

Sixth Form Child Protection and Safeguarding Policy

Contents

1.0 Introduction	2
1.1 Location of Policy	3
1.2 To whom and where this policy applies.....	3
1.3 The context of this policy and its relationship to other policies.....	3
1.4 Purpose of a Child Protection Policy	3
1.5 Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.....	3
1.6 EDA Staff, Freelancers and Volunteers	4
1.7 Mission Statement.....	4
1.8 Implementation, Monitoring and Review of the Child Protection Policy.....	4
2.0 Policy	4
2.1 The Designated Senior Lead.....	4
2.2 The broad areas of responsibility for the Designated Senior Person	5
2.2.1 The DSL will be given the time, training, resources and support to:.....	5
2.2.2 Training:	6
2.2.3 Raising Awareness:	6
2.3 Responsibilities of all Staff	7
2.4 The Trustees.....	8
2.5 Safeguarding and Child Protection in Hertfordshire.....	10
2.5.1 Equality Statement, Children with Protected Characteristics	13
2.6 When to be concerned	14
2.7 Contextual Safeguarding.....	17
2.8 Children with special educational needs and disabilities	17
2.9 Child on Child abuse.....	18
2.10 Serious Violence.....	19

2.11 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	19
2.12 Mental Health	20
2.13 PREVENT: Safeguarding Children and Young People from Radicalisation	20
2.14 Domestic Abuse	20
2.15 Dealing with a Disclosure	20
2.15.1 Third Party Disclosures.....	21
2.15.2 Support.....	21
2.16 Record Keeping	21
2.17 Confidentiality.....	22
3.0 EDA Procedures.....	22
3.1 Communication with parents/legal guardians.....	23
4.0 Allegations involving EDA staff and freelancers	24
4.1 What EDA staff/freelancers should do if they have concerns about safeguarding practices within EDA.....	24
5.0 Safer working practice	25
Appendix 1:	27
Appendix 2:	28
Appendix 3:	29
Appendix 4:	30
Appendix 5:	31
Appendix 6: GDPR, data protection and Freedom of Information	32

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 as defined by Working Together to Safeguard Children (2024), means:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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.

(Working Together to Safeguard Children, DfE, 2023, pg. 7/8)

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 2024)
- 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 2023)
- 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>

Sixth Form Child Protection and
Safeguarding Policy

V02 241118

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.

Temporary staff, freelancers and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff handbook.

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 The DSL will be given the time, training, resources and support to:

- a. Provide advice and support to other staff and freelancers on child welfare and child protection matters;
- b. Take part in and/or lead early help support which may include a Families First Assessment and thereafter attend/chair Team Around the Child meetings;
- c. Take part in strategy discussions organised by the Local Authority's Children's Social Care and inter-agency meetings and/or support other staff to do so when required;
- d. Contribute to the assessment of children (when a child may have suffered harm or is at risk of harm);
- e. Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly;
- f. Have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children;
- g. Have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in school, this includes those presented by children within the setting, their parents/carer or associated adults where necessary;
- h. Have a good understanding of the filtering and monitoring systems and processes in place at our school
- i. Share information and/or take part in statutory processes that involve reviewing and analysing of safeguarding practice and policies. This can include meetings held by Hertfordshire Safeguarding Children's Partnership in response to significant safeguarding incidences, child death and/or where a safeguarding practice review is required to determine learning and practice analysis.

The DSL will also:

- j. Liaise with universal, targeted and statutory agencies, The Knights Templar School, Local Authority workers (Children's Services and other key practitioners) when there are safeguarding concerns as appropriate (includes early help and child protection);
- k. Share information about incidences of sexual violence and sexual harassment with statutory colleagues such as Police and Children's Social Care colleagues in order to prepare and implement the school's policies;
- l. Be confident about what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment;

Sixth Form Child Protection and

Safeguarding Policy

V02 241118

- m. Be aware that children are entitled to have an 'Appropriate Adult' to support and help them in Police investigations or if there is threshold met for them to be searched.

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 Responsibilities of all Staff

Safeguarding is everyone's responsibility at EDA. This includes full-time staff, freelancers and any temporary staff.

EDA plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

All staff will be required to:

- a. Read Part One and Annex B of Keeping Children Safe in Education 2024, and the reviewed version of this guidance at least annually. Staff/volunteers who do not work directly with children are not required to read Part One and can be provided with Annex A (a condensed version of Part One) but to promote good practice we recommend that they do so.

Translated versions of Part One Keeping Children Safe in Education can be found at Keeping Children Safe in Education Part 1 Translations | LGFL for staff, volunteers, parents and carers whose first language may not be English, should they wish to use this.

