



Emil Dale Part-Time
Safeguarding & Child Protection Policy
Weekend School (Part-Time Provision) & Short Courses

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1. Safeguarding Statement

Emil Dale School of Performing Arts (“EDSA”) known as Emil Dale Part-Time, is committed to safeguarding and promoting the welfare of all children and young people who attend our part-time and weekend provision. We recognise our responsibility to provide a safe, supportive and inclusive environment where children feel respected, listened to and protected from harm.

Safeguarding is everyone’s responsibility. All staff, freelancers, volunteers, parents and carers share a collective duty to act in the best interests of the child at all times.

The role of EDSA in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

This policy has been written to reflect the specific nature of a part-time performing arts setting, while meeting statutory safeguarding duties and recognised best practice.

2. Scope of the Policy

1. This policy applies to all children and young people under the age of 18 who attend the Emil Dale Part-Time provision, including (but not limited to):
 - Weekend School
 - Acting Company and Dance Company
 - One-to-one lessons
 - Workshops, intensives and holiday courses
 - Rehearsals, performances, trips and events organised by EDSA
 2. It applies to all adults involved with the provision, including:
 - Employees
 - Freelancers
 - Volunteers
 - Chaperones and visiting professionals
 3. Safeguarding responsibilities apply during all periods where children are in EDSA’s care, including online activity connected to EDSA.
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3. Legal Framework and Guidance

4. This policy has regard to the following legislation and statutory guidance:

- Children Act 1989 and Children Act 2004
- Children and Social Work Act 2017
- Working Together to Safeguard Children (DfE, 2023)
- Keeping Children Safe in Education (DfE, 2024) – applied proportionately to a part-time setting
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Sexual Offences Act 2003
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR

5. EDSA works in accordance with local safeguarding arrangements and will cooperate fully with statutory agencies where safeguarding concerns arise.

4. Safeguarding Roles and Responsibilities

6. Everyone who encounters children, and their families has a role to play in safeguarding children.

4.1 Designated Safeguarding Lead (DSL)

7. The Designated Safeguarding Lead for Emil Dale Academy Part-Time Provision is:

Victoria Hammond

4.2 Deputy Designated Safeguarding Leads

Sarah Moore

Amy Youngson

8. The DSL or a Deputy DSL will be available during all EDSA operating hours.

4.3 Responsibilities of the DSL

9. The DSL is responsible for:

- a. Acting as the main point of contact for safeguarding concerns
- b. Providing advice and support to staff, freelancers and volunteers
- c. Making referrals to Children’s Services, the Police, the LADO or other agencies as appropriate
- d. Maintaining secure safeguarding records
- e. Ensuring safeguarding training and updates are provided
- f. Reviewing safeguarding practice and policy annually

4.4 Responsibilities of members of staff, freelancers and volunteers

10. All members of staff and volunteers have a responsibility to:

- a. provide a safe environment in which children can engage and learn.
- b. ensure all children can develop appropriate strategies to recognise and respond to risk and build resilience.

- c. identify and recognise children who may need extra help, who are suffering, or are likely to suffer significant harm.
- d. provide help for children, where appropriate and reasonable.
- e. take appropriate action to prevent safeguarding concerns escalating and work with other services as needed.
- f. safeguard children's wellbeing and maintain public trust as part of their professional duties.
- g. maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child.
- h. respond to and refer any concerns about children or other members of the community in accordance with this policy.
- i. contribute towards, read and adhering to EDSA policies.

4.5 Children and young people

11. Children and young people (children) have a responsibility to:

- a. Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns.
- b. Develop and take responsibility (at a level that is appropriate to their individual age, ability, and vulnerabilities) for keeping themselves and others safe, including online.

