POL037	EDClass Safeguarding Policy	
Issue number 7		
Approved by Sam Warnes	Date: 30.09.2025	

EDClass Safeguarding Policy

www.edclass.com

Safeguarding & protecting children, young people & learners policy & procedures

EDClass Limited Contact Details

Registered Address:	EDClass Limited, Aston House, Dinnington, Sheffield, South Yorkshire, S25 3QD
Website:	www.edclass.com
Telephone:	01909 568 338
Email:	enquiries@edclass.com

Contents of this Safeguarding Policy

Section 1: Our Aims

Section 2: Our Objectives

Section 3: Legislation and guidance

Section 4: EDClass Overview

Section 5: Our Approach to Safeguarding and protecting children and young people

Section 6: Roles and Responsibilities

Section 7: Safeguarding within the platform and organisation

Section 8: Safeguarding Code of Conduct - for all workers (including volunteers; advisers and consultants)

Section 9: Our Safeguarding framework

Section 10: Safeguarding and professional boundaries at work

Section 11: Safeguarding our learners and staff whilst delivering teaching and learning sessions

Section 12: Behaviour and Relationship Policy

Section 13: Online Safety Policy.

Section 14: Safer Recruiting Policy

Section 15: Safeguarding Procedures

Section 16: Ethics Policy

Section 17: Self-Harm Policy

Section 18: Child-on-child Abuse Policy

Section 19: Prevent Policy

Section 20: The Early Help Process Policy

Section 1: Our Aims

EDClass aims to:

- ✓ Be an outstanding educational provision that delivers high-quality educational learning, assessment and training to meet the individual needs of Learners, adapting the core curriculum where appropriate and within the constraints of time and resources.
- ✓ Provide blended and flexible training, teaching, learning and assessment that has the learner and educational establishments or clients at the centre of what we do.
- ✓ Create a broad, balanced, digital and innovative curriculum that works in partnership with our schools, learners, clients, awarding organisations, learners and staff to help enhance their skills, knowledge and performance.
- ✓ Safeguard and protect all learners in accordance with all government legislation and supervision requirements.
- ✓ Provide in-depth, stimulating learning experiences that engage each learner and provide appropriate levels of stretch and challenge.
- ✓ Support learners' spiritual, moral, social and cultural development.
- ✓ Support and encourage healthy lifestyles.
- ✓ Provide learners with the knowledge and skills required to keep themselves safe at school and in the wider world.

Section 2: Our Objectives

We will achieve this by:

- ✓ Delivering excellent teaching and learning to create a sector specific curriculum.
- ✓ Enabling our learners to access flexible, digital and enhanced resources for teaching, delivery, learning and assessments.
- ✓ Providing high-quality digital learning and assessment opportunities for our customers, staff and a range of individuals.
- ✓ Offer safe, secure, hybrid and personalised learning for each learner that is tailored to their needs, curriculum or assessment criteria.
- ✓ Using technology to break down barriers to learning for all learners with good intent, through our curriculum and delivery of quality education, assessment and training.

Section 3: Legislation and guidance

This documentation reflects the requirements of the Online Accreditation Scheme 2025; DfE statutory guidance Keeping Children Safe in Education ("KCSIE") 2025; Teaching online safety in schools (2025); and Working together to improve school attendance (2025).

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of National Curriculum programmes of study.

We also adhere to the National Curriculum in England, government teaching standards and comply with UK government legislation for both on and off-site alternative provisions for academies; Suspension and permanent exclusion from maintained schools, academies, Local Authorities and pupil referral units in England, including pupil movement 2025; Behaviour in schools (2025); and the DfE guidance Working together to improve school attendance document (2025).

Section 4: EDClass Overview

EDClass is a remote learning application designed to help break barriers to learning. EDClass delivers online teaching through UK-qualified teachers using personalised e-learning tools to promote a positive attitude towards learning. EDClass offers learners live tutorial support and distance learning provision through a robustly safeguarded and supervised online platform, purposefully built to be flexible in its approach to learners, while also supporting the mental health and wellbeing of learners.

The assessment process and tools allow the platform to identify knowledge and skill gaps, and target the learning journey around each learner's needs.

EDClass allows you to monitor and track the progress of your learners safely and securely online and help positively impact their attainment and attendance.

EDClass accommodates all types of learners, including SEND learners and those struggling to acquire an EHCP. Schools can drastically reduce their workload and time spent searching for solutions for their learners who require support as EDClass can help in a quick and efficient manner.

It is a whole business and educational approach to online safety and safeguarding that we pride ourselves on. Our safeguarding policies and procedures fully comply with Keeping Children Safe in Education ("KCSIE") 2025 and we work in partnership with our schools, Multi Academy Trusts and Local Authorities to constantly monitor pupils learning, attainment, interactions, engagement, behaviour and attendance in a safe and secure learning environment (Teaching online safety in schools - 2025). Alongside this, we adhere to the SEND and alternative provision improvement plan (2025) and we also follow the guidance with UK government legislation for both on and off-site alternative provisions for academies; Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022; and Behaviour in schools (2022); and the DfE guidance Working together to improve school attendance document (2022). Therefore, this empowers us to protect and educate pupils, learners, and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate.

Section 5: Our Approach to Safeguarding and protecting children and young people

Senior Management Responsibilities

Kim Light (Head of Safeguarding) and Emma Gladwin (Designated Safeguarding Lead) work in line with national legislation and guidance ("KCSIE", 2025 and those previously mentioned) and be responsible to Cara Batsford, the Senior Safeguarding Advisor for safeguarding across EDClass.

Safe Recruitment procedures

EDClass has a safer recruitment procedure in place to ensure that we appoint staff that are appropriately qualified and have the skills and knowledge to deliver a quality service. Recruitment is carried out in line with the expectations of 'Keeping children safe in education, (DfE 2025) including enhanced Disclosure Barring Service (DBS) checks.

Please view Section 14: Safer Recruiting Policy

Learning Development & Training on safeguarding and promoting the welfare of children

All staff and volunteers are required to complete mandatory safeguarding induction, consisting of e-learning, to be completed within the first week of employment. All managers have to attend risk management training in their first year. Training and any requirements for additional specialist training are recorded and discussed as part of Monthly Performance Target Reviews.

All staff are trained in dealing with children that are suffering with a wide range of mental health conditions. The teaching team will endeavour to tailor-make learning that is appropriate for each child and consider how children that are learning through EDClass can achieve desired outcomes despite having complex needs.

If a child working with EDClass is a Child in Need (CIN), Looked After Child (LAC), Previously Looked After Child (PLAC) or under any section from The Children Act 1989 or on an Education, Health, Care Plan (EHCP), EDClass will be made aware through the registration process of the child onto an EDClass seat. This information is used in order to provide the best possible education and pastoral care to individual learners and safeguard them from harm.

EDClass is an affiliate of Operation Encompass. Operation Encompass is a national government hub which acts to train staff, support families and share information through multi agency working for children who are thought to be, or who are known to be, experiencing domestic violence.

It is the responsibility of the individual, their line manager and the Head of Safeguarding to ensure mandatory training is completed. Supervision sessions and team meetings for all staff are held on a regular basis to discuss safeguarding issues, changes in regulation and best practice.

Purpose

This Policy operates in accordance with national legislation and guidance to safeguard and protect children. See 'Reference' section for further details. It provides clear procedures on:

- ✓ Code of Conduct and Professional Boundaries
  (Please view Section 8: Safeguarding Code of Conduct - for all workers including volunteers; advisers and consultants and view Sections 10, 11, and 12 regarding behaviours at work).
- ✓ Behaviours and standards online by staff and learners
  (Please view Sections 10, 11, and 12 regarding behaviours at work and Section 13: Online Safety Policy).
- ✓ Responding to safeguarding/child protection concerns

(Please view Section 15: Safeguarding Procedures).

- ✓ Reporting and managing safeguarding allegations against staff and volunteers
- ✓ Information Sharing

Breaches of this Policy and Procedures could place children at risk of harm and WILL result in disciplinary action.

Staff, volunteers and advisers are required to refer to relevant national legislation and guidance:

- ✓ December 2023. HM Government: Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children
- ✓ March 2015. HM Government: What to do if you're worried a child is being abused. Advice for practitioners
- ✓ September 2025. Department for Education: Keeping children safe in education. Statutory guidance for schools and colleges.

Scope

This Policy and Procedure

- ✓ Applies to all staff across all of EDClass; Our Volunteers, the Board of Directors, Advisers and Consultants
- ✓ Must be followed alongside the Safeguarding Policy and Procedures of the schools, academy or Local Authority that we are working with and Local Children Safeguarding where applicable (and detailed in procedures)
- ✓ All staff, volunteers, Directors and other workers must be made aware of this policy and associated procedures and have access to them in order that we comply with our responsibilities.

NB. At this current time EDClass only currently works with Schools in England.

Section 6: Roles and Responsibilities

Accountability Framework:

The Directors have a duty of care, which includes taking necessary steps to safeguard and protect children. They will act in children's best interests and ensure that they take all reasonable steps to prevent any harm to them. Directors also have duties to manage risk and to protect EDClass' assets and reputation.

The Managing Director and the Senior Management Team are the accountable senior managers responsible for the management of safeguarding and serious safeguarding incidents. Cara Batsford is the Senior Safeguarding Advisor for EDClass.

The Senior Safeguarding Advisor has the lead responsibility for safeguarding and child protection issues.

The Head of Safeguarding holds responsibility for the implementation of the Safeguarding Policy and effective management of safeguarding concerns in each department. Each department will be supported and overseen by the Senior Safeguarding Advisor and the Head of Safeguarding.

All Staff are responsible for all safeguarding and child protection, and any concerns must be addressed through the appropriate line management structures, in accordance with this Policy and its Procedures.

