Inner Compass
THERAPEUTIC SERVICES LTD

SAFEGUARDING POLICY

APRIL 2026

SAM LEWIS, MA
INNER COMPASS THERAPEUTIC SERVICES LTD

Safeguarding and promoting the welfare of all children is at the heart of Inner Compass Therapeutic Services. We are committed to adhering to the Safeguarding policy and procedure of all schools, and other organisations we work with.

Inner Compass Therapeutic Services Ltd recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and our team are an important part of the wider safeguarding system for children, we recognise we have an essential role to play in making the community safe and secure for children and young people.

Definition of safeguarding

In line with Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

Safeguarding is everyone's responsibility. All staff and professionals working with children have a role to play in identifying concerns, sharing information and taking prompt action to help keep children safe. All therapists are aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education 2025. This is outlined locally within the Kent Support Levels Guidance.

Inner Compass recognise that when assessing whether a child may be suffering actual or potential harm there are four main categories of abuse:

- Physical
- Sexual
- Emotional
- Neglect

Inner Compass recognises that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Attendance and Children Missing Education
- Bullying, including cyberbullying
- Children with family members in prison
- Children Missing Education (CME)
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse – including controlling and coercive behaviour
- Drugs and alcohol misuse

- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour-based abuse (HBV), including Female Genital Mutilation (FGM) and forced marriage
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- Online Safety (including emerging risks)
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual exploitation
- Sexual harassment
- Serious Violence
- Trafficking
- Upskirting

Inner Compass Therapists and Associate Therapists Responsibilities
Inner Compass Therapists and Associate Therapists have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Professionals should feel confident that they can report all matters of safeguarding children in the appropriate school where the information will follow the procedures in line with the school's policy.

Safeguarding Training Requirements
All therapists and associate therapists working on behalf of the organisation must receive safeguarding and child protection training appropriate to their role, responsibilities and level of contact with children and young people. Training requirements are informed by *Keeping Children Safe in Education (KCSIE)* and reflect the expectation that all professionals working with children understand how to identify concerns, respond appropriately, and take effective action.

Safeguarding training must be completed prior to commencing work with children and must be refreshed at least every two years (preferably each year) to ensure knowledge remains current and in line with statutory guidance, local safeguarding arrangements and organisational policy.

Level 2 Safeguarding Training – Associate Therapists and Trainees
Associate therapists, trainee therapists and any practitioners whose role involves regular contact with children and young people but who do not hold lead

safeguarding responsibility are required to complete safeguarding training to at least Level 2.

Level 2 safeguarding training must enable practitioners to:

- understand their statutory safeguarding and child protection responsibilities
- recognise indicators of abuse and neglect, including peer-on-peer abuse and contextual safeguarding concerns
- understand the importance of early help and information sharing
- know how to record, report and escalate safeguarding concerns in accordance with organisational procedures and school safeguarding policies
- understand the role of the Designated Safeguarding Lead (DSL) and when to seek advice or make a referral

Associate therapists must operate within organisational safeguarding procedures, follow the safeguarding policies of the host setting, and raise all concerns immediately with the appropriate safeguarding lead. They must work within their scope of practice and under appropriate supervision.

Level 3 Safeguarding Training – Therapists with Clinical Responsibility

Therapists who work autonomously, exercise professional judgement, or hold lead responsibility for therapeutic decision-making are required to complete safeguarding training to at least Level 3 (DSL).

Level 3 safeguarding training must enable therapists to:

- exercise professional judgement in complex safeguarding situations
- assess risk and respond to disclosures or emerging concerns
- contribute to safeguarding decision-making and multi-agency working where appropriate
- understand thresholds for statutory intervention and referral to children's social care
- maintain clear, accurate and timely safeguarding records
- support safeguarding within therapeutic practice while maintaining professional boundaries

Therapists with Level 3 responsibility are expected to take an active role in safeguarding decision-making related to their therapeutic work and to liaise appropriately with Designated Safeguarding Leads, schools and other professionals when concerns arise.

Sam Lewis – Director, Inner Compass Therapeutic Services Ltd has completed Level 3 DSL safeguarding training, which is refreshed every year. Renewal date: 12/01/2027

Ongoing Training Expectations

All therapists and associate therapists must:

- keep safeguarding knowledge and training up to date
- read and comply with the organisation's Safeguarding Policy and procedures
- adhere to the safeguarding policies and expectations of the settings in which they work
- act promptly on any safeguarding concerns, regardless of perceived severity

- understand that safeguarding is a shared responsibility and takes precedence over confidentiality where a child is at risk

Failure to meet safeguarding training requirements or to comply with safeguarding procedures may result in termination of contracts.

In line with statutory safeguarding responsibilities:

- All therapists and associate therapists must complete and keep up to date, Prevent training, enabling them to identify vulnerabilities to radicalisation and extremism.
- Practitioners must understand their responsibility to report concerns related to radicalisation in line with the Prevent Duty and local safeguarding procedures.
- Therapists with Level 3 safeguarding responsibility must have a working understanding of the Channel process and know how and when to contribute to safeguarding discussions or referrals.
- All practitioners must complete the training, be aware of their mandatory duty to report known cases of Female Genital Mutilation (FGM) involving under-18s and understand how to escalate concerns appropriately. This training must be kept.

Low-Level Concerns

A low-level concern is any concern, no matter how small, about an adult working with children that may be inconsistent with expected professional standards.

All therapists understand the importance of sharing and reporting low-level concerns promptly to the school's Designated Safeguarding Lead (DSL) or appropriate school contact, in line with Keeping Children Safe in Education (2025).

Ongoing Safeguarding Expectations

All therapists and associate therapists must:

- keep Safeguarding, Prevent and FGM training up to date
- read and adhere to the organisation's Safeguarding Policy and related procedures
- comply with the safeguarding requirements of the settings in which they work
- act promptly on any safeguarding concern, regardless of perceived severity
- understand that safeguarding is a shared responsibility and takes precedence over confidentiality where a child may be at risk of harm

Kent Support Levels Guidance

Inner Compass Therapists and Associate Therapists work in line with the Kent Safeguarding Children Multi-Agency Partnership (KSCMP) Kent Support Levels Guidance to identify the level of need for children and families:

- Level 1 – Universal Support
- Level 2 – Additional Support
- Level 3 – Intensive Support
- Level 4 – Specialist Support

Concerns and disclosures will be reported shared with the school's Designated Safeguarding Lead (DSL), who will determine appropriate action, including Early Help or referral to Children's Social Care where required.

The Inner Compass team have a responsibility to:

- Provide a safe environment for a child/young person's therapy.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

Designated Safeguarding Lead (DSL)

Each school has an appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). Additionally, each school may have appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence. The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in each school.

Responding to Child Protection Concerns

If a therapist is made aware of a child protection concern during a session, they are expected to:

- Listen carefully to the concern and be non-judgmental.
- Only use open questions to clarify information where necessary using Tell, Explain, Describe (TED).
- Not promise confidentiality as concerns will have to be shared further, for example, with the DSL or the school link person for the play therapy service.
- Be clear about boundaries and how the report will be progressed.
- Record the concern in writing and shared without delay to the DSL or school link person.
- inform the DSL (or deputy) or school link person for the play therapy service as soon as practically possible.
- A play therapy session is to be brought to a close if a disclosure is made during the session so the information can be passed on.

Confidentiality and Information Sharing

Information sharing is vital in order to safeguard children. The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not stand in the way of safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education (2025).

This policy is implemented in accordance with Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures and the Kent Support Levels Guidance.

This policy has been reviewed and updated in line with Keeping Children Safe in Education (2025).

Written by: Sam Lewis

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