4.6 Parents and Carers

12. Parents/carers have a responsibility to:

- a. Read the relevant organisation/policies and procedures, encouraging their children to adhere to them, and adhere to them themselves where appropriate.
- b. Discuss safeguarding issues with their children, support EDSA in their safeguarding approaches, and reinforce appropriate safe behaviours at home.
- c. Identify and share with the DSL and concerns of any nature including mental health, physical health, care plans or other relevant information.
- d. Seek help and support from EDSA, or other appropriate agencies, if they or their child encounters any safeguarding concern.

13. A statement in the information sent to parents will inform parents and carers about EDSA's duties and responsibilities under child protection and safeguarding procedures.

5. Safeguarding Principles

14. EDSA's safeguarding practice is underpinned by the following principles:

- a. The welfare of the child is paramount.
- b. Safeguarding is a shared responsibility;
 - i. All staff and volunteers understand safe professional practice and adhere to our code of conduct and other associated policies.
 - ii. All staff and volunteers have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

- c. All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- d. Children are listened to and taken seriously.
- e. Concerns are acted upon promptly.
- f. Safeguarding responses are proportionate to a part-time setting.
- g. Confidentiality is respected but does not override safeguarding duties.

5.1 Security

15. All members of staff and volunteers have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-organisation community ethos and welcome comments from children, parents and others about areas that may need improvement as well as what we are doing well.
 16. EDSA will not accept the behaviour of any individual (parent or other) that threatens the organisation security or leads others (child or adult) to feel unsafe.
 17. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to EDSA service provision.
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6. Recognising Abuse and Neglect

18. All staff, freelancers and volunteers should be aware of the signs and indicators of abuse, neglect and exploitation.
 19. Abuse may be:
 - a. **Physical** – deliberate physical harm
 - b. **Emotional** – persistent emotional maltreatment
 - c. **Sexual** – contact or non-contact sexual exploitation or abuse
 - d. **Neglect** – persistent failure to meet a child’s basic needs
 20. Abuse can occur:
 - a. Within the family
 - b. Within peer groups
 - c. In institutional or community settings
 - d. Online
 21. No single indicator should be viewed in isolation. Concerns should always be shared with the DSL.
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7. Peer-on-Peer Abuse

22. EDSA recognises that children can abuse other children. Peer-on-peer abuse may include:
 - a. Bullying or cyberbullying
 - b. Sexual harassment or sexual violence
 - c. Inappropriate sexualised behaviour
 - d. Physical aggression

- e. Hazing or initiation behaviours
 - f. Abuse linked to protected characteristics
23. Such behaviour will never be dismissed as “banter” or “part of growing up”. All incidents will be taken seriously and managed in line with safeguarding procedures.
24. Particular care is taken in relation to:
- a. Changing rooms
 - b. Physical contact in dance and acting
 - c. Online communication
 - d. Power imbalances linked to age, ability or experience
25. Children who have experienced peer on peer abuse will be supported by:
- a. Offering them an immediate opportunity to discuss the experience with a member of staff and volunteers of their choice.
 - b. Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - c. Providing reassurance and continuous support
 - d. Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
26. Children who are alleged to have abused other children will be helped by:
- a. Discussing what happened, establishing the specific concern and the need for behaviour to change.
 - b. Informing parents/carers to help change the attitude and behaviour of the young person.
 - c. Providing appropriate education and support
 - d. Sanctioning them in line with organisation outcomes. This includes official warnings, exclusion from activities, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - e. Speaking with police or other local services (such as early help or children’s specialist services) as appropriate.
27. EDSA is aware of and will follow the local safeguarding children’s partnership procedures for supporting children who are at risk of harm as a result of their own behaviour.
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8. Online Safety and Communication

28. EDSA recognises the importance of safeguarding children online.
- a. Staff and freelancers must not communicate privately with children via personal social media or messaging platforms
 - b. All digital communication must be professional, transparent and, where appropriate, visible to parents/carers
 - c. Any concerns relating to online behaviour must be reported to the DSL
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9. Safeguarding Children with Special Educational Needs and Disabilities