- b. Read Annex B of Keeping Children Safe in Education which outlines important additional information about specific forms of abuse and safeguarding issues to ensure we have a culture that recognises that children within the specific circumstances can be at greater risk of abuse, neglect and exploitation, and a working knowledge to identify indicators. As good practice, EDA ask staff who do not directly work with children to also read this chapter.
- c. Sign confirmation that they have read the expected sections according to their role, have understood the content and their roles and responsibilities in our whole school approach to safeguarding
- d. Promote and raise awareness about the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online);
- e. Contribute to creating a culture for pupils who are lesbian, gay, bisexual, or gender questioning to speak out and share their concerns; and
- f. Contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns.

All staff will be aware of:

- g. EDA's safeguarding arrangements and systems which is explained to staff as part of their induction and annual update training;
- h. Our expected safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
- i. Signs of vulnerabilities to look out for in children who may benefit from Early Help support;
- j. What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- k. The process for recording and sharing information internally to DSLs and on children's safeguarding records;
- l. The process of making referrals to the Local Authority Children's Social Care and/or Police where required and the statutory processes that may follow;

- m. The signs of specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines);
- n. How to support and speak to children when they may share their worries or make disclosures of abuse, neglect or exploitation and contribute to creating a culture where children feel able to speak with the relevant safeguarding leads;
- o. The importance of reassuring children that they are being taken seriously and that they will be supported and kept safe;
- p. The importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern;
- q. Children can be at risk of harm inside the home (familial harm) and outside of their home (extra familial harms) and that any form of harm can happen directly or online;
- r. The fact that children who are (or who are perceived to be) lesbian, gay, bisexual (LGBTQ+) can be targeted by other children; and
- s. What to look for to identify children who need help or protection in accordance with statutory provisions under the children act section 17 (child in need) and section 47 (significant harm).

2.4 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 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:

- c. Ensure that EDA contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2023);
- 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 peer-on-peer 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).

2.5 Safeguarding and Child Protection in Hertfordshire

All staff at EDA are expected to be familiar with the wide range of policies and procedures we have to keep our children safe and promote their wellbeing at all times.

Safeguarding as defined in Keeping Children Safe in Education (2024), means:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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.

Working Together to Safeguard Children (2023) further extends this definition to include:

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

'Early Help' is a term used in Hertfordshire that refers to a wide range of interventions offered by various organisations and partner agencies, as well as services within the County Council and beyond. The primary early help service in Hertfordshire is known as "Families First" which is in place to help professionals and families find early help and information as soon as problems emerge to prevent issues from getting worse. Support and interventions under the Families First umbrella can help coordinate additional support to that which is available from a family's usual support network as well as more targeted and short pieces of interventions.

Families First Assessments (FFA) are used by practitioners who work with children, young people, parents, and carers where it is considered that the child/family would benefit from early help support. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. For families with children under 18 (25 if they have a learning need or disability), Families First can help with issues such as parenting, mental and physical health problems, drug or alcohol dependency, domestic abuse, school-related concerns, debt problems, and risk of becoming homeless.

The Continuum of Need is a guidance document that sets out the 'Levels of Need' experienced by children, young people, and families in Hertfordshire. It provides clarity and support to partners working with them and at what level they should be leading on early support. The Continuum of Need document aims to prevent the unnecessary escalation of issues or problems by seeking early intervention. It helps ensure that the right response is given, by the right services, at the right time. The document also provides guidance on the levels of need and service response and about how the thresholds affect the type of referrals accepted by Children's Safeguarding & Specialist Services, which is positioned at level 3/4 and statutory duties. The Hertfordshire Safeguarding Children Partnership (HSCP) uses the Continuum of Need to agree on how the relevant organisations in Hertfordshire will cooperate to safeguard and promote the welfare of children and ensure effectiveness.

Child in Need: Under the Children Act 1989, local authorities are under a general duty to provide services for children in need for the purposes of safeguarding and promoting their welfare. A child in need is defined under section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. To fulfil this duty, practitioners undertake assessments of the needs of individual children, giving due regard to a child's age and understanding when determining what, if any, services to provide.

Child Protection: Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse, neglect, and exploitation whether this is taking place in person or online, inside or outside of the child's home. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Schools are required to cooperate with children's social care when carrying their inquiries and therefore we have a duty to share information when requested to do so.

Significant Harm is the threshold for a child protection response to support and or protect children. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant'. The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

The Gateway is the 'front door' to Hertfordshire's social care. The Gateway Service receives contacts and referrals (queries via calls or emails) from partner agencies and members of the public for support from Early Help and Children's Social Care.

Contacts are received via the Customer Service Centre, where there are current safeguarding concerns that require an immediate response. It provides a single response to all new contacts that require an initial multi-agency approach.

Contacts that present as meeting a threshold for immediate response bypass the Gateway and are screened and transferred directly to the Joint Child Protection Investigation Team, area Assessment Teams or 0-25 Teams (statutory services).

The multi-agency Gateway operates to the principle that every family (child/young person and their parent/carer) has the right:

- to be told when a professional is worried about the safety or wellbeing of their child by that professional
- to have their consent obtained when someone wishes to make a request for support on their behalf
- to be front and centre of the plan to keep their child safe and well.

