

Based on 2025 Child Protection and Safeguarding Policy for educational establishments.



# 2025/26 Child Protection and Safeguarding Policy for

## Premier Soccer Centres Ltd

Consistent with Keeping Children Safe in Education  
revised 1<sup>st</sup> September 2025



The policy must be reviewed and updated at least annually and/or following any updates to national and local guidance and procedures.

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Key Personnel	Name (s)	Contact details
Designated Safeguarding Leads (DSL)	Dave Hunt	<a href="mailto:dave@premiersoccercentres.co.uk">dave@premiersoccercentres.co.uk</a> Tel 07798 692826
Deputy DSL(s)	Mark Jones	<a href="mailto:mark@premiersoccercentres.co.uk">mark@premiersoccercentres.co.uk</a> Tel 07795 342509

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Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)		01865 810603 <a href="mailto:Lado.safeguardingchildren@oxfordshire.gov.uk">Lado.safeguardingchildren@oxfordshire.gov.uk</a>
Locality Community Support Service (LCSS) worker		0345 2412703
Multi Agency Safeguarding hub (MASH)		0345 050 7666
Out of hours Emergency Duty Team (EDT)		08450 507666
Police		101 or in emergencies 999

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Premier Soccer Centres recognises its role in safeguarding and child protection.

## **1. Introduction**

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- “Keeping Children Safe in Education” 2024 and updates for 2025\* (\*none of the 2025 updates were relevant to PSC)”
- “Working Together to Safeguard Children 2018”
- Oxfordshire Safeguarding Children Board guidelines

The Premier Soccer Centres Ltd Directors, Dave Hunt and Mark Jones, take seriously its responsibility under Section 11 of the Children Act and duties under “Working Together to Safeguard Children 2018” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all our staff and have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

We provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all our staff, governors and volunteers working in our school.

This policy has been written in line with Keeping Children Safe in Education 2024

This policy should be used in conjunction with KCSIE 2024.

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All staff will sign to confirm they have read and understood this policy.

## 2. Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of 'it could happen here' where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

**Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's **mental and physical health** or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Child protection** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of Premier Soccer Centres.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to all pupils of our school; however, the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example, adoptive parents, stepparents, guardians and foster carers.

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**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

**DSL** refers to Designated Safeguarding Lead.

**DDSL** refers to Deputy Designated Safeguarding Lead.

**OSCB** refers to Oxfordshire Children Safeguarding Board.

**LCSS** refers to Locality Community Support Service.

**MASH** refers to Multi Agency Safeguarding Hub.

**DO** refers to the Designated Officer, also referred to as Local Authority Designated Officer (LADO)

#### **4. The aims of these procedures are:**

To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.

To ensure consistent good practice and ensure that safeguarding follows a whole company approach.

#### **5. Principles and Values**

Children have a right to feel secure and cannot learn effectively unless they do so.

All children have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, during a coaching session delivered by Premier Soccer Centres, taking into account *contextual safeguarding*, (Annex 6) in accordance with the guidance.

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We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

We reserve the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

## **6. Leadership and Management**

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff.

As an employer we follow safer recruitment guidance as set out in KCSIE 2021

## **7. Record Keeping**

When working in schools, all safeguarding, wellbeing and notable behaviour concerns will be reported to the Designated Safeguarding Lead at that school.

When a PSC course is outside of school/education establishment delivery, staff will record any concerns and report as soon as possible to the DSL at Premier Soccer Centres. The DSL will follow that up as appropriate.

Records are kept in accordance with General Data Protection Regulations (GDPR) and the school's own GDPR Policy. CPOMS is managed by the DSL team.

Our record keeping procedures are in line with the KCSiE guidance.

## **8. Confidentiality and Information Sharing**

Premier Soccer Centres recognise that all matters relating to child protection are confidential. Staff will only disclose information about a child to other members of staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or wellbeing.

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- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Premier Soccer Centres Directors should ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- DfE Guidance on Information Sharing (July 2018) provides further detail.  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- OSCB provides advice on the Seven Golden Rules of Information Sharing  
<https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>
- Guidance to support schools with Data protection activity, including compliance with GDPR  
[Data Protection Tool Kit](#)

## 9. Training

All staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our staff undergo training to provide them with the knowledge and skills required to carry out their role. All staff undergo training every 3 years through the Football Association to enable them to fulfil their role.

This policy will be updated during the year to reflect any changes brought about by new guidance and shared with staff.