29. EDSA acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.
 30. EDSA will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.
 31. Members of staff and volunteers are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying.
 32. All members of staff and volunteers will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.
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10. Responding to Concerns and Disclosures

33. If a child discloses information or a concern is observed, staff/ freelancers are advised to:
 - a. Listen calmly and without judgement
 - b. Reassure the child that they have done the right thing
 - c. Do not promise confidentiality
 - d. Do not investigate or ask leading questions
 - e. Record the concern factually and promptly
 - f. Report the concern immediately to the DSL or Deputy DSL
 34. If a child is believed to be at immediate risk of harm, emergency services should be contacted without delay.
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11. Information Sharing and Confidentiality

35. Safeguarding information is shared on a need-to-know basis and in accordance with data protection legislation.
 36. Information will be shared without consent where this is necessary to safeguard a child or prevent harm.
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12. Allegations Against Staff, Freelancers or Volunteers

37. Any allegation that an adult has:
 - a. Harmed or may have harmed a child
 - b. Committed a criminal offence against a child
 - c. Behaved in a way that indicates they may pose a risk to children

Must be reported immediately to the Principal or DSL.

38. Where appropriate, referrals will be made to the Local Authority Designated Officer (LADO), the Police or the Disclosure and Barring Service.
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13. Safer Working Practice

39. All adults working with children at EDSA are expected to:

- a. Maintain professional boundaries
- b. Use physical contact only where necessary and appropriate
- c. Avoid being alone with a child where possible
- d. Follow guidance on changing rooms, costume fittings and rehearsals
- e. Adhere to EDSA's Code of Conduct and Freelancer Handbook

40. Children may make allegations against staff and volunteers in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff and volunteers should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interaction or work with individual children or parents to be conducted in view of other adults or in front of CCTV cameras.

41. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

42. Staff and volunteers should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in EDSA's Social Media Policy / Code of Conduct.

43. Staff and volunteers may only engage in lone working as a part of their everyday practice as per the Lone working Policy. All staff and volunteers must ensure they have read and understood the Lone working policy.

14. Attendance and Welfare

44. EDSA is a part-time provision and does not replace a child's main education setting. However, patterns of unexplained or concerning absence may form part of a wider safeguarding picture and will be considered accordingly.

15. Prevent Duty

45. EDSA is alert to the risk of children being drawn into extremism or radicalisation. Concerns relating to radicalisation will be treated as safeguarding concerns and referred to the DSL.

16. Equality and Inclusion

46. EDSA is committed to safeguarding all children equally, including those who may be more vulnerable due to:

- a. Disability or special educational needs
- b. Race, religion or belief
- c. Sexual orientation or gender identity
- d. Mental or physical health needs
- e. Social or family circumstances

17. Review and Monitoring

47. This policy is reviewed annually and updated in line with legislation, statutory guidance and best practice.

18. Performances, External Venues and Chaperoning

48. Emil Dale Academy recognises that children may take part in performances, rehearsals, recordings or events at venues external to EDSA premises.

49. Where children under the age of 18 participate in public performances or regulated activities, EDSA will ensure compliance with The Children (Performances and Activities) (England) Regulations 2014 and local authority requirements, most commonly those set out by Hertfordshire County Council.

18.1 Performance Licences

50. Where required, a Child Performance Licence or exemption will be obtained from the relevant local authority prior to the event. Licence applications will include appropriate documentation such as risk assessments, performance schedules and supervision arrangements.

18.2 Chaperones and Supervision

51. Children taking part in licensed performances will be supervised at all times by:

- a. A **local-authority licensed chaperone or DBS certified staff**, or
- b. The child's **parent/carer**, where permitted, or
- c. Appropriately authorised EDSA staff or freelancers acting within the scope of the licence

52. Chaperones are responsible for the child's welfare, rest breaks, safety, supervision and handover arrangements throughout the activity.