The Safeguarding Advisor is responsible for providing advice and support to Directors and other senior managers on best practice in adhering to this Policy, safer working practices and management of allegations, serious incidents and significant case reviews.

DEFINITIONS

Service User

A child, young person or learner using an EDClass resource.

Child

- ✓ Children Acts 1989 & 2004 define a child as anyone who has not yet reached their 18th birthday.
- ✓ The United Nations Convention on the Rights of the Child (UNCRC) applies to "all human beings under the age of 18 years unless, under the law applicable to the child, majority is attained earlier."

Safeguarding

Safeguarding children and promoting their welfare means protecting them from maltreatment, whether that is within or outside the home, including online. Preventing impairment of their health and development and ensuring that they grow up in circumstances consistent with the provision of safe and effective care.

Child Protection

Child protection is part of safeguarding and promoting welfare. This action refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm, including physical, sexual, emotional abuse, neglect and exploitation. This includes children affected by: domestic abuse, female genital mutilation, forced marriage, honour-based violence, 'missing' children, young runaways, child sexual exploitation, child criminal exploitation and human trafficking.

This list is not exhaustive, and below outlines in further details, some of these (information taken from Department for Education: 'Keeping children safe in education'. 2025)

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or by another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (See EDClass Fabricated or induced Illness Policy).

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 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.

Online Safety Concern

Ensuring that the teachers and children accessing the platform are aware of online safety is vital. As an online education provider, we endeavour to maintain clear high standards of support. This is reflected in the behaviour and sanction document that our teachers use to maintain the principles of education behavioural standards, and this is led by Sam Warnes. Staff have all had necessary checks (Enhanced DBS) and are brought into the business through a safer recruitment process (Please view Section 14: Safer Recruiting Policy). Children are then aware of the expectations of them within the online environment. All staff who work with learners receive enhanced training to be able to identify and act on safeguarding concerns, even in an online or remote learning environment.

We will advise schools and Local Authorities to ensure that they review and update their child protection policy to reflect the fact children may be learning both online and in the classroom. KCSIE 2025 expresses that there are clear guidelines and further references to documentation for learners that are accessing online and remote education.

It is vital that parents, carers and children are effectively communicated with and clearly informed about keeping a safe online working environment. They are actively encouraged to speak up should they feel any concerns regards anything online.

If there is a need to report anything, all staff and volunteers are aware of clear reporting routes and this is made clear during staff induction and training.

Please view Section 13 for our Online Safety Policy.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such

as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs is 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Prevent Concern

Children and young adults can be vulnerable to exposure to or involvement with groups or individuals who advocate intimidation as a means to a political or ideological end. These groups can include those promoting violence from extreme right-wing or other ethnic or religious organisations" Prevent Strategy (2011).

Prevent is part of the Government counter terrorism strategy that aims to stop people becoming terrorists or supporting terrorism. Prevent focuses on all forms of terrorism and extreme ideologies and operates in a pre-criminal space, providing support and redirection to children, young people and learners at risk of being groomed into terrorist activities before any crimes are committed. (See EDClass Prevent Policy Section 19).

Trafficking/Modern Day Slavery

The United Nations defines trafficking in people as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, or abduction, fraud, of deception, of the abuse of power, or of a position of vulnerability, or the giving or receiving of payments to achieve the consent of a person having control over another person, for the purposes of exploitation. (See EDClass Modern Slavery Policy).

EOTAS, children who has unexplained and/or persistent absences

Children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who have unexplained and or persistent absences in education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child who has unexplained and or persistent absences from education is a potential indicator of abuse, neglect or exploitation and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that have unexplained and or persistent absences from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including child sexual exploitation and child criminal exploitation, and to help prevent the risks of unexplained and or persistent absences in the future.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying

the local authority at the earliest opportunity to prevent the child from unexplained and or persistent absences from education.

It is important that the admission register is accurate and kept up-to-date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children that have unexplained and/or are persistently absent in education.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online (Please view Section 13: Online Safety Policy). A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- ✓ Children who appear with unexplained gifts or new possessions;
- ✓ Children who associate with other young people involved in exploitation;
- ✓ Children who have older boyfriends or girlfriends;
- ✓ Children who suffer from sexually transmitted infections or become pregnant;
- ✓ Children who suffer from changes in emotional well-being;
- ✓ Children who misuse drugs and alcohol;
- ✓ Children who go missing for periods of time or regularly come home late; and
- ✓ Children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation

Child criminal exploitation is increasingly used to describe a type of exploitation where children are involved, and is defined as:

“Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.”

Criminal exploitation of children is broader than just county lines, and includes, for instance, children forced to work on cannabis farms or to commit theft.

County Lines

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, cash or firearms into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children, young people and learners to move and store the drugs, money or firearms and they will often use coercion, intimidation, violence (including sexual violence) and weapons.”

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, learners and local communities.

County lines is a major, cross-cutting issue involving:

- ✓ drugs
- ✓ violence
- ✓ gangs
- ✓ safeguarding
- ✓ criminal and sexual exploitation
- ✓ modern slavery
- ✓ missing persons

And the response to tackle it involves:

- ✓ the police
- ✓ the National Crime Agency
- ✓ a wide range of government departments
- ✓ local government agencies
- ✓ VCS (voluntary and community sector) organisations

Like other forms of abuse and exploitation, county lines exploitation:

- ✓ can affect any child or young person (male or female) under the age of 18 years
- ✓ can affect any learners over the age of 18 years
- ✓ can still be exploitation even if the activity appears consensual
- ✓ can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- ✓ can be perpetrated by individuals or groups, males or females, and young people or adults
- ✓ is typified by some form of power imbalance in favour of those perpetrating the exploitation

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (for example, carrying drugs in return for money or gifts).

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship, affection or affiliation).

It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child or young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example, a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

The national picture on county lines continues to develop but there are recorded cases of:

- ✓ children as young as 8 years old being exploited or moved by gangs to courier drugs, cash or firearms out of their local area;
- ✓ both males and females being exploited
- ✓ white British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- ✓ the use of social media to make initial contact with children and young people such as young people looking for a part time job
- ✓ class A drug users targeting learners so that gangs can take over their homes (known as 'cuckooing')

We do know that county lines exploitation is widespread, with gangs from big cities including London, Birmingham, Manchester, Leeds, Sheffield and Liverpool operating throughout England, Wales and Scotland.

Gangs are known to target children young people and/or learners; some of the factors that heighten a person's vulnerability include:

- ✓ having prior experience of neglect, physical and/or sexual abuse
- ✓ lack of a safe/stable home environment, now or in the past (domestic violence, as harm may be caused where they see, hear or experience its effects, or parental substance misuse, mental health issues or criminality, for example)
- ✓ social isolation or social difficulties
- ✓ economic vulnerability
- ✓ homelessness or insecure accommodation status
- ✓ connections with other people involved in gangs
- ✓ having a physical or learning disability
- ✓ having mental health or substance misuse issues
- ✓ being in care (particularly those in residential care and those with interrupted care histories)
- ✓ being excluded from mainstream education, in particular attending a Pupil Referral Unit

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- ✓ Unexplained and or persistently absent from school or missing from home and/or being found out-of-area
- ✓ unexplained acquisition of money, clothes, or mobile phones
- ✓ excessive receipt of texts/phone calls and/or having multiple handsets
- ✓ relationships with controlling/older individuals or groups
- ✓ leaving home/care without explanation
- ✓ suspicion of physical assault/unexplained injuries
- ✓ parental concerns
- ✓ carrying weapons
- ✓ significant decline in school results/performance
- ✓ gang association or isolation from peers or social networks
- ✓ self-harm or significant changes in emotional well-being

'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Head of Safeguarding.

Homelessness

The Head of Safeguarding should be alerted to children living with families who are being made homeless or at risk of becoming homeless as this presents a real risk to the child's welfare at the school.

Indicators that a family may be at risk of homelessness can/may include:

- ✓ Household debt
- ✓ Rent arrears
- ✓ Domestic abuse/Domestic Violence
- ✓ Anti-social behaviour
- ✓ Being asked to leave a property

The Head of Safeguarding should ensure referral routes into the Local Housing Authority are being made by the school or Local Authority so they can raise/progress concerns at the earliest opportunity, however this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Education settings may also come across cases where 16 and 17-year-old learners may be living independently from their parents or guardians, for example through their exclusion from the family home; these young people will require a different level of intervention and support, led by Children's services, the head of Safeguarding must ensure the school or Local Authority are aware and are following the correct procedure.

It is the responsibility of the Local Authority to investigate the living and care arrangements and ordinarily a social worker will be assigned since any such child is deemed 'looked after'.

If the private fostering arrangement is deemed appropriate, the child will be placed on EDClass.

Should a privately fostered child be absent for more than 10 consecutive school days, the school will notify the local authority.

Further information can be found through professional organisations such as https://www.nspcc.org.uk/

- ✓ Action on Elder Abuse on 0808 808 8141
- ✓ Mencap Learning Disability Helpline 0808 808 1111
- ✓ VoiceUK 0808 802 8686
- ✓ Respond 0808 808 0700
- ✓ Samaritans 116 123 (FREE)

Section 7: Safeguarding within the platform and business

The EDClass platform treats safeguarding as its highest priority. Safeguarding of our learners and staff is paramount. EDClass has an up-to-date GDPR policy and process and this is available on our website, however, safeguarding will supersede this at all times and our safeguarding processes are activated when we, as a company or trained individuals, believe there is a concern. We have numerous safeguarding tools in our online Virtual Classrooms, which includes off-site learners letting us know how they are on a daily basis, alert mechanisms, video/chat support, marking and various other industry-leading tools. Genuine safeguarding incidents will be documented and sent to schools as and when they occur, and will be communicated via phone calls and secure email. Also, the video audio files of the learners who have accessed the live streaming facility will be stored and available to the Data Manager and/or IT lead at the trust to access in secure AWS Buckets.