## 10. Safeguarding Children with Special Educational Needs and Disabilities

Premier Soccer Centres acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

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## **11. Reporting and referring concerns**

KCSIE 2024 states: “No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Premier Soccer Centres recognises the importance of sharing information and reporting concerns to help ensure children are protected.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children with those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well as those who are attending sports course.

**If a member of staff suspects abuse, spots signs or indicators of abuse, mental health concerns or they have a disclosure of abuse made to them they must:**

Make an initial record of the information on the same day.

If in a school setting, the DSL Lead at school must be notified immediately.

If during a PSC course delivered outside of school setting, staff must call and notify PSC Directors and a written record must be sent to Dave Hunt (or Mark Jones, if Dave not available) the same day.

The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

**1. Make an accurate factual record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:**

- 1. Dates and times of their observations**
- 2. Dates and times of any discussions in which they were involved**
- 3. Any injuries**
- 4. Explanations given by the child / adult**
- 5. What action was taken**
- 6. Any actual words or phrases used by the child**
- 7. Any questions the staff member asked (remembering not to ask any leading questions)**

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2. PSC Directors must be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm or **to carry out a no names consultation with LCSS, if appropriate.**

**Following a report of concerns, the DSL must:**

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
2. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the Premier Soccer Centres DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
  - i. the known facts
  - ii. any suspicions or allegations
  - iii. whether or not there has been any contact with the child's family.

The MASH can be contacted by phone on **0345 050 7666**.

If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL/DDSL must then notify Local Children's Social Care of the occurrence and what action has been taken. Contact details at back of document.

When a child needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the Premier Soccer Centres DSL or Deputy should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.

If there is not considered to be a risk of significant harm, the Premier Soccer Centres DSL/DDSL will contact the LCSS for a no names consultation.

**All contact details are in ANNEX 8.**

## **12. Multi-agency Working**

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Premier Soccer Centres recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

### **13. Safer Recruitment**

- Premier Soccer Centres is committed to ensuring the development of a safe culture and that all steps are taken to recruit people who are safe to work with our pupils and staff.
- Premier Soccer Centres are responsible for ensuring that the company follows safe recruitment processes outlined within guidance.
- Premier Soccer Centres will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.
- updated guidance states that Premier Soccer Centres should inform short listed candidates that online searches about them may be done as part of the pre-recruitment checks.

### **14. Allegations against staff or volunteers**

This procedure should be used in all cases in which it is alleged a member of staff who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

In dealing with allegations or concerns against a member of staff, or other adult, the 2023 update states: That a low-level concerns policy should contain a clear procedure for sharing concerns. The school can decide whether concerns are initially shared with the designated safeguarding lead or directly to the Headteacher. The Headteacher

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should ultimately be informed of all low-level concerns and make the final decision on how to respond.

- Report any concerns about the conduct of any member of staff to Premier Soccer Centres Director(s).
- If an allegation is made against a Premier Soccer Centres Director, the concerns need to be raised with the Designated Officer team for Oxfordshire should be contacted directly.
- In no circumstances should Premier Soccer Centres decide to cease to use a member staff due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer team (LADO) to determine a suitable outcome. Further information can be found in KCSiE 2024.
- There may be situations when the headteacher (when at a school setting), or the Directors of Premier Soccer Centres (at community soccer courses) will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Premier Soccer Centres Director, they will contact the LADO team on 01865 810603 or [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO team, the school will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The LADO team in Oxfordshire is currently contactable via calling 01865 810603 or Emailing: [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

The team will assess the information provided and advise on next steps, in line with KCSiE 2024, and Oxfordshire County Council's Designated Officers' local procedures.

## **15. Whistleblowing in a Safeguarding Context**

While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

**Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

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There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

If you are concerned that any member of staff is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make Premier Soccer Centres Directors, Dave Hunt and/or Mark Jones aware.

**Anyone wishing to raise concerns is also able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Oxfordshire County Council.**

If you believe that a member of PSC staff is harming a child (an allegation) and this has been reported to PSC Directors and no / insufficient action has been taken, or the member of staff you have concerns about is the PSC Director then you are able to contact the Designated Officers team (LADO) on 01865 810603 or email [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH at: **0345 050 7666** (office hours) or **08450 507666** (outside of office hours).

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

## **16. Preventing radicalisation**

All of our staff undergo online Prevent Awareness training to support them in identifying radicalisation and in understanding what steps they need to take to protect the children and families in our school.

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

### **Prevent Referrals**

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

### **Channel Awareness**

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This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

link to OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent/>

At Premier Soccer Centres we review this policy at least annually in line with DfE, OSCB and OCC requirements and other relevant statutory guidance.

