

Sixth Form Child Protection & Safeguarding Policy



1.0 Introduction

In this policy, the abbreviation of EDA will be used to cover all aspects of the Emil Dale Academy business that is affiliated with the full-time Sixth Form/BTEC course in any capacity.

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018, pg.6) This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

1.1 Location of Policy

This policy is available to access on EDA's website.

1.2 To whom and where this policy applies

This policy applies to all students enrolled on the Sixth Form/BTEC full-time course at EDA, as well as all staff and freelancers who are involved in any capacity with the Sixth Form/BTEC course.

1.3 The context of this policy and its relationship to other policies

In particular this policy should be read in conjunction with:

- a. Sixth Form Behaviour and Disciplinary Policy and Procedure
- b. Freelancer Handbook
- c. Staff Code of Conduct
- d. Extremism, Anti-Radicalisation and Prevent Duty Policy
- e. Children Looked After Policy
- f. Anti-Bullying Policy
- g. Whistleblowing Policy

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- h. The Children Act 1989
- i. The Children Act 2004
- j. Children and Social Work Act 2017
- k. Education Act 2002 (Section 175/157)
- l. Hertfordshire Safeguarding Children Board Procedures Manual (Electronic)
- m. Keeping Children Safe in Education (DfE, September 2023)
- n. Keeping Children Safe in Education: Part One - information for all EDA staff and freelancers (DfE, September 2023) – Appendix 1

- o. Working Together to Safeguard Children (DfE 2018)
- p. The Education (Student Information) (England) Regulations 2005
- q. Sexual Offences Act (2003)
- r. Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- s. Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- t. Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- u. Sexual violence and sexual harassment between children in schools (DfE 2023)

1.4 Purpose of a Child Protection Policy

To inform staff, freelancers, parents, volunteers and trustees about EDA's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

1.5 Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures

EDA follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.

<http://hertsscb.proceduresonline.com/index.htm>

1.6 EDA Staff, Freelancers and Volunteers

All staff and freelancers have a responsibility to provide a safe environment in which children can learn.

EDA staff, freelancers and volunteers are well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

EDA staff and freelancers will receive appropriate safeguarding children training (which is updated regularly – Hertfordshire Safeguarding Children Board advises every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff and freelancers should receive safeguarding and child protection updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. For EDA staff and freelancers, this is a PowerPoint presentation.

1.7 Mission Statement

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where EDA staff, freelancers and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults at EDA whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members and freelancers working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members and freelancers should always act in the interests of the child.

1.8 Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed at least annually by EDA staff. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

2.0 Policy

2.1 The Designated Senior Lead

Proprietors should ensure an appropriate senior member of staff, from the EDA leadership team is appointed to the role of designated safeguarding lead.

During term time the designated safeguarding lead and/or a deputy will always be available (during EDA hours) for staff and freelancers at EDA to discuss any safeguarding concerns.

The Designated Senior Person for Child Protection at EDA is:

Victoria Hammond

There should be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

The Deputy Designated Senior Person(s) for Child Protection at EDA is:

Sarah Moore and Jonathan Hunt

2.2 The broad areas of responsibility for the Designated Senior Person

2.2.1 Managing Child Protection Contact referrals and cases:

- a. Notify The Knights Templar School and contact the CP Consultation Hub when advice is needed;
- b. Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern;
- c. Liaise with the Principal (where applicable) to inform them of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations

- d. Act as a source of support, advice and expertise to staff and freelancers on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact referral by liaising with relevant agencies;
- e. Support staff and freelancers who make Child Protection Contact referrals and other service referrals;
- f. Share information with appropriate staff and freelancers in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility;
 - a. Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

2.2.2 Training:

The Designated Senior Person should undergo formal training every two years. The DSP should also undertake Prevent awareness training in addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

- a. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- b. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- c. Ensure each member of staff and freelancer has access to and understands EDA's safeguarding and child protection policy and procedures;
- d. Be alert to the specific needs of children in need, those with special educational needs and young carers;
- e. Understand and support EDA with regards to the requirements of the Prevent duty and can provide advice and support to staff and freelancers on protecting children from the risk of radicalisation;
- f. Be able to keep detailed, accurate, secure written records of concerns and Child Protection Contact referrals alongside other agency referrals.
- g. Obtain access to resources and attend any relevant or refresher training courses;
- h. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff and freelancers, in any measures EDA may put in place to protect them.

