in force on the date when the Articles of Association became binding on the Charity or as in the *Charities Act 2022*.

3. Policy Statement

- 3.1. Diversity Role Models is committed to safeguarding children and young people in accordance with the following key principles:
- 3.1.1. All individuals have the right to be safe and protected from all forms of harm. In cases where there are child protection concerns about the welfare of a child, that child’s needs are paramount.
- 3.1.2. No child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.
- 3.2. Diversity Role Models understand the duties set out in the *Equality Act 2010* and *Human Rights Act 1998* that set out the rights and freedoms everyone is entitled to. All without exception have the right to protection from abuse regardless of age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion and belief, sex, or sexual orientation.

- 3.3. All individuals working on behalf of the Charity have the right to be supported and assisted in dealing with child protection issues. Staff and Volunteers have a right to be able to share concerns over child protection with their line manager or another appropriate person such as the Safeguarding Lead.
- 3.4. When carrying out delivery in a school, Diversity Role Models is committed to adhering to that school's child protection policy as communicated to us in addition to this policy, in order to protect children from harm.
- 3.5. Diversity Role Models will endeavour to protect children who access the service. As most work is conducted in a school setting, with a member of school staff present, Volunteers and Staff are required to report concerns to the school in the first instance. The process for reporting, recording, and referring concerns and/or incidents is outlined below.
- 3.6. Diversity Role Models will:
- 3.6.1. Ensure that there are clear, effective channels of communication between all Staff, Volunteers, and the educational institution.
 - 3.6.2. Positively promote the rights of service users, Volunteers, and Staff.
 - 3.6.3. Provide effective management of Staff and Volunteers incorporating sufficient supervision.
 - 3.6.4. Support any Staff or Volunteer wishing to make an allegation.
 - 3.6.5. Adopt all appropriate local and national government policies.
 - 3.6.6. Follow the law and statutory requirements that provide protection to service users, Volunteers, and Staff.
 - 3.6.7. Inform all individuals working on behalf of the Charity of their responsibilities with regards to child protection.
 - 3.6.8. Maintain an 'it could happen here' attitude to safeguarding and ensure a culture of safeguarding is maintained at the organisation.

4. Staff and Volunteer Recruitment & Induction

- 4.1. Diversity Role Models recognises the importance of creating a culture of safer recruitment and adopting recruitment procedures that help deter, reject, or identify people who might abuse children.
- 4.2. Where individuals could be considered to be frequently working with children or in a school the UK government advises that these roles require an Enhanced DBS check with a children's barred list check.
- 4.3. In order to ensure safe recruitment of Staff and Volunteers, Diversity Role Models will undertake the following:
- 4.3.1. Safer recruitment training:
 - Diversity Role Models will ensure that relevant Staff have undertaken safer recruitment training.

4.3.2. Applications for Staff:

- We will not accept a Curriculum Vitae (CV) unless alongside a full application form from anyone applying to work in a role that involves working directly with young people at the Charity.
- We will inform candidates that as part of our background checks we may conduct an online search for shortlisted candidates.
- Staff who will deliver in schools or regularly attend schools will be asked to complete a DBS Check.

4.3.3. DBS Checks for Facilitators and Role Models:

- All Facilitators and Role Models will be required to present to Diversity Role Models an enhanced DBS check with children's barred list check issued within the past three years, or to complete one if they do not have a valid DBS Certificate.
- No one will be permitted to participate in workshops as either a Facilitator or a Role Model until they have obtained a valid DBS Certificate.
- Any information disclosed on a DBS Certificate will be considered in line with the procedure outlined below.

4.3.4. DBS Checks for office Staff and regular office Volunteers:

- Where a member of office Staff or a regular office Volunteer is not undergoing a DBS Check as a Facilitator or Role Model, Diversity Role Models will assess what level of check may legally be undertaken and require the individual to complete such a check.
- If it is deemed that a DBS Check is not required for a member of Staff or Volunteer a risk assessment will be undertaken and decision made by the Safeguarding Lead and Safeguarding Director, and then confirmed by the Chair.

4.3.5. DBS Checks for Directors:

- Prior to their appointments being legally effective, all Directors will be required to present a DBS Certificate issued within the past three years, or to complete one if they do not have a valid DBS Certificate.
- Any information disclosed on a DBS Certificate will be considered in line with the procedure outlined below.