The EDClass system is designed to not allow any unsupervised learner to learner communication whether in lessons or in break-out rooms. Learners are unable to converse/communicate or see each other when accessing the EDClass platform.

The learners only work with EDClass' teaching and learning team and safeguarding team. EDClass Staff communicate with learners directly via text chat and video/audio stream. School or Local Authority staff can also access and communicate in these chats live through the observation tool. EDClass is a complete, secure platform that complies with current safeguarding legislation, particularly in relation to provision of a live support teaching and learning or wellbeing session, this also include the facility to be provide live tracking and attendance data.

We keep in line with and follow the KCSIE 2025 firstly by ensuring that all our staff are enhanced DBS (including barred) checked and are employed following the 'safer recruitment' process. (Please view Section 14: Safer Recruiting Policy).

Our Senior Safeguarding team are trained at DSL level and have strong relationships with schools and local authorities. Our Senior Safeguarding Team are industry-leading experts and have passed their Designated Safeguarding Lead course, with a strict hierarchy in the processes and reporting system. They have also undertaken the Safeguarding of Learners course.

Any staff at EDClass Limited that work with schools and Local Authorities are a minimum of Level 2 in Advanced Child Protection and all staff that communicate with learners are qualified at a minimum of Level 3, Designated Safeguarding Lead. Our teaching staff have thorough checks carried out on them as well as the enhanced DBS checks during the recruitment process.

Training is conducted and maintained by a member of EDClass' Trustee board Milly Wildish (Specialist Arbitrator and National Safeguarding Panel member for Sports Resolution, with 14 years an Inspector in the Metropolitan Police). Milly has previously worked as a child protection specialist, counter-terrorism officer and has led a Multi-Agency Safeguarding Hub.

The Senior Safeguarding Advisor at EDClass Limited is Cara Batsford and if anything is a concern when working with the learners, EDClass staff will report this to the school or Local Authority's named contact or DSL to follow the process as shown later in this documentation. Also, to safeguard and promote the welfare of all of the learners who access the platform, all EDClass staff are trained in the following areas:

- ✓ Prevent
- ✓ Prevent Referrals
- ✓ Child Sexual Exploitation
- ✓ Forged Marriage
- ✓ Female Genital Mutilation

In August 2025, all of our safeguarding staff, teaching team, communications and operations team and middle management have had further training and professional development on the following areas:

- ✓ Introduction to Child Protection
- ✓ Advanced Child Protection
- ✓ DSL
- ✓ Learners
- ✓ SENDCo
- ✓ GDPR
- ✓ Online safety
- ✓ The Impact on Domestic Violence
- ✓ Mental Health
- ✓ Emotional Health
- ✓ Mentoring Teenagers
- ✓ Working with Children on EHCP's
- ✓ ACT Awareness (Counter Terrorism)
- ✓ Suicide Awareness

Safeguarding is our key element. It is mandatory for all EDClass staff to pass all these courses.

The platform is child-centred hosting a support area for learners so they can access external agencies if they feel that they need to. These This currently includes:

- ✓ Alcoholics Anonymous – help@aamail.org / 0800 9177 650 / 0845 769 7555
- ✓ FRANK (Drug Advice) – frank@talktofrank.com / 0300 123 6600
- ✓ National Debt Line – 0808 808 4000
- ✓ NSPCC – help@nspcc.org.uk / 0808 800 5000
- ✓ Barnardo's – 0208 550 8822
- ✓ Anxiety UK – support@anxietyuk.org.uk / 03444 775 774
- ✓ Depression Alliance – 0845 123 23 20
- ✓ Beat Eating Disorders – help@beateatingdisorders.org.uk / 0808 801 0677 / 0808 801 0711
- ✓ Samaritans – jo@samaritans.org / 116 123
- ✓ Refuge (domestic violence) – 0808 2000 247
- ✓ Mind (mental health) – supporterservices@mind.org.uk / 0300 123 3393
- ✓ Cruse Bereavement Care – 0844 477 9400 / 0808 808 1677
- ✓ Rape Crisis – rcewinfo@rapecrisis.org.uk / 0808 802 9999
- ✓ Victim Support – 0808 168 9111
- ✓ Mencap (learning disabilities) – 0808 808 1111
- ✓ Family Lives (Parenting) – 0808 800 2222
- ✓ Kidscape (bullying prevention) – info@kidscape.org.uk / 020 7730 3300
- ✓ Relate – 0300 100 1234
- ✓ NSPCC FGM Helpline – 0800 028 3550
- ✓ Shelter – info@shelter.org.uk / 0808 800 4444
- ✓ Childline – 020 7825 2505
- ✓ CEOP – Child Protection and Online Exploitation – 0870 000 3344 https://www.ceop.police.uk/Safety-Centre/
- ✓ National Citizens Advice – 03444 111 444
- ✓ National Emergency Services – 999 / 111 / 101
- ✓ National Stop Smoking – 01200 405 022
- ✓ Counter Terrorism Hotline – 0800 789 321
- ✓ IWF Internet Watch Foundation - +44 (0) 1223 20 30 30
- ✓ London Grid for Learning – 020 82 555 555
- ✓ Children in England – info@childrenengland.org.uk / 020 7833 3319
- ✓ UKCCIS – UK Council for Child Internet Safety – ukccis.secretariat@culture.gov.uk
- ✓ Safe! – safe@safeproject.org.uk / 0800 133 7938
- ✓ Childnet International – info@childnet.com / +44 (0) 20 7939 6967
- ✓ UK Safer Internet Centre – enquiries@saferinternet.org.uk / 0344 800 2382
- ✓ Save the Children – supportercare@savethechildren.org.uk / +44 (0) 20 7012 6400
- ✓ Educate Against Hate – counter.extremism@education.gov.uk / 020 7340 7264

Keeping in line with; Working Together to Safeguard Children.

Also, learners who access the platform can have access to the following learning content, should the schools or local authorities allow permission for it in order to support their needs should they choose to access it:

- ✓ Unsuitable clothing online
- ✓ Offensive/ inappropriate/ discriminatory Language
- ✓ Unsuitable working environment
- ✓ Aggression
- ✓ Threatening behaviour
- ✓ Poor attitude to learning
- ✓ Mutual respect
- ✓ Disruptive behaviour
- ✓ Sexualised behaviour
- ✓ Dangers of smoking and vaping
- ✓ British Values
- ✓ Unfounded allegations
- ✓ Substance misuse
- ✓ Coercive and controlling behaviour
- ✓ Harassment and manipulation
- ✓ Verbal, sexual and physical abuse
- ✓ Cyber bullying

As safeguarding learners is the responsibility of all, we also ensure that the platform hosts a 'Learner profile' to be completed with our DDSL Safeguarding Support Coordinator for the learners who are enrolling on an EDClass seat. This ensures that we have access to appropriate safeguarding information for the learners.

EDClass provides a live tracking system across the platform for the schools and local authorities staff to access. This is in an observation area where the staff can view; learners' content they're currently studying, live chats with their learner and live stream the engagements with our team.

The required attendance of the learners is governed by the school or local authority. The specified attendance for each learner determines the appropriate registration points the learner will need to log in at. If the learner fails to access the platform within that registration point, this will trigger a 'failure to register' alert. This in turn, triggers an email to alert contacts added to the learner's profile, informing those alert contacts that the learner has failed to register.

During the enrolment process, EDClass will ask for IP addresses for where the learner is learning from. Upon accessing the platform, an IP check is done to ensure that this matches the registered IP address on the learner's profile. If the IP address conflicts, this also triggers the alerts in the same way as a failure to register alert.

A further alert protocol is that each learner must complete a safeguarding questionnaire when logging on. This questionnaire is a series of questions, tailor-made to each learner and their learning environment. Questions include: Are you safe? If a negative is answered to these questions for example; no, this will trigger an alert. The safeguarding team receive this alert. This allows our safeguarding team to simultaneously speak to the learner immediately to check they are safe and well, while also contacting the school or local authorities dedicated safeguarding lead to notify them of the concern.

All alerts are tracked and monitored in the learner's report area and can be accessed at any point.

In addition to the alerts outlined above, there is an alert button readily available on the learner's interface that follows them on each screen that they access. At any point this button can be pressed by the learner to trigger an alert and the same protocols will ensue.

The platform has several tracking and monitoring tools available. The "Learner Report" tracks the learner's engagement in every lesson that they are assigned and access, down to the hours, minutes and seconds, they spend on each aspect of the lesson. The report also shows the results of the lessons; the score that the learners received in the various questioning and puzzle slides, and also highlighted is the grade standard of the lesson they completed, providing a clear overview of the learner's performance in that lesson.

This is then tracked alongside the progress made along the learner's pathway to accrue an overview of the learner's performance on the platform.

Section 8: Safeguarding Code of Conduct

- for all workers (including volunteers; advisers and consultants)

In its simplest form, 'safeguarding' can be defined as 'keeping children and adults safe from harm'.

At EDClass, we believe that we all share responsibility for safeguarding and promoting the welfare of children, young people and learners.

The Safeguarding Code of Conduct below sets out what is required of each staff member at EDClass.

Background

EDClass is an online learning resource used by schools and local authorities to educate their learners. In addition to that, learners can also gain access to the platform.