2.2.3 Raising Awareness:

- a. The designated safeguarding person should ensure EDA's policies are known, understood and used appropriately;
- b. Ensure EDA's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with trustees or proprietors regarding this;
- c. Ensure the safeguarding and child protection policy is available publicly and parents are aware that advice regarding Child Protection concerns could be sought from the Child

Protection Hub and that referrals about suspected abuse or neglect may be made and the role of EDA in this;

- d. Link with the Herts Safeguarding Children's Board (HSCP) to make sure staff and freelancers are aware of training opportunities and the latest local policies on safeguarding;
- e. Where children leave EDA, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main student file;
- f. Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning for further information). (Unless the case is currently open).

2.3 The Trustees

Trustees and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Trustees and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for safeguarding arrangements.

The nominated Trustee for child protection at The Knights Templar School is: Mrs Sue Welch

The proprietor at Emil Dale Academy is: Emil Dale

The responsibilities placed on trustees and proprietors include:

- a. ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare e.g:
 - i. Child protection policy
 - ii. Staff behaviour policy (EDA also has a freelancer handbook for those who perform services for the company but are not a contracted member of staff)
 - iii. Part one, OR Annex A (The following is a condensed version of Part one of Keeping children safe in education). It can be provided (instead of Part one) to those staff who do not directly work with children (if the trustees or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.)
 - iv. Information regarding the role and identity of the designated safeguarding lead (and any deputies), should be provided to all staff on induction
- b. Trustees and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their schools or college's safeguarding arrangements.

The nominated Chair of Trustees management committee for child protection at The Knights Templar School is: Mrs Sue Welch

The nominated Vice Chair of Trustees management committee for child protection at The Knights Templar School is: Pauline Poole

The EDA Principal should ensure that the above policies and procedures, adopted by trustees and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff and freelancers. This includes:

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- c. Ensure that EDA contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2018);
- d. Should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by The Knights Templar School;
- e. Ensuring that EDA should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- f. Ensuring arrangements are in place that set out clearly and principles for sharing information within EDA and with The Knights Templar School, other organisations, agencies and practitioners as required.
- g. Where necessary, ensuring child protection files are transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained;
- h. To ensure that all staff and necessary freelancers undergo child protection training (including online safety) at induction. The training should be regularly updated;
- i. All staff and necessary freelancers should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually;
- j. Providing opportunity for staff to contribute to and shape safeguarding arrangements and child protection policy;
- k. Ensure that children are taught about safeguarding, including online safety. EDA should consider this as part of providing a broad and balanced curriculum. Education (for all primary students) and Relationships and Sex Education (for all secondary students) and Health Education (for all students in state-funded schools) Mandatory since September 2020;
- l. Trustees and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff and freelancers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised;
- m. Ensuring EDA has written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training;
- n. Should ensure there are procedures in place (as described in part 4 of KCSiE) to manage concerns and allegations against staff, freelancers or volunteers;
- o. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. (refer to Type of DBS checks in KCSiE (DfE 2023));
- p. All staff and freelancers should be clear about their school's or college's policy and procedures with regard to child on child abuse;
- q. Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart;
- r. Ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSiE and HSCP procedures, and receive regular, at

least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example;

- s. Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- t. Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support trustees and proprietors is provided in Part 2 of KCSiE (DfE 2023).

2.4 When to be concerned

The below image is a framework for understanding children's needs:



(Working Together to Safeguard Children, DfE 2015)

Knowing what to look for is vital for the early identification of abuse and neglect. All staff, freelancers and students should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

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 in a child/young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and/or scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behavioural problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from EDA
Untreated injuries	Admission of punishment which seems excessive

Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

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 in a child/young person

Self-harm	Over-reaction to mistakes/inappropriate emotional responses
Consistent running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a "loner", watchfulness particularly pre-EDA class times
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

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 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.