4.3.6. Role Model training and induction:

- All Role Models will be trained and assessed for their eligibility and suitability for working with children in schools at an assessment and training session.
- This training will incorporate relevant and appropriate safeguarding information.
- Diversity Role Models will provide to Role Models their Safeguarding Guidelines for Volunteers (Annex B) by which they will be required to abide.

- Role Models will additionally be provided with a copy of this policy and will be required to indicate that they have read it and agree to abide by it.
- This assurance will be re-sought whenever this policy is materially updated.

4.3.7. References:

- Diversity Role Models will seek references prior to appointment for all Staff and Facilitators in line with safer recruitment principles and in order to determine their suitability to work with children.
- Diversity Role Models may also request references for Role Models where this is deemed appropriate by the Safeguarding Lead and Safeguarding Director.

4.3.8. Facilitator training and induction:

- All Facilitators will be given relevant and appropriate safeguarding training.
- Facilitators will additionally be provided with a copy of this policy and will be required to indicate that they have read it and agree to abide by it.
- This assurance will be re-sought whenever this policy is materially updated.

4.3.9. Training for office Staff and regular office Volunteers:

- Understanding of this policy will be ensured through appropriate training.
- For new Staff and Volunteers this will form part of their induction process.
- There will be refresher training to ensure that Staff and Volunteers remain up to date and aware of best practice as appropriate to their role.
- All staff will be asked to read and agree to abide by this policy and this assurance will be re-sought whenever this policy is materially updated.

4.3.10. DBS Checks for individuals having lived outside the UK at any point during the previous five years:

- Individuals not having five consecutive years of residence in the UK at the time of applying for their DBS Check must undergo a risk assessment by the Safeguarding Lead and Safeguarding Director to determine the appropriate check procedure, which could include overseas police check or similar background check required for working with children in another country.
- The results of the risk assessment as well as the names of all individuals involved in making the decision shall be recorded in the relevant system holding information on DBS Checks.

- 4.3.11. DBS Update Service: The Charity encourages all Staff and Volunteers to sign up for, and annually renew membership to, the DBS Update Service. The Charity will facilitate such registration as and when it deems appropriate unless instructed otherwise by the relevant Staff or Volunteer. Agreeing to this policy gives the Charity consent to access data from the DBS Update Service as appropriate. If an individual is not on the DBS Update Service, they will be required to obtain a new DBS check every three years.

5. Procedure for Reviewing DBS Certificates

- 5.1. Where Diversity Role Models receives a DBS Certificate that contains information, the following procedure will be followed:
- 5.2. The Safeguarding Lead will arrange for the Chief Executive Officer and a Director (other than the Chair and expected to be either the Safeguarding Director or the Secretary) to consider the information contained within the DBS Certificate.
- 5.3. Where the DBS Certificate indicates that the individual is on the barred list for working with children, they will be barred from participating in Diversity Role Models' work within schools.
- 5.3.1. If they are a Volunteer, they will be barred from participating in any of the Charity's work.
- 5.3.2. If they are a Staff, the Chief Executive Officer and appointed Director will consider whether any disciplinary action should be taken against them in accordance with the Disciplinary Procedure, including whether their employment should be terminated.
- 5.4. All other information will be assessed on a case-by-case basis, including but not limited to considering the following where relevant:
- the relevance of any conviction;
 - the nature and seriousness of any offence;
 - the circumstances surrounding any offence;
 - the applicant's age at the time of any offence;
 - the length of time since any offence occurred;
 - whether the behaviour that constituted any offence is still a cause for concern;
 - whether the context behind that behaviour is still a cause for concern;
 - whether the applicant has a pattern of offending behaviour;
 - whether the applicant's circumstances have changed;
 - the applicant's attitude to any offence;
 - whether any offence has since been decriminalised; and
 - whether any conviction would pose any serious reputational risk to Diversity Role Models.
- 5.5. After assessing the above information, the Chief Executive Officer and appointed Director will make a decision about that individual's suitability to participate in the Charity's work in schools, undertake employment, and/or become a Director.

- 5.6. Where an individual is dissatisfied with the decision of the Chief Executive Officer and appointed Director, they may appeal to the Chair. The decision of the Chair shall be final.