EDClass is committed to

a) Providing a safe online resource and environment for all learners

b) Working with partner agencies; schools and local authorities to ensure that we also comply with their requirements of their Safeguarding Policies and Procedures

The Safeguarding Code of Conduct:

- ✓ Makes clear what is required of all staff, workers and volunteers
- ✓ Supports staff, workers and volunteers in meeting their obligations
- ✓ Reduces the risk of misplaced or malicious allegations by clarifying responsibilities

The Safeguarding Code of Conduct

Staff, workers and volunteers must:

- ✓ Report any incidents or concerns that cause them to believe that a child or young person is, or is likely to be, at risk of harm immediately to the Head of Safeguarding. EDClass will support any staff member, worker or volunteer who raises a legitimate concern about the actions of others without fear of recrimination
- ✓ Disclose any criminal record, caution, reprimand or warning whether received prior to or during the course of their work or volunteering for EDClass. For the avoidance of doubt, this requirement is in addition to any other published requirement for disclosure as part of their work or volunteering. This will be treated confidentially by the management team. Please note all disclosures will be subject to a risk assessment to deem whether it is acceptable for the business to safely manage.
- ✓ Inform the Senior Safeguarding Advisor of any ongoing or past child protection investigations into their own immediate family
- ✓ Undertake training in safeguarding and discuss this code of conduct with the Head of Safeguarding

It is not permissible (and in some instances may be unlawful) for staff/volunteers to:

- ✓ Use their position to intimidate, bully, threaten, discriminate against, coerce, harass or undermine children and young people, volunteers or staff
- ✓ Communicate with children or young people in ways which seek to build inappropriate relationships in order to abuse or put them at risk
- ✓ Encourage or assist others to break the law in any way
- ✓ Carry out their duties or volunteering whilst adversely affected by alcohol, solvents or drugs
- ✓ Engage in, or attempt to engage in, sexual or inappropriate relationships with children, or young people for whatever reason, including the use of suggestive conversations, comments, texting, emails and/or social media
- ✓ Possess indecent images of children; this will always be reported to the police regardless of the explanation provided
- ✓ Use your mobile phone whilst 'at work' during contracted hours. You must only use your mobile phone during breaks and in a designated area

Staff will conduct themselves in accordance with this Safeguarding Code of Conduct in all work/volunteering situations.

Any breach of the Safeguarding Code of Conduct WILL result in disciplinary action or dismissal or the decision to cease using you as a volunteer; advisor or consultant.

In certain circumstances such action might also result in reports to registering bodies and/or the police.

Section 9: Safeguarding framework

EDClass will comply with and apply good practice outlined in external statutory guidance* and our own core child protection standards.

This framework detailed outlines how we manage risk so as to minimise circumstances where harm may befall children or learners using the services of EDClass through acts of omission (for example failure to make referral of a child protection concern) or commission (for example, direct abuse of a child, young person or learner) by EDClass workers (inc. volunteers).

We manage risk through:

1. Accountability

- ✓ EDClass has a nominated Head of Safeguarding. This is Kim Light. Kim Light reports directly to Cara Batsford, the Senior Safeguarding Advisor
- ✓ Safeguarding Policy, Procedures and Code of Conduct are read by all staff
- ✓ Being clear with partner agencies; contractors and commissioners about our safeguarding expectations
- ✓ Clear strategies for safeguarding which anticipates and responds to external and internal developments
- ✓ Secure IT and telephone systems
- ✓ All building is under CCTV surveillance
- ✓ Policies and procedures such as Whistleblowing Policy; Complaints policy, Prevent Policy and Child-on-child Abuse Policy
- ✓ A clear organisational focus on risk management

2. Acting on concerns of abuse

- ✓ Consistent procedures for reporting concerns to partner agencies and investigating agencies (including low-level concerns)
- ✓ Working jointly with other agencies to provide services
- ✓ Management of allegations against staff

3. Recording and information sharing

- ✓ Recording and reviewing file information to identify patterns of risk
- ✓ Information sharing with other agencies to protect children
- ✓ CCTV
- ✓ Secure IT and telephone systems
- ✓ Fully trained and qualified staff with SIA CCTV licence

4. Recruitment (Please view Section 14: Safer Recruiting Policy).

- ✓ Standard safer recruitment processes to ensure consistency
- ✓ Recruitment in line with the expectations of 'Keeping children safe in education 2025'
- ✓ Requirement for 3 references
- ✓ Requirement for criminal records checks (Enhanced) including barred list
- ✓ Scrutiny of employment history for suspicious gaps

5. Supervision

- ✓ Regular formal supervision of all EDClass staff at all levels
- ✓ Regular staff appraisal/performance review

6. Inspection

- ✓ Internal and external inspection of service

7. Empowering children

- ✓ Ensure EDClass remains child-centred and educational-focused
- ✓ Commitment to equality/diversity issues — e.g. being able to communicate to any service users

EDClass' resources in first language; age appropriate interaction; awareness of issues around gender, sexual orientation, religion, disability and race;

- ✓ Development of participation
- ✓ Development of education and qualifications
- ✓ Commitment that protection of Children, young people and learners is always taken seriously
- ✓ Formal complaints process

8. Raising concerns about poor and dangerous practice (whistle-blowing)

- ✓ Whistleblowing Policy
- ✓ An organisational culture which allows challenge to poor practice
- ✓ Clear procedure backed up by disciplinary/criminal code
- ✓ Independent investigation of concerns
- ✓ No victimisation of whistle blowers
- ✓ Emphasis on learning from mistakes

9. Learning and development

- ✓ Induction and continuous learning matched to roles and responsibilities for safeguarding and protecting children and young people
- ✓ Mandatory training requirements
- ✓ Regular staff appraisal/ performance review
- ✓ Learning and development opportunities to support the implementation of safe positive behaviour management

* September 2025. Department for Education: Keeping children safe in education. Statutory guidance for schools and colleges.

* December 2023. HM Government: Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children

* March 2015. HM Government: What to do if you're worried a child is being abused. Advice for practitioners

Section 10: Safeguarding and professional boundaries at work

DEFINITION

EDClass believes that every child, young person and learner has a right to be safe from harm. EDClass may work with a child or young person as a 'service user' of its systems or whilst they are on work experience with the EDClass.

Professional boundaries are the framework by which an individual member of staff's relationship with a child, young person or learner is clarified to ensure that it is always safe and appropriate. It defines the parameters of that relationship to ensure it is professional and complies with the EDClass Safeguarding Code of Conduct.

PURPOSE

This policy not only protects the children, young people and learners we work with but also safeguards the reputation of EDClass. If staff and volunteers are clear about professional boundaries and what is and is not acceptable, this can protect them from the possibility of false allegations and poor practice.

SCOPE

This policy document applies to all EDClass Limited staff and volunteers who have regular access to children, young people and learners as part of their work.

A breach of professional boundaries is never acceptable and it is the responsibility of the managers to make sure the relationship with a child, young person or learner is maintained on a professional level.

Professional boundaries are important in our work for a number of reasons:

- ✓ To safeguard children, young people and learners and to ensure that staff/volunteers are aware of what EDClass expects of them in terms of their conduct and relationships with them.
- ✓ To recognise and appropriately manage power imbalances and unequal relationships.
- ✓ To build appropriate relationships of trust with children, young people and learners alongside their educational establishment.
- ✓ To ensure we understand the issues around working with children, young people, learners and families within education and their expectations of any EDClass worker.
- ✓ To fulfil the requirements of different regulatory bodies that Schools and local authorities need to comply with.
- ✓ To protect the reputation of EDClass

SETTING AND MAINTAINING PROFESSIONAL BOUNDARIES WITH CHILDREN, YOUNG PEOPLE AND LEARNERS.

Before undertaking any work with or delivering any service to children, young people and learners it is important that clear boundaries about the nature of the work and relationship are set.

Staff and volunteers should be familiar with the EDClass Safeguarding Code of Conduct and the safeguarding & Protecting Children and Whistle blowing policies in order that they can refer to them in all of their work with children, young people and learners.

PROFESSIONAL BOUNDARIES POLICY

Staff/volunteers should:

- ✓ Be clear of their roles and responsibilities as defined in their job description and confirm that understanding in discussion with their line manager
- ✓ Know and practice the protocols around confidentiality and recording and share these with the school child, young person or learner and family as appropriate
- ✓ Continually reflect upon and consider the relationships established with children, young people and learners to ensure that the professional boundaries are being maintained whilst educated through EDClass
- ✓ Seek help and support in dealing with issues or concerns they have about professional boundaries from their line manager

MANAGING A BREACH OF PROFESSIONAL BOUNDARIES

Staff/volunteers may at times breach professional boundaries even though their initial intentions were well meaning. Regardless of the intention, the issue must be shared with the line manager and steps taken to support the individual not to repeat the behaviour or action. The breach may not be a single event but a series of events and interactions which together cause the individual to cross the boundary between what would be considered a professional relationship to a non-professional relationship. Areas where professional boundaries can be breached may include:

BECOMING OVER-FAMILIAR

If the relationship with a child, young person or learner becomes over-familiar, professional judgement may be clouded and behaviours may be misinterpreted. Over-familiarity is difficult to define but may involve:

- ✓ thinking about the child, young person or learner constantly;
- ✓ feeling a sense of attachment similar to them being a sibling or a friend;
- ✓ wanting to see them more than necessary or continue the relationship even when any planned work is finished; and
- ✓ considering asking them to come with you to social events that are not work related.

In any work undertaken with children, young people and learners there must be a clear plan of how, where, when and why the work will be undertaken and by whom with clear plans being established with their school or local authority. This includes not visiting a child, young person or learner outside of agreed and planned working hours and not inviting them to your home or to be part of your family or social network. Any changes to the agreed parameters of the work must be discussed with your line manager and recorded in a plan alongside clear discussions with the school or local authority.

INAPPROPRIATE FEELINGS

Any concern about the nature of the relationship with the child, young person or learner should be discussed with the Head of Safeguarding to avoid misinterpretation or confusion on the part of the child, young person or learner, or a potential breach of professional boundaries. This includes a worker's perception that a child, young person or learner has developed a "crush" on them or another worker.