**Reviewed: 1<sup>st</sup> September 2025**

**DSL Lead at PSC, Dave Hunt**

**Deputy DSL, Mark Jones**     *Mark Jones*

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## **Annex 1**

### **Roles and Responsibilities within Premier Soccer Centres, Dave Hunt and Mark Jones**

#### **1) Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults who they can approach if they are worried or have concerns.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm.
- Follow the allegations procedures, as set out in this policy and KCSIE 2024, if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Oxfordshire Safeguarding Children Board (OSCB) and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to ‘keep a secret’..
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Have an awareness of Mental Health problems and how in some cases are an indicator of the child being at risk of harm.

#### **2) Management responsibilities:**

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the OSCB procedures.
- Ensure there are effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a written response to children who go missing from education.
- Ensure recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Ensure allegations against staff are dealt with by the Premier Soccer Centres (PSC) Directors and that allegations against a PSC Director are dealt passed to the Designated Officer Team for Oxfordshire.

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#### **4) DSL responsibilities** *(in conjunction with DSL role description in KCSiE)*

In addition to the role of all staff, PSC Directors will:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the Designated Safeguarding Leads are.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher – if at School setting or to PSC Directors if elsewhere.

## **Annex 2**

### **Dealing with disclosures**

#### **All staff should ensure:**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL at School and for Premier Soccer Centres, and who to approach if the DSL is unavailable. Ultimately, all staff have the responsibility to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

2023 update also reminds everyone that children may not feel ready or know how to tell someone they are being abused.

Domestic abuse has been added to the 2023 list of safeguarding issues that all staff should be aware of.

#### **Domestic abuse can be:**

- Psychological, physical, sexual, financial, or emotional.
- Can impact on children through seeing, hearing or experiencing the effects through their own intimate relationships

#### **Guiding principles: the seven R's:**

##### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

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**Reassure**

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

**Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. **Report**
- Share concerns with the DSL as soon as possible and within 24 hours.
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact MASH or Police immediately

**Record**

- If possible, make some very brief notes at the time, and record them as soon as possible (*electronically or on paper*).
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

**Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

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### **Annex 3**

#### **Abuse and Neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

**All** staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

#### **Definitions and Indicators of abuse and neglect**

**The definition has been revised to align with "Working Together to Safeguard Children 2023," emphasising early intervention, protection from harm, and promoting children's welfare.**

**Domestic Abuse:** *Domestic abuse is a safeguarding concern.* The guidance covers various forms of domestic abuse - psychological, physical, sexual, financial, and emotional - and its impact on children.

**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. 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.

### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

**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.

### Indicators of emotional abuse

#### Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

#### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behavior from parents/carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-abuse/>

**Sexual abuse:** involves 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 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 see ANNEX 4.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### **Indicators of sexual abuse**

#### **Physical observations**

- Damage to genitalia, anus, or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

**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.

**NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCB guidance on Neglect and toolkit : <http://www.oscb.org.uk/safeguarding-themes/neglect/>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

**Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB childcare and development checklist/toolkit provides a more detailed list of indicators of neglect and is available to all staff

**Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

**Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

## Annex 4

### Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

### Sexual violence and sexual harassment between children

There is concern nationally relating to a culture of misogyny and sexual harassment in many schools and the DfE and Ofsted have reviewed school procedures. As a response, all school/colleges should include a statement on the school's website that gives information on reporting concerns or abuse using the new Government helpline and email address. Schools/colleges should have clear mechanisms for students to report concerns within school that are signposted and prevalent.

Part 5 of the statutory guidance in Keeping Children Safe in Education 2024 sets out how our school/college will manage reports of child-on-child sexual violence and harassment. That part of the guidance also links through to a further Department for Education (DfE) advice document: '**Sexual violence and sexual harassment between children in schools and colleges**'. This document is read and understood by DSLs and referred to as needed, particularly if a report of child-on-child sexual violence or sexual harassment is made.

If a report is made, the designated safeguarding lead will lead how the report is dealt with, given the high-profile nature of the report. This will be in liaison with the Headteacher. Where the DSL is unavailable, a Deputy DSL will lead. On a case-by-case basis, there will be consideration made as to the gender of the DSL or Deputy, so that the victim feels comfortable with how the investigation is managed.

When it comes to action to manage the report, the needs and wishes of the victim will take centre stage. Considerations should include how the investigation proceeds and what support the victim requires. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up.

Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police will be informed. Before doing so, this will be discussed with the victim and their parents/carers, explaining why it is important for other agencies to know and how these agencies will be able to support the victim. Other allegations will be managed within the school and/or with support from children's social care providers.