6. Procedures for Attending Student Workshops in Schools

- 6.1. Diversity Role Models' main contact with children takes place through workshops delivered within a school or college setting.
- 6.2. Each workshop will ordinarily include a Facilitator and between one and three Role Models.
- 6.3. All individuals working on behalf of the Charity and delivering a workshop in a school will be required to bring photo ID and a copy of their DBS Certificate with them on the day.
- 6.4. Should anyone representing the organisation require support relating to their DBS certificate or any matters relating to safeguarding the school should call Diversity Role Models office and ask to speak to a member of the Safeguarding team.
- 6.5. From time to time, Diversity Role Models may request that a school allows an individual from another organisation to observe workshops, such individuals are to be assumed not to have a DBS Certificate. In such instances, Diversity Role Models will inform the school five working days before the workshops, in order to give them an opportunity to decline the request to have an observer present.
- 6.6. Observers will be sent a copy of the Safeguarding Guidelines for Volunteers (Annex B) and asked to abide by it. In all circumstances, observers should be accompanied at the school by a member of Diversity Role Models' Staff.
- 6.7. All representatives from Diversity Role Models, including Facilitators, Role Models, and Observers, will be required to remain together as a group while delivering work in schools and to follow instructions given by school staff.
- 6.8. Diversity Role Models will request that schools ensure that a member of school staff accompanies the group at all times while they are on the school's premises. Such assurances will be required from schools in the terms and conditions for workshops.

7. Procedure for an Individual Working on behalf of the Charity to Report a Concern, Incident, or Allegation

- 7.1. All individuals working on behalf of the Charity are required to report safeguarding concerns, incidents, or allegations as soon as they are made aware of them, even if the concern, incident, or allegation does not relate directly to the Charity's work.
- 7.2. The child should be fully informed and ideally, but not essentially, their permission sought prior to reporting.
- 7.3. Where it is not possible or practical to seek such permission from a child their confidentiality will be considered in line with the section on confidentiality below.
- 7.4. Where a concern, incident, or allegation arises while the individual is within a school, they have a responsibility to report it to the school's designated safeguarding lead or a member of the school's safeguarding team. Any member of

school staff can inform them which member of the school's safeguarding team to contact at that moment. As well as reporting to the school's designated safeguarding lead, the individual should additionally inform Diversity Role Models' Safeguarding Lead or a member of the Safeguarding Team as soon as possible.

- 7.5. Where a concern, incident, or allegation arises outside of school delivery, or if a concern, incident, or allegation is made against anyone working on behalf of the Charity unrelated to the activity of the organisation, the individual has a duty to inform the Safeguarding Lead immediately. Where the report relates to a specific school, the Safeguarding Lead or a member of the Safeguarding Team will contact the school to inform them.
- 7.6. An incident report must be filed within 24 hours with the time and signature of the person who is reporting the concern, incident, or allegation. A digital signature will be acceptable on an incident report. The report should include the details of all that has happened, including details of:
- Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Any injuries identified on a body map if relevant
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child / adult

Should a member of the Safeguarding Team not be available at that moment the individual should make detailed, factual notes including all of the above details.

- 7.7. Diversity Role Models will not tolerate abuse in any form and will ensure all reports are investigated. This includes low level concerns which will not be treated as insignificant but will require a report to the Headteacher and/or the school's designated safeguarding lead or the Local Authority Designated Officer ("LADO"). A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the organisation, including in a voluntary capacity, may have acted in a way that is inconsistent with the policies and procedures of Diversity Role Models, including inappropriate conduct outside of work.
- 7.8. Where a report relates to a specific school, it will normally be investigated by the school in accordance with their safeguarding policy and procedures. Diversity Role Models will cooperate fully as requested by the school in any such investigation.

8. Procedure for Concerns, Incidents, or Allegations Relating to an Individual Working on behalf of the Charity

- 8.1. Where a report does not relate to a specific school, Diversity Role Models will ensure it is effectively investigated, fully recorded, and responded to appropriately at the first opportunity.
- 8.2. If a representative of the school or another individual working on behalf of the Charity has a concern about an individual working on behalf of the Charity, they have a duty to report this to Diversity Role Models' Safeguarding Lead immediately.

If Diversity Role Models' Safeguarding Lead is unavailable the incident, concern, or allegation should be reported to another member of the Safeguarding Team or the Chief Executive Officer. If the incident, concern, or allegation relates to a school that they are in they should report this to the school's designated safeguarding lead immediately before calling Diversity Role Models' Safeguarding Lead.