Indicators in a child/young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Dry sparse hair	Abnormal voracious appetite at school or nursery

Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
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 nonpenetrative 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 (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.	
Indicators in a child/young person	
Self-harm – eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress/change in front of others	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is usually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration
Pain, bleeding, bruising or itching in genital and/or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If staff or freelancers have any concerns about a child's welfare, they should act on them immediately. If staff or freelancers have a concern, they should follow this policy and speak to the Designated Senior Person (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff and freelancers should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- a. Managing any support for the child internally via EDA's own pastoral support processes;
- b. An early help assessment or Families First assessment;
- c. A Child Protection Contact referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

2.5 Contextual Safeguarding

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside EDA and/or can occur between children outside EDA. All staff, but especially the DSLs and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

2.6 A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively, each professional should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. EDA's staff and freelancers form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

2.6 Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's programme of early help services for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a Child Protection Contact referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up a family first assessment as appropriate.

Any child may benefit from early help, but all EDA staff and freelancers should be particularly alert to the potential need for early help for a child who:

- a. Is disabled or has specific additional needs;
- b. Has special educational needs (whether or not they have a statutory education, health and care plan);
- c. Is a young carer;
- d. Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- e. Is frequently missing/goes missing from care or from home;
- f. Is misusing drugs or alcohol themselves;
- g. Is at risk of modern slavery, trafficking or exploitation;
- h. Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- i. Has returned home to their family from care;
- j. Is showing early signs of abuse and/or neglect;
- k. Is at risk of being radicalised or exploited;
- l. Is a privately fostered child;
- m. Is persistently absent from education, including absences for part of the school day.

EDA staff members and freelancers should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

2.6 Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- a. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- b. Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- c. Communication barriers and difficulties;
- d. Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- e. Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- f. A disabled child's understanding of abuse;
- g. Lack of choice/participation;
- h. Isolation.

2.7 Child on Child abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- a) Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- b) Whether the perpetrator has repeatedly tried to harm one or more other children; or
- c) Whether there are concerns about the intention of the alleged perpetrator.

All staff and freelancers should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- d) Bullying (including cyberbullying);
- e) Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- f) Sexual violence and sexual harassment;
- g) Sexting (also known as youth produced sexual imagery);
- h) Initiation/hazing type violence and rituals;
- i) Upskirting, 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 harm.

All staff and freelancers should be aware that abuse is abuse and child on child abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff and freelancers should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of child on child abuse the school:

- j) Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe. Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- k) Ensure victims, perpetrators and any other child affected by child on child abuse will be supported;
- l) Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools);
- m) Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Board Procedures Manual (Electronic) , ‘Children Who Abuse Others’: http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2023) – ‘Child on child sexual violence and sexual harassment’: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2.8 Serious Violence

All staff and freelancers should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- a. Increased absence from school;
- b. Change in friendships or relationships with older individuals or groups;
- c. Significant decline in performance;
- d. Signs of self-harm or significant change in wellbeing;
- e. Signs of assault or unexplained injuries;
- f. Unexplained gifts/new possessions.

Also refer to Schools Toolkit the characteristics of young peoples’ vulnerability to CSE and CCE on the HGFL.

2.9 Child Sexual Exploitation (CSE) 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. More information include definitions and indicators are included in Annex B KCSiE DfE 2023.

2.10 Mental Health

All staff and freelancers should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem.

Staff and freelancers however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff or freelancers have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to EDA’S DSP.

2.11 PREVENT: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all EDA safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” KCSiE DfE 2023

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

2.12 Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 3 for information regarding Operation Encompass. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

2.13 Dealing with a Disclosure

If a child confides in a member of staff or freelancer and requests that the information is kept secret, it is important that the member of staff or freelancer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

If a child discloses that he, she or they have been abused in some way, the member of staff/freelancer should:

- a. Listen to what is being said without displaying shock or disbelief;
- b. Accept what is being said;
- c. Allow the child to talk freely;
- d. Reassure the child, but not make promises which might not be possible to keep;
- e. Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child;
- f. Reassure them that what has happened is not their fault;
- g. Stress that it was the right thing to tell;
- h. Listen, only asking questions when necessary to clarify what is being said;

- i. Not criticise the alleged perpetrator;
- j. Explain what has to be done next and who has to be told;
- k. Make a written record (see 2.14 Record Keeping);
- l. Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff and freelancers must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed).

2.13.1 Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse. Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this, speak to the DSL and they will advise accordingly.