Multi Agency Safeguarding Hub (MASH) is a partnership of Children's Services, that comprise Health, Police, and Probation. Advisory support is provided by Independent Domestic Violence Advocates and satellite partners, these agencies work together to identify the need of children and their families and signpost to the appropriate agency or resources where threshold is met.

The main aim of a MASH is to improve the quality of information sharing when making decisions between agencies at the earliest opportunity.

MASH is co-located, within the Gateway are two pods and one Early Help pod.

Abuse is all forms of maltreatment of a child and may involve inflicting harm or 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.

Neglect is a form of abuse and is 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. Section 2.6 provides the full definition.

Exploitation is a risk to children and young people that takes place outside of 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

NB the terms abuse, neglect, and exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

Children Looked After: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court.

The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a Kinship Care Strategy to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

These arrangements can be known as either family and friends care or private fostering.

- **Family and Friends Carers:** If you're a grandparent, aunt, uncle, brother, sister, or family friend looking after a child who can't be cared for by their birth parents, you're known as a family and friends' carer. Sometimes these carers will be given Parental Responsibility for the children through a Child Arrangements or Special Guardianship Order.

- **Private Fostering:** You're a private foster carer if you're not a close relative and you're looking after a child who's under 16 (or under 18 if they're disabled) for more than 28 days in a row.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children and their parents and carers) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

2.5.1 Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At The Knights Templar School we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- who have a special educational need and/or disabilities (SEND) or health conditions
- who are a young carer
- who could experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are looked after or previously looked after
- who have ongoing unexplainable and/or persistent absences from education
- whose parent/carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

2.6 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 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)
- ensure access to appropriate medical care or treatment
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (updated to reflect definition change in Working Together to Safeguarding Children 2023)

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.

2.7 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.

2.8 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.

2.9 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". Furthermore, they should recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

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 peer-on-peer 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>

2.10 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.

2.11 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.

2.12 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.

2.13 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 2024

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.

2.14 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.

2.15 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).

2.15.1 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.

2.15.2 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.

2.16 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.

2.17 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.

3.1 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.

4.0 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.

4.1 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 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

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

5.0 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
2	18 th November 2024	November 2025	Eden Tinsey	<p>Addition to 1.6 to align with The Knights Templar School’s Child Protection policy</p> <p>Update of 2.2.1 to align with The Knights Templar School’s Child Protection policy</p> <p>Creation of 2.3 to align with The Knights Templar School’s Child Protection policy</p> <p>Update of 2.5 (Neglect) to align with The Knights Templar School’s Child Protection policy</p> <p>Addition to 2.8 to align with The Knights Templar School’s Child Protection policy</p>

				<p>Update to 2.12 to align with The Knights Templar School's Child Protection policy</p> <p>Update of 4.1 to align with The Knights Templar School's Child Protection policy</p> <p>Update of Appendix 1 to align with The Knights Templar School's Child Protection policy</p> <p>Addition to Appendix 3 to align with The Knights Templar School's Child Protection policy</p>
--	--	--	--	--

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 2024), 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.

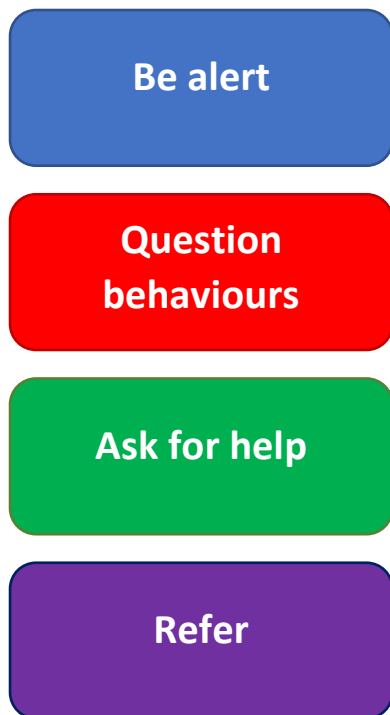
All staff/freelancers should have access and have read Part 1 and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from EDA's DSP. This is to assist staff/freelancers to understand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

Link to Keeping Children Safe in Education (DfE, 2024):

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

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 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.

Children missing from education in accordance with setting attendance policy

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

Separate guidance is available for schools on Herts Grid for Learning; about the legitimate removal of students from a school roll. A child legitimately removed from roll is not in most cases missing from education and all schools, including academies and independent schools are legally required to notify the local authority when they remove/plan to remove a child from their roll.

Appendix 4:

Sexual violence and sexual harassment between children in schools and colleges guidance (2024)

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.

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf (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,2024) for national guidance

Hertfordshire Guidance:

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

Appendix 6: GDPR, data protection and Freedom of Information

Annex D KCSIE 2024

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance. Schools can also contact their legal providers.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>