- 8.3. If the allegation is made against the Safeguarding Lead, the Chief Executive Officer should be contacted directly. If an allegation is made against a Director or the Chief Executive Officer the Chair must be contacted directly. If the allegation is against the Chair the Safeguarding Director should be contacted directly. This can be done by leaving a message stating that you are aware of a safeguarding issue which needs discussion with the relevant person immediately. This is all that needs to be disclosed at this point.
- 8.4. Any allegation against an individual working on behalf of the Charity will be reported to the LADO in the relevant local authority as soon as possible.
- 8.5. The Chief Executive Officer should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Chief Executive Officer should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.
- 8.6. Diversity Role Models will seek advice from the LADO and consider carefully whether the circumstances of a case warrant a person being suspended from contact with children or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.
- 8.7. Upon conclusion of any investigation by the LADO and/or police, Diversity Role Models will consider whether it is appropriate to take disciplinary action against any Staff member in line with its disciplinary procedure. Where an allegation is made against a Volunteer, Diversity Role Models will consider whether it is appropriate to terminate their volunteering in line with its Volunteer Policy.
- 8.8. At all stages of decision in any investigation, Diversity Role Models will seek to ensure that the views of the service user are sought and heard. There is no lower age limit for consultation, the purpose of which is to ensure all Staff working with service users treat them as individuals and not simply objects of concern.

9. Information Sharing

- 9.1. Whenever Diversity Role Models considers it proportionate, and to prevent any further harm, Diversity Role Models will share information available to them with other external agencies if considered appropriate. Decisions about what to share will be made by the Chief Executive Officer or, in their absence, the Safeguarding Lead in consultation with the Safeguarding Director.
- 9.2. Whenever information is shared, all individuals working on behalf of the Charity are required to cooperate fully with the statutory agencies.

- 9.3. Periodically, all paperwork relating to information that has been shared will be reviewed by the Chair, Chief Executive Officer, Safeguarding Director, Safeguarding Lead, and Secretary to determine if amendments to practices, policies, and procedures are necessary.
- 9.4. This meeting will be able to call any individual working on behalf of the Charity to give evidence not covered in the paperwork. The meeting will review the decision(s) to share information and whether alternative decision(s) would have been advisable given all information available at the time of the meeting.

10. Key Safeguarding Responsibilities

- 10.1. Because safeguarding is everyone's responsibility, all individuals working on behalf of the Charity have a responsibility to safeguard and promote the welfare of children and young people.
- 10.2. Directors
- Ensure that effective safeguarding policies and practices are approved, implemented, and monitored throughout Diversity Role Models.
 - Take steps to ensure that any safeguarding risks arising from the Charity's activities and operations involving children are assessed and measures are put in place to reduce these risks to acceptable levels.
- 10.3. Chief Executive Officer
- Ensure that Diversity Role Models has appropriate and effective safeguarding policies and procedures in place.
 - Ensure that all Directors are immediately advised of any major causes of safeguarding concern.
 - Ensure that Diversity Role Models routinely evaluates the quality and impact of the Charity's safeguarding activities, ensuring transparency and a learning culture across the organisation in securing any improvements to safeguarding policies, procedures, and practices.
 - Ensure all appropriate steps are taken when a concern, incident, or allegation is reported.
- 10.4. Volunteer Lead, Chief Education Officer, Education Managers, and Education Officers
- Deliver appropriate safeguarding training to all individuals working on behalf of the Charity.
- 10.5. Head of Development and Systems
- Support the Safeguarding Lead in the effective management of safeguarding information and procedures.
- 10.6. Safeguarding Lead
- Develop appropriate safeguarding training for all individuals working on behalf of the Charity.

- Oversee effective delivery, management, and monitoring of safeguarding and promote best practice.
- Ensure Diversity Role Models' safeguarding practices, training, and procedures comply with national legislation and guidance.
- Ensure that the Chief Executive Officer is immediately advised of any causes of safeguarding concern.
- Ensure that all individuals working on behalf of the Charity in schools are aware of how to identify and respond to concerns and/or allegations of harm and neglect.

10.7. Safeguarding Director

- Act as the lead on safeguarding within the Board of Directors.
- Conduct an annual audit of safeguarding practices with the Safeguarding Lead.