2.13.2 Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff or freelancer should, therefore, consider seeking support for themselves and discuss this with the DSL.

If EDA receives a disclosure about potential harm caused by another staff member or freelancer, they should see section 5 of this policy – Allegations involving EDA staff and freelancers.

2.14 Record Keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff and freelancers should discuss with the designated safeguarding lead (Victoria Hammond).

When a child has made a disclosure, the member of staff or freelancer should:

- a. Record as soon as possible after the conversation.
- b. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- c. If necessary, use a diagram of the body to indicate the position of any injuries.
- d. Attach statements and observations rather than interpretations or assumptions.
- e. Do not destroy the original records in case they are needed by a court.

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or freelancer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005.

Should students transfer to another school throughout the time they were originally intended to be training at EDA, the Designated Senior Person should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main student file. Receiving schools and colleges should ensure key staff such as Designated Senior Persons and SENCOs or the named person with oversight for SEN in a college, are aware as required.

If the child has an allocated social worker, they will also inform them of the change of school. In addition to the child protection file, the Designated Senior Person should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrive.

2.14 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and freelancers.

- a. All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police). In EDA's case, this also includes freelancers.
- b. If a child confides in a member of staff or freelancer and requests that the information is kept secret, it is important that the member of staff/freelancer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This will ultimately be in the best interests of the child.
- c. Staff/freelancers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

3.0 EDA Procedures

Please see Appendix 2: What to do if you are worried a child is being abused: flowchart.

If any member of staff or freelancer is concerned about a child, they must inform the Designated Senior Person. The Designated Senior Person will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is deemed to have met the threshold a Child Protection Contact referral will be completed. This will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSPs role to make Child Protection Contact referrals, any staff member can make a Child Protection Contact referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSP, the DSP should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.**

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Board Procedures Manual – Children Who Abuse Others. Please see the EDA's Anti-Bullying Policy for more details on procedures to minimise the risk of peer-on-peer abuse.

The member of staff/freelancer must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of any verbal disclosures and observations. (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

Particular attention will be paid to the attendance and development of any child about whom EDA has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

4.0 Communication with parents/legal guardians

EDA will ensure the Child Protection Policy is available publicly via its website.

Parents/legal guardians should be informed prior to Child Protection Contact referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- a. The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- b. Leading to an unreasonable delay;
- c. Leading to the risk of loss of evidential material.

EDA may also consider not informing parent(s)/legal guardians where this would place a member of staff/freelancer at risk.

Ensure that parents/legal guardians have an understanding of the responsibilities placed EDA, staff, and freelancers for safeguarding children. Where reasonably possible, EDA should hold more than one emergency contact number for their students.

5.0 Allegations involving EDA staff and freelancers

An allegation is any information which indicates that a member of staff or freelancer may have:

- a. Behaved in a way that has, or may have harmed a child;
- b. Possibly committed a criminal offence against/related to a child;

- c. Behaved towards a child or children in a way which indicates they would pose a risk of harm if they work regularly or closely with children or;
- d. Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This applies to any child the member of staff/freelancer has contact within their personal, professional or community life.

5.1 What EDA staff/freelancers should do if they have concerns about safeguarding practices within EDA

All staff and freelancers should feel able to raise concerns about poor or unsafe practice and potential failures in EDA's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in EDA's Whistleblowing Policy, are in place for such concerns to be raised with the school's senior leadership team.

If staff members/freelancers have child safeguarding concerns about another staff member/freelancer then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chair of Trustees.

The Chair of Trustees at The Knights Templar School is:

NAME: Mrs Sue Welch CONTACT NUMBER: 01462 620700

In the absence of the Chair of Trustees, the Vice Chair should be contacted. The Vice Chair at The Knights Templar School is:

NAME: Mrs Pauline Poole CONTACT NUMBER: 01462 620700

In the event of allegations of abuse being made against the Principal and feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Principal.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter or may affect the future booking of freelancers.

The Principal/Chair of Trustees will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 03001234043 SOOHS

Sixth Form Child Protection &
Safeguarding Policy
v01 231010

(Out of Hours Service-Children’s Services) – 03001234043

If the allegation meets any of the four criteria set out at the start of this section (5.0), contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Principal should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information, please see:

Where a staff member/freelancer feels unable to raise an issue with EDA through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- a. Children’s Services 0300 123 4043;
- b. NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

6.0 Safer working practice

To reduce the risk of allegations, all staff/freelancers should be aware of safer working practice and should be familiar with the guidance contained in their relevant handbook.