GIFTS AND FAVOURS

Staff/volunteers should never use a relationship with a child, young person or learner, or their family for personal gain.

This includes using contacts to get information that they would not otherwise have access to or obtaining discounted or free products. Gift giving and accepting should only take place in line with EDClass agreed policies general obligations to EDClass and should be agreed with your line manager.

FAMILY AND FRIENDS

There may be some instances where staff/volunteers live and work in the same community as service users of EDClass. It is usually inappropriate for EDClass Limited staff/volunteers to deliver a service and educate a friend or family member. If

this situation occurs, arrangements should be made for another staff member to take over the case to avoid any conflict of interest. Any exceptions to this must be agreed with the Senior Safeguarding Advisor.

SEXUAL RELATIONSHIPS

Any inappropriate sexual relationships with service users or members of their families are a breach of professional boundaries and codes of practice and may also be against the law. (Exceptions would be where staff member is married to the parent of a service user for example).

SELF DISCLOSURE

Although some member of EDClass Limited staff may have had personal experiences of abuse in their own life which may give them empathy and understanding of the situations in which the child, young people and/or learners find themselves in, it not acceptable for a member of staff to self-disclose their personal experiences to a service user, school or local authority.

GIVING OUT PERSONAL CONTACT DETAILS

Staff must not give out any personal phone numbers or email addresses to EDClass learners or their families. Generic email addresses and phone numbers must be supplied. If staff require any contact with a user of EDClass this should be done through appropriate use of EDClass issued equipment.

If the service user needs to contact the member of staff they should use the generic work email address or phone number. It is not appropriate for staff to be part of service user social networking sites or agree to be online friends. Staff must not share personal blog addresses or other modes of electronic communication with children, young people or learners. It is also important that staff are aware of privacy setting on their own personal social networking sites to prevent inappropriate content being shared with service users.

CONTINUING A PERSONAL RELATIONSHIP AFTER THE SERVICE OR PIECE OF WORK IS COMPLETE

It is normally not acceptable for a member of staff to continue to see a child, young person or learner in a personal capacity once the service or piece of work they have been involved in is complete.

MANAGEMENT RESPONSIBILITY AND SUPERVISION

It is important that managers use supervision to help workers reflect on their professional relationship with children, young people and learners and identify if there are any warning signs that professional boundaries may be in danger of being compromised. If at any time a member of staff believes that it is appropriate to act in a way which is counter to this policy and procedure, they must discuss this with their manager before taking any action and a record must be kept by them and the manager of the discussion. All staff and volunteers have responsibility to act if they suspect that a colleague may be in breach of professional boundaries. In the first instance you should share your concerns with your Head of Safeguarding. If you don't feel able to do this then you should refer to the EDClass Whistle blowing policy and guidance. These will enable you to talk through your concerns confidentially. You must always act upon your concerns to protect children.

Section 11: Safeguarding our learners and staff whilst delivering teaching and learning sessions

Learners can access the support mechanism within EDClass instantly once they are logged on to our online virtual portal classroom and seats.

This is where teachers, safeguarding and wellbeing teams can be live teaching and supporting learners. Once enrolled on a seat, the live stream starts for safeguarding and the learner can ask for assistance anytime via a face-to-face or instant chat facility.

EDClass record everything. We save our face-to-face and instant chat communications for child protection and safeguarding. The progress of answers, questions and knowledge are instantly tracked in our live activity tracker. Meanwhile, a designated named person within the school or local authority can have eyes-on learning and an overview of the curriculum to see:

- ✓ the learner
- ✓ the EDClass teachers/safeguarding team and wellbeing team
- ✓ the conversations
- ✓ the questions

We offer a fully-safeguarded distance learning system that can help address:

- ✓ Blended learning via our virtual classroom
- ✓ Face-to-face learning to help raise attainment and attendance
- ✓ Remote learning for those learners and staff that are sick
- ✓ Interactive learning via the portal for a range of solutions for staff rotation and a varied curriculum
- ✓ 'Eyes-on learning' via our support and timetabled sessions.

We actively track the learners live on the platform so that the learners who do fall “idle” are engaged by a member of the staff online.

Discussion and chat logs: All online discussions between the teacher and learner are recorded for safeguarding purposes. There is total transparency of progress, attendance, attainment and behaviour throughout the system for staff, learners and behaviour support specialists.

Online access: Our platform can be accessed at any time from any location with an internet connection that your school or local authority deems appropriate for learning. This will help to educate those hard to reach learners who have difficulty attending mainstream provisions. (Please view Section 13: Online Safety Policy)

EDClass Responding to a Safeguarding/Child Protection Concern in person/on the phone/via email/via messenger/via EDClass platform

1. If you receive details the service user that they are in immediate danger advise them
   - ✓ to call the police
   - ✓ that you must call the police and pass the information on to their School or local authority and local child protection services.
2. If a disclosure is made
   - ✓ contact the school or local authority and ask to speak with their Safeguarding Lead. Inform them verbally about the disclosure and provide details. Immediately follow up with a written record.
3. If content within any disclosure is school related

a) About a teacher

I. Contact the school and ask to speak with the Safeguarding Lead and the Head Teacher.
II. Inform them verbally about disclosure and provide details.
III. Inform them you will be letting their Local Authority Designated Officer (LADO) know as a matter of our procedures
IV. Immediately follow up with a written record using a Safeguarding Incident form.
V. Inform Local Authority Designated Officer (you will have to google details putting in for example 'Local Authority Designated Officer Sheffield'). This HAS to be done within 24 hours. If they are unavailable contact the local Safeguarding Team. DO NOT leave it. Again, follow up to the person you have spoken with, with a written record using a Safeguarding Incident form.

b. About the Head –

I. Inform Local Authority Designated Officer first (you will have to google details putting in for example 'Local Authority Designated Officer Sheffield'). This HAS to be done within 24 hours. If they are unavailable contact the local Safeguarding Team. DO NOT leave it. Again, follow up to the person you have spoken with, with a written record using a Safeguarding Incident form.
II. Inform Safeguarding Lead of School as a matter of action you have had to take

If the child contacts EDClass BUT is not in receipt of any EDClass Service and not in immediate danger, advise them they need to contact or offer to contact on their behalf:

- ✓ Their local authority for support and advice; or
- ✓ Childline (0800 1111)
- ✓ NSPCC
- ✓ Complete a template for Recording a Safeguarding Incident form any information you have.

Responding to calls from the general public regarding concerns about a child, the safety of a child or the behaviour of an EDClass worker/volunteer

1. Thank the caller for doing the right thing and speaking up on the child, young people or learner's behalf.
2. Ask if the child, young person or learner is in immediate danger? If yes - the caller should be informed to dial 999 or should be supported to dial emergency services with our assistance.
3. If not in imminent danger, ask if the concern is about the behaviour of any EDClass member of staff or volunteer? If yes, please speak to the Head of Safeguarding immediately after the phone call is concluded. The Head of safeguarding will then escalate to the Senior Safeguarding Advisor.
4. If the concern does not involve a member of EDClass staff, the caller should be directed, as appropriate, to:
   - ✓ The School or local authority responsible for the service user
   - ✓ Their local authority who will provide information and support
   - ✓ The National Association for People Abused in Childhood (Historical Abuse -0800 085 3330).

Record using a Safeguarding Incident Form.

Section 12: Behaviour and Relationship

1. Our Approach and Values

Our approach means that our learners can benefit from:

- ✓ Learning away from the glare of other learners, thus reducing perceived pressure from other learners
- ✓ Having one-to-one support, both with their academic progress and pastorally
- ✓ Learning without distraction and with improved opportunities for focus
- ✓ A reduction in anxiety levels and fear of failure around learning
- ✓ Learning in a familiar environment away from any previous history of negative experiences (a 'fresh start')
- ✓ Reduced negative behaviours and the resultant positive impact on relationships and concept of 'self'
- ✓ Support from teachers, safeguarding and the wellbeing team who are careful to avoid triggers to negative feelings and behaviours
- ✓ Improved attendance and engagement in learning
- ✓ Learners make better progress when they feel safe and there are routines and boundaries
- ✓ Some learners need support to alter their behaviours and mindset
- ✓ Talents are encouraged and achievements are celebrated

Our teaching staff focus on overcoming difficulties through the use of encouragement, praise, support and positive regard. Our teaching and learning values:

- ✓ Every learner deserves the opportunity to meet their intrinsic need to learn, achieve and grow
- ✓ We seek to afford every learner the right to harness education as a vehicle for improvement
- ✓ We uphold the principle of unconditional regard
- ✓ We are acutely mindful of the barriers to participation learners may be encountering in their lives and education
- ✓ We recognise that many of our learners are operating below their true potential with gaps in their knowledge and skills that need supporting
- ✓ We will always maintain the best interests of a learner or young person in everything that we do

2. Expectations for Learners

It's important that our learners' experience of EDClass is similar regardless of who is delivering that support. It's also important that learners receive pastoral care and can develop a positive rapport with staff.

Clear boundaries and expectations may need to be set for a learner, for example, if their language is abusive or insulting, or if they are rude or unpleasant or use an inappropriate attitude. A behaviour repair pathway will be automatically assigned.

3. Management of Behaviour to Ensure a Safe Learning Environment:

Many of our learners have experienced criticism, harsh voices and shaming. Some have developed strategies and defences to avoid investing in what they perceive has the potential to be another negative relationship. Our teachers ensure interaction is engaging, positive and non-judgemental, whilst encouraging trust and familiarity with the routines and the teachers themselves.