10.8. Staff and Volunteers

- Identify and take steps to safeguard and protect children and young people at risk when concerns arise and act in accordance with Diversity Role Models' policies and procedures.
- Maintain strictly professional relations with any service user under the age of 18. This includes but is not exclusive of:
 - Not engaging in any inappropriate conversations with students.
 - Exercising caution when disclosing personal information. For example, never disclose personal addresses, telephone numbers, etc.
 - Not engaging in any activity outside of the Charity's official business.
 - Not discussing any abuse/disclosed abuse as set out in Annex A and Annex B with anyone other than the appropriate person as explained above.

10.9. Observers

- Follow any instructions given by the school or the member of Diversity Role Models Staff who is accompanying them.
- Adhere to the Safeguarding Guidelines for Volunteers (Annex B) at all times.

11. **Monitoring and Review**

11.1. Systems will be established to reflect on and gain organisational learning from safeguarding issues within Diversity Role Models. This learning will be shared as appropriate with Staff and Volunteers to highlight patterns or persistent incidents and actions required to prevent them happening in the future.

11.2. The Safeguarding Lead and Deputy, Chief Executive Officer and Safeguarding Director shall meet quarterly to monitor Diversity Role Models' safeguarding practice and adherence to this policy.

11.3. This policy will be reviewed annually by the Safeguarding Lead and Safeguarding Director. Such review will consider any updates to relevant statutory guidance.

11.4. The Safeguarding Director will conduct an annual audit of safeguarding practices with the Safeguarding Lead.

Annex A: Basic Principles in Reacting to Suspensions, Allegations, and/or Disclosures

What To Do

- Stay Calm.
- Listen, hear, and believe.
- Give time to the person to say what they want.
- Re-assure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed.
- Act immediately in accordance with the procedure in this policy.
- Record in writing as near as verbatim as possible what was said as soon as possible.
- Report to the safeguarding team (at school and Diversity Role Models).
- Record your report.

What Not To Do

- Don't panic.
- Don't probe for more information. Questioning may affect how the disclosure is received at a later date.
- Don't make assumptions, don't paraphrase, and don't offer alternative explanations.
- Don't promise confidentiality to keep secrets or that everything will be ok (it might not).
- Don't try to deal with it yourself.
- Don't make negative comments about the alleged abuser.
- Don't gossip with colleagues about what has been said to you.
- Don't make a child or young person repeat a story unnecessarily.

Annex B: Safeguarding Guidelines for Volunteers

What are safeguarding and child protection?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- 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 the impairment of children's mental and physical health or development; and
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children and child protection guidance and legislation applies to all children up to the age of 18.

Whose responsibility is it?

Safeguarding is everyone's responsibility. Any of us could hear or see something that makes us concerned for the welfare of a child. It's important for us to ensure that we report these concerns correctly. When you choose to report something, it could mean the difference between harm being prevented or not.

What counts as a concern?

A concern could be anything that leads you to be concerned that the child may be suffering abuse. This abuse could be physical abuse, emotional abuse, sexual abuse, or neglect or other forms such as criminal exploitation. Abuse can be perpetrated by adults or another child or children, and bullying can constitute abuse.

What should I do if I have a concern?

If you are concerned about the welfare of a child while you are in a school you should speak to the school's designated safeguarding lead, or a member of the school's safeguarding team, as soon as possible. The Facilitator should ask for their name and contact details upon arrival at the school in case needed or you can ask any member of school staff. You should also call the Diversity Role Models office to inform Diversity Role Models' Safeguarding Lead or a member of the Safeguarding Team.

If a child discloses something that gives you concern for their wellbeing listen, explain that you will have to pass it on but only to those who need to know, which includes a member of staff at school and a member of staff at Diversity Role Models. Never promise a child that you can keep something secret, as this may not be possible, depending on what they wish to tell you.

If you have a concern that arises outside of a school or you are made aware of allegations, incidents or concerns about yourself or anyone working for or volunteering with the Charity, you must inform Diversity Role Models' Safeguarding Lead immediately.

What if a young person tries to contact me outside of the session?

If a student tries to contact you outside of your volunteering (e.g. via a social media platform), do not interact with the young person and contact the Diversity Role Models office and ask to speak to a member of the Safeguarding Team so that you can inform them and they can advise you on how to deal with it.

Safeguarding guidelines:

Do:

- Follow instructions given to you by school staff and abide by the school's safeguarding policy as well as Diversity Role Models policies and procedures in relation to safeguarding.
- Ask to speak to the school's designated safeguarding lead if you have a concern about a child's welfare, and inform a member of the Diversity Role Models Safeguarding Team.
- Wear appropriate clothing and have appropriate conversations.
- Take photo ID and a copy of your DBS Certificate with you for the school reception.
- Ask for a member of staff to escort you to the staff toilets, staff room, canteen, or to reception.