The document seeks to ensure that the responsibilities of school leaders towards children and staff/freelancers are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff/freelancers on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see EDA's Sixth Form Behaviour and Disciplinary Policy and Procedure for more information.

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
1	10 th October 2023	October 2024	Eden Tinsey	First issue

Appendix 1:

Keeping Children Safe in Education (DfE 2023) Part One:

Information for all EDA staff and freelancers

Annex B: Further information

On publication of this Child Protection Policy (September 2023), the CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to the potential for updates to the content.

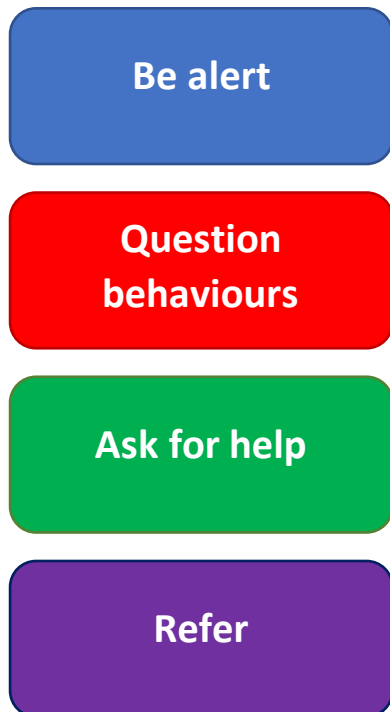
All staff/freelancers should have access and have read Part 1 and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from EDA's DSP. This is to assist staff/freelancers to understand and discharge their role and responsibilities as set out in this guidance.

Link to Keeping Children Safe in Education (DfE, 2023):

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 2:

What to do if you are worried a child is being abused: advice for practitioners (DfE 2018)



1. Be alert

- a. Be aware of the signs of abuse and neglect;
- b. Identify concerns early to prevent escalation;
- c. Know what systems EDA have in place regarding support for safeguarding e.g. induction training, staff/freelancer handbooks and the role of the DSL and DSP (Victoria Hammond).

2. Question behaviours

- a. Talk and listen to the views of children, be non-judgemental;
- b. Observe any change in behaviours and question any unexplained marks/injuries;
- c. To raise concerns about poor or unsafe practice, refer to the Principal, if the concerns are about the Principal, report to the Chair of Trustees. Utilise the Whistleblowing procedure.

3. Ask for help

- a. Record and share information appropriately with regard to confidentiality;
- b. If staff members/freelancers have concerns, raise these with EDA's DSL and DSP (Victoria Hammond);
- c. Responsibility is to take appropriate action, do not delay.

4. Refer

- a. DSP will make referrals to children's services and inform The Knights Templar School but in a emergency or a genuine concern that appropriate action has not been taken, staff members/freelancers can speak directly to Children's Services on 03001 234043.

Appendix 3:

OPERATION ENCOMPASS – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- a. The Knights Templar School is part of Operation Encompass, which extends to Sixth Form students at EDA. This is a police and education early intervention safeguarding partnership safeguarding partnership which supports children and young people experience Domestic Abuse.
- b. Operations Encompass means that the police will share information about Domestic Abuse incidents with The Knights Templar School PRIOR to the start of the next school day when they have been called to a domestic incident. If this effects an EDA student, The Knights Templar School will liaise accordingly with our DSP.
- c. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- d. The Key Adult has at The Knights Templar School (Mrs Katie Curtis and Mr Edward Hutchings) has discussed how students can be supported following Operation Encompass notification.
- e. We are aware that we must not take action that puts the child or a non-abusing adult at risk.

Appendix 4:

Sexual violence and sexual harassment between children in schools and colleges guidance (2023)

This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.

[Keeping children safe in education 2023](#) (please see Part 5)

Appendix 5:

Online Safety Guidance

On publication of this Child Protection Policy, September 2023, the CPSLO Service has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Annex D: KCSiE (DfE,2023) for national guidance

Hertfordshire Guidance:

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>