Our aims are:

- ✓ To use a trauma informed approach to behaviour

- ✓ To have clear rules and routines for behaviour, and take responsibility for promoting good and courteous behaviour
- ✓ To have high expectations of behaviour, and establish a range of strategies using praise, sanctions and rewards consistently and fairly
- ✓ To manage classes and learners effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- ✓ To maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary

4. Level of Concern Regarding Behaviours:

Low-level	Medium-level	High-level
Failing to complete work	Confrontational	Any form of abuse / abusive behaviour
Inappropriately Dressed	Aggressive language	Threatening language
Arguing	Lack of tolerance or respect for others	Aggressive / threatening behaviours on camera
* Use of phone	Undermining fundamental British values	Illegal behaviour on camera (including vaping / alcohol etc)
Rudeness	Misuse of emergency alert button	Disclosure of information pertinent to safeguarding / wellbeing
Impatience in EDSupport chats/conversations	Presence of persons Unknown	Learner misleading teachers as to who they are

* this is deemed a high level of risk if a learner is a CCE/CSE concern

This documentation works with our behaviour rewards and sanctions policy.

5. Sanctions

For behaviours that cause concern or are not conducive to learning or are inappropriate and unacceptable. The table above is a guideline - low-level concerns might be dealt with by using the EDSupport chat or video chat: point out the behaviour that is a concern, if necessary, explain what should be done instead and record using the 'Comments' icon on the learner's tile.

Persistence in this behaviour escalated the concern to the middle column, where a school will be emailed and the communication recorded in the school side of top-level admin. For concerns in the middle or last column, a learner should be told that school is being informed and an email sent for confirmation.

1. Expectations of Learners' Behaviour on EDSupport:

Although support is one-to-one and learners will feel 'at home' as they learn remotely, they are expected to behave well and communicate respectfully:

- ✓ Learners using phones on camera (other than where permission has been given to take screenshots) will be challenged by teachers
- ✓ Learners should quickly develop an expectation of being greeted politely and assured that safeguarding and wellbeing are there to support or discuss any issues
- ✓ Learners displaying aggressive or threatening behaviours with others on camera should expect to have this addressed as a matter of urgent safeguarding
- ✓ Learners with behaviours that are not age-appropriate (such as, but not exclusive to, vaping, drinking alcohol etc) should expect to have this treated as a matter of urgent safeguarding
- ✓ Learners on camera with 'unrecognised' other people present (not identified on their learner profile) can expect to be questioned as to who they are
- ✓ Learners who disclose information which may be pertinent to their safeguarding and wellbeing (for example, but not exclusive to, going out to meet someone, having injured themselves, feeling down, just been screamed at by a parent etc) can expect to have this treated as a matter of urgent safeguarding
- ✓ Learners should expect to be treated with dignity and respect, and at all times observing proper boundaries appropriate to staff positions
- ✓ Learners must expect teachers to have high regard for the need to safeguard them and their wellbeing, and in accordance with statutory provisions
- ✓ Learners must not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ✓ Learners can expect that personal beliefs are not expressed in ways which exploit their vulnerability or might lead them to break the law
- ✓ A learner using the chat feature deliberately to mislead teachers as to who they are or fabricating scenarios which begin safeguarding procedures and which later have been found to be false will be treated as an urgent matter to be reported to schools and maybe appropriate authorities

Please view Section 11: Safeguarding our learners and staff whilst delivering teaching and learning sessions

7. Rewards

Learners receive praise for a positive attitude to learning, a commitment to making progress, completion of lessons to a high standard and engagement with teachers to acquire knowledge and develop confidence. Teachers may message learners in the chat or on camera to say 'Well done' for their effort in a particular lesson, or for their effort on any day.

Certificates are awarded to learners for:

- ✓ Learner of the week

Schools are notified of learners receiving certificates should they also wish to congratulate them.

8. Development of Self-Worth and Confidence

"Little wins" are recorded under the **"Comments"** section on a learner's tile. These are achievements that may not be academic but still reflect a learner's growth and progress. They should relate to a learner demonstrating increased

readiness for the world of work, further progression, or life after school. These achievements can include, but are not limited to:

- ✓ A learner developing the confidence to respond to a chat greeting
- ✓ A learner developing the confidence to move beyond one-word responses to chat greetings and asking how the teacher is in return
- ✓ A learner developing the confidence to ask teachers for help with the work
- ✓ A learner developing the confidence to ask teachers questions that reveal developing social skills
- ✓ A learner showing greater independence or no longer needing to work alongside a parent or carer
- ✓ A learner moving from typed messaging with teachers to a willingness to speak over the camera feed
- ✓ A learner progressing from sitting in the dark on their camera feed to sitting in normal daylight
- ✓ A learner's language shifting from rude or aggressive to mannered and polite
- ✓ A learner messaging their appreciation to staff and showing gratitude

The 'Comments' provide a log of pastoral positive comments to run alongside an academic progress report and any concerns.

9. Monitoring Poor behaviour

This is also to be logged to help provide a pastoral snapshot of a learner. These are behaviours which can be seen to inhibit a learner's progress, they may include, but is not limited to:

- ✓ A learner using insulting, threatening, rude or aggressive language
- ✓ A learner using the chat feature deliberately to mislead teachers as to who they are or fabricating scenarios which begin safeguarding procedures and which later have been found to be false
- ✓ A learner making comments which may cause offence in their marking
- ✓ A learner who deliberately uses 'red flags' in chats or marking to begin safeguarding procedures

10. Successful Re-Integration to School

- ✓ It is often a school's intention that after some time using Alternative Provision, a learner returns to the classroom setting. Sometimes the intention is a part-time return or it can be a full-time return. Often a school will plan for a learner to return part-time as a phased-back entry, building slowly to a full-time return.

Section 13: Online Safety

Ensuring the safety of children, young people and learners accessing the platform is vital. As on online education provider we endeavour to maintain clear high standards of support. This is reflected in the behaviour and sanction document that our teachers use to maintain the principles of education behavioural standards and this is led by Sam Warnes. Staff have all had necessary checks (Enhanced DBS) and are brought into the business through a safer recruitment process. (Please view Section 14: Safer Recruiting Policy). Children are then aware of the expectation within the online environment. The further training that the staff receive in regards to being able to identify and act on safeguarding concerns even in an online or remote environment.

We will advise schools and local authorities to ensure that they review and update their safeguarding policies to reflect the fact children, young people and learners will be learning both online and in the classroom.

It is vital that parents, careers, children, young people and learners are effectively communicated with and understand about keeping safe online and are actively encouraged to speak up should they feel any concerns.

Our Online Safety Lead and Head of Safeguarding is Kim Light. Our Designated Safeguarding Lead is Emma Gladwin. Deputy Safeguarding Leads are Emily Halliday, Georgina Herdman, Rachel Jefferson, Rachel Allsop, Donna Moore and Lily Homer.

The Breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content, contact, conduct and commerce – Keeping Children Safe in Education 2025 (DfE)

Information and Communications Technology (ICT) covers a wide range of resources. These include:-

- ✓ Web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:
- ✓ Websites
- ✓ Learning Platforms and Virtual Learning Environments
- ✓ Email and Instant Messaging
- ✓ Chat Rooms and Social Networking
- ✓ Blogs
- ✓ Podcasting
- ✓ Video Broadcasting
- ✓ Downloading from the internet
- ✓ Gaming
- ✓ Mobile/Smart phones with text, video and web functionality
- ✓ Other mobile devices with web functionality

EDClass understands the responsibility to educate pupils in all Online safety issues. This includes teaching them the appropriate behaviours and critical thinking to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of a classroom.

Roles and Responsibilities

As Online safety is an important aspect of strategic leadership within EDClass, the Senior Leadership Team have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The named Online safety co-ordinator at EDClass is Kim Light. All members of staff have been made aware of who holds this post. It is the role of the Online safety coordinator to keep abreast of current issues and guidance.

The Online safety coordinator updates the Senior Safeguarding Advisor of any issues within the business in relation to local and national guidelines and advice.

Writing and reviewing the Online safety policy

This policy (for staff, volunteers, visitors and learners), is to protect the interests and safety of the business. It is linked to the following policies: Health and Safety, safeguarding, Bullying and Harassment, internet usage and Prevent policies. (Section 19: Prevent Policy)

Our Online safety policy has been agreed by the Managing Director, Senior Management Team and all staff. The Online safety policy and its implementation are reviewed at least annually.

Online safety skills development for staff

- ✓ All members of staff receive regular information and training on Online safety issues through staff meetings, training sessions and email updates.
- ✓ All members of staff have been made aware of individual responsibilities relating to the safeguarding of children within the context of Online safety and know what to do in the event of misuse of technology by any learner or member of staff.
- ✓ All new members of staff receive information on the Acceptable Use Agreement as part of their induction.

Teaching and Learning

Internet use will enhance learning

- ✓ EDClass will provide opportunities within a range of curriculum areas to teach Online safety.
- ✓ Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the Online safety curriculum.
- ✓ Pupils are made aware of the impact of online bullying (Cyber bullying), prejudice-based bullying, discriminatory bullying or to sexually harass online and know how to seek help if these issues affect them. Pupils are also made aware of where to seek advice or help if they experience problems when using the Internet and related technologies; i.e. parent or a career, a teacher or a trusted member of staff, or a business such as Childline 08001111 or CEOP.

Managing System Access

EDClass advises schools and local authorities throughout the sales process and through induction sessions that when learners are added to an EDClass seat and provided a laptop to work from, that the laptop meets certain specifications in order to successfully navigate the EDClass platform. EDClass also advises the partnership schools and local authorities it works with to ensure the laptops that are used for learners to access the EDClass platform have appropriate filtering and monitoring technologies installed on the devices. This can be found in our signed Framework Agreement with each school and completed bid/tender with each local authority.

There are several lessons on the platform that educate our users on online safety and the dangers that are associated with learning online and remote working.