18.3 DBS and Safeguarding

53. All staff, freelancers, volunteers or chaperones involved in supervising children at external venues must hold appropriate DBS clearance and have received safeguarding guidance relevant to their role.

18.4 Venue Welfare and Risk Assessment

54. EDSA will ensure that appropriate risk assessments are completed for external venues and that welfare arrangements, including rest areas, changing facilities and transport arrangements, are suitable for children.

55. Any safeguarding concerns arising at external venues must be reported immediately to the DSL or Deputy DSL.

Appendix A: One-Page Safeguarding Summary for Parents and Carers

Our Commitment

Emil Dale Academy is committed to keeping children safe while they are in our care. Safeguarding is at the heart of everything we do, and the wellbeing of your child is our highest priority.

What Safeguarding Means at EDSA

Safeguarding includes protecting children from harm, abuse or neglect, supporting their wellbeing, and ensuring they feel safe, respected and listened to during all EDSA activities.

Who to Contact

If you have a safeguarding concern or need advice, please contact:

- **Designated Safeguarding Lead (DSL):** Victoria Hammond
- **Deputy DSLs:** Sarah Moore, Amy Youngson

Concerns can be raised confidentially and will always be taken seriously.

What to Expect

- Concerns are handled sensitively and proportionately
- Information is shared only when necessary to keep a child safe
- Parents/carers are involved wherever it is safe and appropriate to do so
- External agencies may be contacted if required by law

Reassurance

EDSA works closely with parents, carers and professionals to create a safe and positive environment. Raising a concern will never disadvantage a child.

Appendix B: Freelancer Safeguarding Code of Conduct (Extract)

All freelancers working with children at Emil Dale Part-Time must:

- Place the welfare of the child above all other considerations
- Maintain professional boundaries at all times
- Avoid private or inappropriate communication with children
- Use physical contact only where appropriate, necessary and transparent
- Never be alone with a child where avoidable
- Follow EDSA safeguarding procedures and report concerns immediately
- Cooperate fully with safeguarding investigations or enquiries

Freelancers must confirm annually that they have read, understood and agree to adhere to this Code of Conduct and EDSA's Safeguarding and Child Protection Policy.

Appendix C: Allegations Against Staff or Freelancers – Reporting Flow

1. **Concern Identified**

An allegation or concern is raised about the conduct of a staff member or freelancer.

2. **Immediate Reporting**

The concern must be reported immediately to the Principal or DSL.

3. **Initial Consideration**

No investigation is undertaken internally beyond establishing basic facts.

4. **Referral**

Where appropriate, the matter is referred to the Local Authority Designated Officer (LADO), Police or DBS.

5. **Confidentiality**

Information is shared strictly on a need-to-know basis.

6. **Outcome and Record Keeping**

Actions and decisions are recorded securely in line with safeguarding procedures.

Appendix D: Staff response to disclosures

Staff must maintain the following principles when responding to a disclosure:

1. Receive

- Keep calm.
- Listen to what is being said without displaying shock or disbelief.
- Take what is being said to you seriously.
- Note down what has been said.

2. Respond

- Reassure the child that they have done the right thing in talking to you.
- Be honest and do not make promises you cannot keep e.g. "It will be alright now."
- Do not promise confidentiality; you have a duty to refer.
- Reassure and alleviate guilt, if the child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know.

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details.
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe.
- Do not criticise the perpetrator; the child may have affection for him/her.
- Do not ask the child to repeat it all for another member of staff and volunteers.
- Explain what you must do next and who you have to talk to.

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes.
- Record the date, time, place, any non-verbal behaviour, and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL).
- The DSL may be required to make appropriate records available to other agencies in line with the Local Safeguarding Children's Partnership procedures.

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals.

Document Control

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	8 th June 2024	July 2025	Sarah Moore	First issue – separated policy from full-time school to meet obligations of a part-time provision
02	26 th August 2025	July 2026	Sarah Moore	Update to template and making the language more clear and concise