Don't:

- Wander off on your own, stay as a group at all times.
- Take any photographs, or video or audio recordings while on the school premises.
- Use inappropriate language or discuss topics relating to sex or sex education.
- Give students your contact details or tell them your full name.
- Stay behind to talk to a young person without someone else in the room.
- Promise to keep anything a young person tells you a secret.
- Disclose safeguarding concerns to anyone in the school apart from the designated safeguarding lead or their deputies.
- Drink alcohol or smoke on school premises.

Contact details:

Safeguarding Team: Safeguarding@diversityrolemodels.org, 020 3795 9201

Chief Executive Officer: CEO@diversityrolemodels.org, 020 3795 9210

Annex C: Safeguarding Statement for Schools

Diversity Role Models
St Anne's Church
55 Dean Street
London W1D 6AF

Diversity Role Models is a registered charity with the Charity Commission for England and Wales (Charity number: 1142548) that seeks to embed empathy in the next generation and create a truly inclusive education system where every young person can be themselves and thrive.

We are committed to safeguarding the children and young people with whom we work.

Our Safeguarding and Child Protection Policy, which is available on our website, has been prepared with due regard to relevant legislation and guidance that seeks to protect children, including but not limited to:

- *Children Act 1989*
- United Nations Convention on the Rights of the Child
- General Data Protection Regulation (GDPR)
- *Human Rights Act 1998*
- *Data Protection Act 2018*
- *Sexual Offences Act 2003*
- *Children Act 2004*, as amended by the *Children and Social Work Act 2017*
- *Protection of Freedoms Act 2012*
- Charity Commission guidance: Safeguarding and protecting people for charities and Directors
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2025
- Relationships Education, Relationships, and Sex Education and Health Education 2025
- Revised Prevent Duty Guidance for England and Wales 10 April 2019
- FGM Act 2003 Mandatory Reporting Guidance 2016
- *The Anti-social Behaviour, Crime and Policing Act 2014*
- *Marriage and Civil Partnership (Minimum Age) Act 2022*

When carrying out delivery in a school, Diversity Role Models is committed to adhering to that school's safeguarding and child protection policy as communicated to us, in addition to our own, in order to protect children from harm.

DBS Checks for Staff, Facilitators, and Role Models: all Staff, Facilitators, and Role Models will be required to present to Diversity Role Models an enhanced certificate with children's barred lists provided by DBS ("**DBS Certificate**") issued within the past three years, or to complete one if they do not have a valid DBS Certificate. If an individual is on the Update Service we run checks against the Update Service periodically. No one will be permitted to participate in workshops as either a Facilitator or a Role Model until they have obtained said DBS Certificate. Any individual working on behalf of the Charity and attending a session in school will be asked to bring photo ID and a copy of their DBS Certificate with them. Any

information disclosed on a DBS Certificate will be considered in line with the procedure outlined in our Safeguarding and Child Protection Policy. Should you have an issue with any information provided on the day please call Diversity Role Models office on 020 3795 9201 and ask to speak to a member of the Safeguarding Team.

Facilitator and Role Model training and induction: all Facilitators and Role Models will be trained and assessed for their eligibility and suitability for working with children in schools at an assessment and training session. This training will incorporate relevant and appropriate safeguarding information. Diversity Role Models will provide to Facilitators and Role Models their Safeguarding Guidelines for Volunteers (Annex B of our Safeguarding and Child Protection Policy) by which they will be required to abide. They will additionally be provided with a copy of the Safeguarding and Child Protection Policy and will be required to indicate that they have read it and agree to abide by it. This assurance will be re-sought whenever the policy is materially updated.

What we ask of schools: as part of the terms and conditions of our booking we require a member of school staff to accompany our representatives at all times within the school. We expect school staff to follow the school's own policy and processes and our Volunteers will do the same. We require any incidents, allegations, or concerns about our representatives to be reported to our Safeguarding Lead or a member of our Safeguarding Team immediately by calling our office on 020 3795 9201.

Should you wish to discuss any matters relating to how Diversity Role Models safeguards young people please contact one of the following individuals:

Safeguarding Lead – Safeguarding@diversityrolemodels.org

Chief Executive Officer – CEO@diversityrolemodels.org