Information system security

- ✓ EDClass ICT systems, capacity and security will be reviewed at least annually.
- ✓ System security is overseen by our development team and our Director Ian Hargreaves.
- ✓ It is the Online safety Leads responsibility to spot check staff chats with learners to ensure policies are being implemented and maintained.

Published content and our web site

The contact details on the website are the business address, e-mail and telephone numbers. Staff personal information is not published. The Senior Management Team will take overall editorial responsibility and ensure that content is accurate and appropriate.

Social networking and personal publishing

EDClass blocks access to personal social networking sites.

- ✓ Staff are advised during induction that the use of social media networks outside EDClass are to be used with caution.
- ✓ Staff are advised to set and maintain profiles on sites to maximum privacy and deny access to unknown individuals.
- ✓ Staff are asked to report any incidents of bullying on social media to their line manager.
- ✓ Staff are informed not to add learners, or parents as 'friends' if they use social media.

Managing emerging technologies

- ✓ Emerging technologies will be examined for educational benefit and suitability and a risk assessment will be carried out before any use is authorised.
- ✓ The use of portable media such as memory sticks and hard drives will be monitored closely as potential sources of computer virus and inappropriate material.
- ✓ Staff are not allowed to bring personal mobile devices/phones in to the office. Lockers are provided for every member of staff for safe storage of their mobile phone/devices. Any staff that have brought phones or devices into the office will face disciplinary action.
- ✓ The sending of abusive or inappropriate messages outside business hours is forbidden and disciplinary action will follow for anyone found in breach of this rule.

Protecting personal data

EDClass will use information about learners to tailor make learning in order to provide the best opportunities for learners to learn considering their individual needs.

EDClass will hold personal information on its systems. EDClass works with third parties to integrate customer data on to our platform. Customers choose how often the data is rechecked. We will ensure that all personal information supplied is held securely, in accordance with GDPR.

Policy Decisions

Authorising Internet access

- ✓ Access to the Internet should be by directly supervised and be too specific to approved on-line materials.
- ✓ All staff using a EDClass laptop, desk top, tablet or phone will be made aware of the internet usage Policy.

Password Security

- ✓ Customers are provided with a school ID, username and password.
- ✓ Learners are provided with a school ID, username and password.
- ✓ All members of EDClass staff are aware of the importance of locking the devices when left unattended and of the importance of keeping passwords secret.
- ✓ All members of EDClass staff are aware of their individual responsibilities to protect the security and confidentiality of the data we collect.

Assessing risks

EDClass will take all reasonable precautions to ensure that users access only appropriate material. EDClass will audit ICT provision to establish if the Online Safety policy is adequate and that its implementation is effective. The Head of Safeguarding will be responsible for random spot checks for teacher/learner chats to ensure policies are correctly implemented. This is also an opportunity for the Head of Safeguarding to identify any safeguarding training that needs to be completed by the team.

Handling Online safety complaints

- ✓ Complaints of Internet misuse will be dealt with by a senior member of staff and reported to the Managing Director.
- ✓ Deliberate access to inappropriate materials by any user will lead to the incident being logged by the Online safety Lead and disciplinary action will follow.
- ✓ Any complaint about staff misuse must be referred to Cara Batsford – Senior Safeguarding Advisor.
- ✓ Complaints and concerns of a child protection nature must be dealt with in accordance with our child protection procedures. For example, evidence of: inappropriate online relationships; a child watching pornography or any '18' films; online/digital bullying, harassment or inappropriate image sharing etc. Kim Light is the Head of Safeguarding.
- ✓ Staff and customers have been informed of the complaint's procedure. This is available on our website.

Staff and the Online safety policy

- ✓ All staff must sign the Safeguarding Policy and a copy is kept on file.
- ✓ Any information downloaded must be respectful of copyright, property rights and privacy.
- ✓ All members of staff are aware that internet traffic is monitored and traced to the individual user. Discretion and professional conduct are essential.
- ✓ IT equipment issued to a member of staff remains the property EDClass.
- ✓ Users of such equipment should therefore adhere to policies regarding appropriate use with regard to Internet access, GDPR and use of software, both in and out of work.

The Learning Platform and other home/school internet use

- ✓ All staff are recruited with the knowledge that EDClass is a digital business and therefore it is mandatory during recruitment that questioning about digital capabilities is part of the selection process. During induction, advice on how to effectively use the internet, Microsoft Office and the EDClass Platform are discussed. This is then continued during weekly 1-1's with the relevant line manager to complete the induction process.

Monitoring and review

This policy is implemented on a day-to-day basis by all staff and is monitored on an annual basis by Kim Light – Head of Safeguarding.

The effectiveness of this policy is under continuous scrutiny by Kim Light – Head of Safeguarding and Cara Batsford – Senior Safeguarding Advisor.

On-going child protection concerns and incidents will continue to be reported to the appropriate services.

Section 14: EDClass Limited Safer Recruiting Policy

1.1 Cara Batsford is the Senior Safeguarding Advisor for EDClass Limited. Head of Safeguarding for EDClass is Kim Light. The Designated safeguarding Lead is Emma Gladwin. Cara Batsford is also responsible for creating the polices and ensuring the policies are strictly followed. Cara Batsford is safer recruitment trained, which is updated at least every 2 years and is responsible for all staff recruitment in to the business.

1.2 All job descriptions for advertised posts for EDClass Limited will include -

- ✓ That EDClass Limited is committed to safeguarding the welfare of children, young people and learners
- ✓ The job title
- ✓ Main duties and responsibilities
- ✓ What the role entails
- ✓ Responsibilities to safeguarding
- ✓ Place of work
- ✓ Usual hours of work
- ✓ Essential criteria (which must be met in full)
- ✓ Desirable criteria
- ✓ That an enhanced DBS check will be sought for the successful candidate, which indicates if the applicant is registered as being barred from working with children, young people and learners

1.3 All person specification for advertised posts for EDClass Limited will include –

- ✓ That EDClass Limited is committed to safeguarding the welfare of children and young people
- ✓ Previous experience required
- ✓ Safeguarding in relation to the job
- ✓ Attitude and values we are seeking
- ✓ Skills required
- ✓ Qualifications required

1.4 EDClass Limited application process encourages candidates to share their-

- ✓ Full name
- ✓ The position they wish to apply for
- ✓ Any former names that the applicant has had
- ✓ Applicants date of birth
- ✓ Applicants current address (proof will be needed to be brought to the interview)
- ✓ Long term illnesses
- ✓ Interests/hobbies
- ✓ Criminal background
- ✓ Education and training
- ✓ Employment history (in chronological order, with start and end dates and reasons why they left)
- ✓ Part time and voluntary roles
- ✓ Explanation of periods of unemployment
- ✓ A personal statement to show how the applicant meets the required person specification
- ✓ At least 3 references (2 professional and 1 personal)
- ✓ If they have previously worked with children, then at least one reference from that employer
- ✓ A declaration stating if they have any association of any other EDClass Limited employee

- ✓ A tick box to show that the information is accurate and nothing relevant has been intentionally omitted and confirmation that the recruitment process has been fair

1.5 When shortlisting applicants for interview, EDClass Limited will –

- ✓ Wait until the closing date to assess the applications
- ✓ Have 2 people check applications
- ✓ Return or disqualify applications that are not fully complete
- ✓ Check any inconsistencies
- ✓ Check any employment gaps without explanation
- ✓ Select 4-5 candidates for interview
- ✓ Discuss any applicant that has been shortlisted but has disclosed a criminal background
- ✓ Identify anything that needs to be discussed and clarified at interview
- ✓ Complete social media checks
- ✓ Look to seek references

1.6 EDClass Limited will request at least 2 professional references prior to interview and 1 personal/character reference. EDClass Limited will seek information regarding –

- ✓ Previous performance history
- ✓ Previous conduct, management issues and disciplinary investigations
- ✓ Disciplinary offences
- ✓ Any concerns the referee has regarding the applicant's suitability to working with children/young people/learners
- ✓ The skills and attributes that the applicant has in relation to the post they have applied for
- ✓ The referee will be made aware of the post the applicant has applied for and the interview date. The referee will also be given the job description and person specification of the job the applicant has applied for
- ✓ Referee will be given a deadline to return the reference back to EDClass Group
- ✓ The referee will be made aware that they have a legal liability for references and references should contain no material misstatement or omission
- ✓ The referee will be made aware that the content of the reference may be discussed with the applicant
- ✓ The referee will be made aware that they may be contacted for clarification of any part of the reference
- ✓ The referee will be made aware that the applicant has authorised the reference being sent for

1.7 If the applicant has previously worked with children, EDClass Limited will seek a 3rd reference from the applicant's manager in that role. EDClass Limited will seek to find –

- ✓ If the applicant has had any disciplinary offences relation to children
- ✓ The outcome of any enquiry into the applicants conduct or disciplinary procedure
- ✓ If the applicant is subject to any child protection concerns

1.8 EDClass Limited will provide all applicants that are invited for an interview with an applicant information pack. The pack will include –

- ✓ An email, inviting the applicant to interview. The email will ask the applicant to confirm if they are going to attend the interview, let the applicant know that we will now seek the references they have supplied us (any inconsistencies, discrepancies or abnormalities in the references will be discussed at interview) with and a name and a contact number of who they can contact should they need to. The letter will also reiterate that should the application be successful, they will be subject to an enhanced DBS check. It will also let them know that we will check their suitability to work with children, young people and learners.
- ✓ EDClass Limited's commitment to safeguarding children, young people and learners
- ✓ Information on EDClass Limited's aims, aspirations and values

- ✓ EDClass Limited safeguarding statement
- ✓ Job description
- ✓ Person specification
- ✓ Information regarding the venue, the name of the people on the interview panel, the process that the interview will take and a contact number where applicants can ask for further information.
- ✓ A self-disclosure form for DBS with a sealable envelope in order for applicants to make a confidential disclosure
- ✓ How EDClass Limited will test and assess applicants during the selection process

