



BIG CREATIVE
EDUCATION
APPRENTICESHIPS
TRAINING
ACADEMY

BIG CREATIVE TRAINING
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1. PURPOSE AND INTRODUCTION

This policy is in line with 'Keeping Children Safe in Education 2025' and 'Working Together to Safeguard Children 2023'.

"Because of their day-to-day contact with individual children, teachers and other staff are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop". (The Children Act 1989)

An effective whole organisation safeguarding policy is one which provides clear direction to staff and others about expected behaviour when dealing with safeguarding issues. An effective policy also makes BCT's commitment to the development of good practice and sound procedures explicit. This ensures that safeguarding concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the learner.

BCT takes its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (The Children Act 1989).

There are three main elements to our safeguarding policy:

Prevention through the creation of a positive atmosphere and the teaching and pastoral support offered to learners and apprentices.

Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.

Support to learners and apprentices and staff who may be affected by safeguarding concerns or issues arising.

This policy applies to all learners and apprentices, staff, volunteers and visitors to BCT.

BCT recognizes it is an agent of referral and not of investigation.

All staff must maintain an attitude of 'it could happen here'.

2. FRAMEWORK

Safeguarding is the responsibility of all adults and especially those working with children and vulnerable adults. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

3. SAFEGUARDING CONTACTS AT BIG CREATIVE TRAINING

The Designated Safeguarding Lead (DSL) is the first point of contact for all safeguarding concerns and child protection incidents:

Alexandra Marquez Designated Safeguarding Lead (DSL) Student Services Manager	07429 776 721 020 3873 5800 ext 5812 alexandra.marquez@bigcreative.education
Nia Sinclair Deputy Designated Safeguarding Lead LAC Lead	07378146982 020 3873 5800 ext 5808 Nia.sinclair@bigcreative.education
Aiyesha Simmonds Student Services & Safeguarding Officer	020 3873 5800 ext 5808 aiyesha.simmonds@bigcreative.education
Ben Jolly Deputy DSL & out of hours emergency contact	07834 182 380 ben.jolly@bigcreative.education

4. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within BCT and the local authority who have specific responsibilities under safeguarding procedures. The names of those carrying out these responsibilities are listed on the cover sheet of this document.

It is the role of the DSL to ensure that all the safeguarding procedures are followed within BCT, and to make appropriate, timely referrals to local authority social services in accordance with these procedures. If for any reason the DSL is unavailable, a deputy DSL has been identified who will act in their absence.

Additionally, it is the role of the DSL to ensure all staff members (including temporary staff and volunteers) are aware of BCT's procedures, and to advise staff and to offer support to those requiring this.

5. IDENTIFYING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

6. RECOGNISING ABUSE

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people. To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying

(including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Keeping Children Safe in Education 2025)

7. REPORTING & RECORDING SAFEGUARDING AND CHILD PROTECTION ISSUE



Big Creative Training uses CPOMS (<https://bigcreative.cpoms.net/>) to keep secure safeguarding information and information. Well-kept records are essential to good safeguarding practice. BCT is clear about the following:

- The need to accurately record any concern held about a learner within the company
- The status of such records
- Should these records be passed over to other agencies.

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- note of any action taken, decisions reached and the outcome.

- Category of concern ticked appropriately – only select the main cause of concern

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must record on CPOMS immediately.

If a learner transfers from BCT, these files may be copied and forwarded to the learner's new establishment marked confidential and for the attention of the DSL if this is deemed to be in the learner's best interests.

8. KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The Safeguarding in Education Service can provide advice in non-emergency situations

- o <https://thehub-beta.walthamforest.gov.uk/safeguarding-in-education>

The Waltham Forest Local Safeguarding Partners (Waltham Forest Safeguarding Children Board) can provide advice and training.

The Local Safeguarding Partners within Waltham Forest consist of; Waltham Forest Council, NHS Waltham Forest, Newham and Tower Hamlets CCGs and Waltham Forest and Newham Police.

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=5ILArmjPvHo>

9. REFERRAL TO LOCAL AUTHORITY SOCIAL SERVICES

If you feel that a child is at immediate risk of harm, please call the Police on 999 who will be able to provide an immediate response. Alternatively, you can contact your local police on 101 at any time.

If you don't believe the risk requires immediate action, contact the Waltham Forest Multi Agency Safeguarding Hub team (previously the Referral and Advice Team) to discuss your concerns on:

Tel: 020 8496 2310 (Monday to Thursday, 9am-5.15pm and Friday, 9am-5pm)

Tel: 020 8496 3000 (Out of Hours).

You will get to speak to a social worker who is part of the Waltham Forest Multi Agency Safeguarding Hub (MASH) team. The social worker will need to gain as much information as possible about the child and the family.

If the young person does not reside in Waltham Forest contact their home borough social services.

10. POLICY REVIEW

The Director of Operation and the DSL are responsible for ensuring the annual review of this policy. Previous versions of the policy are to be kept to demonstrate progress and developments made

The Director of Operation and the DSL are responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

11. OUT OF HOURS SAFEGUARDING CONTACT

For safeguarding issues out of hours, immediately call Deputy DSL Ben Jolly on: 07834 182 380.

If you believe a child or young person is at immediate risk of danger, call 999.

Date Updated	To Review	Responsibility
July 2025	July 2027	AMQ