The guidance and the DfE advice set out the steps the school will take to manage the students involved, including risk assessments, separating the students in lessons, investigating the report, and supporting the victim and alleged perpetrator

Our school also uses the Stop Now tool.

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

“The tool uses a traffic light system to categorize the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour”

## **Annex 5**

### **Safeguarding issues**

All staff should have an awareness of safeguarding issues which can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children in danger.

### **Mental health**

Within school/during our courses, we aim to promote positive mental health and wellbeing for our whole community (students, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people will have varying mental health during their school career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children" (Mental Health and Behaviour in School, 2018). Schools can be a place for all students to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

During PSC courses, children are given opportunities to learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and the perpetrator can face a sentence of up to 2 years in prison. Anyone of any gender can be a victim.

### **So-called 'honour-based' Abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

### **Contextual safeguarding**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCB guidance on contextual safeguarding

<https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Child sexual exploitation and child criminal exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

**Some of the following can be indicators of CCE:**

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**The above CCE indicators can also be indicators of CSE, as can:**

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCB guidance on child criminal exploitation <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Government Guidance:  
[Child sexual exploitation: guide for practitioners](#)

**County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” **(as defined in section 2 of the 2021 Act)** Further information can be found in **KCSIE 2024**.

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NSPCC-when to call the police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm

**Further information around safeguarding issues can be found in KCSIE 2024 ANNEX B and on the OSCB website.**

### **Annex 6**

#### **Staff Induction, awareness and training**

- All members of staff have been provided with a copy of Part One of "*Keeping Children Safe in Education*" (2024) which covers safeguarding information for all staff. School leaders will read the entire document. Further information regarding the guidance and requirements can be found in KCSiE 2024.
- The DSL at Premier Soccer Centres will ensure that all new staff and volunteers are aware of the company's safeguarding processes.
- All staff members will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members will receive regular safeguarding and child protection updates, at least every 3 years.

**Annex 7****Contacts/links**

MASH	<b>0345 050 7666</b>	<a href="http://www.oscb.org.uk/concerned-about-a-child/">http://www.oscb.org.uk/concerned-about-a-child/</a>
Out Of Hours Emergency Duty Team	<b>0800 833 408</b>	
LCSS North	<b>0345 2412703</b>	<a href="mailto:LCSS.North@oxfordshire.gov.uk">LCSS.North@oxfordshire.gov.uk</a>
LCSS Central	<b>0345 2412705</b>	<a href="mailto:LCSS.Central@oxfordshire.gov.uk">LCSS.Central@oxfordshire.gov.uk</a>
LCSS South	<b>0345 2412608</b>	<a href="mailto:LCSS.South@oxfordshire.gov.uk">LCSS.South@oxfordshire.gov.uk</a>
Designated Officer Team (LADO)	<b>01865 810603</b>	<a href="mailto:Lado.safeguardingchildren@oxfordshire.gov.uk">Lado.safeguardingchildren@oxfordshire.gov.uk</a>
Police: Emergency Non-emergency	999 101	
OSCB		<a href="http://oscb.oxfordshire.gov.uk">oscb.oxfordshire.gov.uk</a>

Information sharing advice: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you are worried a child is being abused:  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC: <https://www.nspcc.org.uk/>

Whistleblowing guidance: <https://www.gov.uk/whistleblowing>

MASH leaflet for parents:  
<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/socialandhealthcare/childrenfamilies/MashLeafletForParents.pdf>

When to call the Police by the National Police Chiefs Council – NPCC:  
[When to call the Police](#)

## Premier Soccer Centres Child protection & Safeguarding Policy 2025/26

All PSC staff to sign and date, confirming that they have read the above company policy ref Safeguarding. Plus, confirm DBS & Safeguarding Certificates are up to date.

NAME	PSC Safeguarding read and understood?	My DBS issue date	My F.A. Safeguarding issue date	Signature
Mark Jones	Yes	03/06/2025	20/09/2025	Mark Jones
Dave Hunt	Yes	16/06/2023	27/08/2025	Dave Hunt
Calvin Evans	Yes	19/07/2024	27/08/2024	Calvin Evans
Jim Kent	Yes	29/03/2025	21/05/2024	Jim Kent
Bradley Olive	Yes	15/07/2024	25/04/25	Bradley Olive
Alex Richardson	Yes	10/09/2024	25/06/2024	Alex Richardson
Charley Brown	Yes	06/10/2023	24/08/2024	CBrown
Alan Frost	Yes	11/01/2026	12/01/2026	Alan Frost
Ellie McCarthy	Yes	26/04/2025	6/01/2025	Ellie McCarthy