1.9 During the interview, EDClass Limited will: –

- ✓ Check the applicants training and education certificates
- ✓ Have the applicant sign the application form if it was submitted online
- ✓ Have at least 2 people present who both make notes
- ✓ Interview the applicants over a 1- or 2-day period
- ✓ Copy or scan photographic proof of identity
- ✓ Copy proof of the applicant's current address
- ✓ Ensure the same questions will be asked to all the applicants
- ✓ Ensure the candidate understands that if successful, they will be subject to and enhanced DBS and barring check, and clarify if they have anything that they wish to declare
- ✓ Give the applicants an opportunity to ask any questions
- ✓ Explain what will happen moving forward, when and how we will contact them
- ✓ Be prepared to give feedback

1.10 Post interview but pre-appointment, EDClass Limited will –

- ✓ Apply for an enhanced DBS check including barred list (including Directors and Shareholders). This is to be copied and kept securely in each staff file to be made available to the Secretary of State
- ✓ Check the applicant's health and sickness record (including Directors and Shareholders)
- ✓ Apply for Prohibition checks for all teaching staff (including Directors and Shareholders)
- ✓ Apply for a General Teaching Council for England Sanctions Check GTCE for all teaching staff
- ✓ Apply for all teachers that have failed induction or probation
- ✓ Re check the references that have been supplied (including Directors and Shareholders)
- ✓ Check the applicant's eligibility to work in the UK (including Directors and Shareholders)
- ✓ Appropriate checks are carried out if the applicant has been working overseas in accordance with the secretary of state (including Directors and Shareholders)
- ✓ Appropriate social Media checks

1.11 Post appointment, EDClass Limited will –

- ✓ Place each new member of staff on a 6-month probationary period, details can be found in each staff contract (including Directors and Shareholders)
- ✓ Copy the new starters training and education certificates (including Directors and Shareholders)
- ✓ Provide every new member of staff with a comprehensive induction which includes a medical questionnaire (including Directors and Shareholders)
- ✓ Provide all staff members confidential welfare checks every month with the ability to refer to David Beeney – Mental Health Specialist and Therapist if needed
- ✓ Provide every member of staff a full return to work interview after a period of absence to ensure staff are capable and competent to return to work (including Directors and Shareholders)
- ✓ Refer any team member necessary to Occupational Health – Collingswood Health
- ✓ Advertise and market that EDClass Limited is a Disability Confident employer

- ✓ During the induction, make the new staff member aware of EDClass Limited's values and principles and policies and procedures (including Directors and Shareholders)
- ✓ Inform all new staff members who the Head of Safeguarding is within EDClass Limited (including Directors and Shareholders)
- ✓ Ensure all new members of staff read all the safeguarding policy and sign to say they understand it (including Directors and Shareholders)
- ✓ Ensure all new members have read and understood current legislation such as KCSIE (including Directors and Shareholders)
- ✓ Ensure all new members of staff read and sign the staff hand book (including Directors and Shareholders)

1.12 Promotion to Director (Or Shareholder)

All directors and shareholders will undergo Section 128 checks (if appointed after 12th August 2015) and prohibition checks.

Section 15: EDClass Safeguarding Procedures

All Departments

Action: Senior Safeguarding Advisor:

1. All potential breaches of professional boundaries should be taken seriously. The breach may not be a single event but a series of events and interactions that together cause the individual or a colleague to cross the boundary between what would be considered a professional relationship to a non-professional relationship.
2. Staff must be supported to address any concern about their own breach of professional boundaries without the automatic risk of disciplinary proceedings. However, staff should be made aware of all possible consequences depending on the severity and nature of the breach including possible disciplinary action; dismissal; referral to the Regulatory bodies, relevant local Authorities, Disclosure and Barring Service, and/or police.
3. Investigate to establish the facts and decide whether there is a disciplinary case to answer – refer to Disciplinary Policy and Procedure.
4. All breaches of professional boundaries are to be recorded on individual staff files including any action taken. In cases where there is found to be 'no case to answer' the outcome should still be recorded.
5. If concerns arise regarding a colleague from another business consider how these matters are appropriately raised in a timely manner.

All Departments

Action: Staff/Volunteers

1. All staff and volunteers have a duty to uphold professional boundaries in the workplace and should consider the appropriateness of their actions and behaviours, particularly in the case of children and young people. If any staff or volunteer is unsure, about whether an action is appropriate or not, they should discuss this with the Head of Safeguarding in the first instance.
2. Prior to any access with service users/service users' information, you must ensure that you have discussed how to maintain confidentiality and professional boundaries with the Head of Safeguarding.
3. If you do not have a satisfactory enhanced Disclosure and Barring Service (DBS) Check (England and Wales), you must ensure that you are not left unsupervised with a child, young person or learner whilst working for EDClass. Furthermore, should a colleague or line manager inadvertently place you in this situation, you must alert them to this fact immediately.
4. No mobile phones are to be used during working hours. Staff are not permitted to use mobile phone whilst 'at work' during contracted hours. You must only use your mobile phone during breaks and in a designated area.

Management are permitted to have mobile phones however managers must remain professional at all times and ensure that use is minimal, discretionary and not in the general office areas and in compliance with our safeguarding principals. Failure to do so could result in disciplinary action.

Safeguarding and Teaching and Learning

Action: Person receiving a safeguarding disclosure

1. Always offer reassurance, listen to and take seriously, what they are saying or what they have written. Never promise to keep secrets. Never be persuaded by the service user or family not to act if you are worried that a child is being harmed or is at risk of harm.

2. It is not your job to investigate, verify what is being said or examine the child, young person or learner; this is the statutory responsibility of the school/local authority/child protection services and/or the Police. However, it is important to get relevant information and it may be necessary to undertake some limited enquiries before making a referral, including full name, age, contact details (such as email address/telephone etc) and any involvement with EDClass Limited's services and a brief outline of what happened/situation etc.
3. Immediately consult with your Senior Safeguarding Advisor (or in their absence, Head of Safeguarding) to agree the course of action but do not delay if this would place a service user at increased risk.
4. Explain the process to the service user - that you will need to pass this information on and the reasons why and possible actions.
5. If the content within any disclosure is non-school related, contact the school and ask to speak with either the contact we have OR their Designated Safeguarding Lead. Inform them verbally about the disclosure and provide details. Immediately follow up with an email using a Safeguarding Incident form.

If content within any disclosure is school related

b. About a teacher – The Head of Safeguarding will

I. Contact the school and ask to speak with the Designated Safeguarding Lead and the Head Teacher.
II. Inform them verbally about the disclosure and provide details.
III. Inform them you will be letting their Local Authority Designated Officer (LADO) know as a matter of our procedures.
IV. Immediately follow up with a written record using the Safeguarding Incident Form.
V. Inform Local Authority Designated Officer (you will have to google details for local area the partner school is located - putting in for example 'Local Authority Designated Officer Sheffield'). This HAS to be done within 24 hours. If they are unavailable contact the local Safeguarding Team. DO NOT leave it. Again, follow up to the person you have spoken with, with a written record using a Safeguarding Incident form.

c. About the Head –

I. Inform Local Authority Designated Officer (you will have to google details for local area the partner school is located - putting in for example 'Local Authority Designated Officer Sheffield'). This HAS to be done within 24 hours. If they are unavailable contact the local Safeguarding Team. DO NOT leave it. Again, follow up to the person you have spoken with, with a written record using a Safeguarding Incident form.
II. Inform Safeguarding Lead of School as a matter courtesy of action you have taken.

If you receive details from the service user that they are in immediate danger advise them to call the police and that you must call the police and pass the information on to their School and local child protection services.

6. If the child contacts EDClass BUT is not in receipt of any EDClass Service and not in immediate danger, advise them they need to contact or offer to contact on their behalf:

a. Their local authority for support and advice; RMBC LADO – 01709 336080 or RMBC MASH 01709 336 080
b. Childline (0800 1111)
c. NSPCC
d. Action on Elder Abuse on 0808 808 8141
e. Mencap Learning Disability Helpline 0808 808 1111
f. VoiceUK 0808 802 8686
g. Respond 0808 808 0700

h. Samaritans 116 123 (FREE) Complete a template for Recording a Safeguarding Incident form any information you have.

7. When a Safeguarding Incident form is completed, store in accordance with the Recording Policy for EDClass. It is important to record all concerns, discussions and decisions made including the rationale for those decisions. The recordings should include all instances where referrals were or were not made to other agencies. It is important to ensure this information is recorded correctly if any allegations arise or EDClass need to evidence our decision making theories.

8. The Head of safeguarding is to ensure that the Senior Safeguarding Advisor is aware of the allegation and the steps that the Head of Safeguarding has taken. This will then be signed off by the Senior Safeguarding Advisor.

Developing Media strategy in response to safeguarding allegations

Action: Senior Safeguarding Advisor

1. Any media response must be co-ordinated in conjunction with Local Safeguarding Children Board (LSCB) to avoid contradiction and misunderstanding.
2. No public statements about the situation should be released without authorisation from the Managing Director.
3. The Senior Safeguarding Advisor will contact Nick Britten at Broadcast Media to act on EDClass Limited's behalf.

Online safety & social media - communicating with service users via email or EDClass instant message

Action: Staff and volunteers

1. The use of smart technology should always be within the context of a planned and supervised piece of work, on the EDClass platform. It must be done with secure equipment and consistent with EDClass' Safeguarding Code of Conduct and professional boundaries.
2. Responsible workers and managers must ensure that any use of digital technology is discussed as part of supervision, risk assessed and any decision recorded.

Taking and retaining digital images and photographs and the use of camera phones

Action: All staff/volunteers

1. Where events are taking place and there are any children, young people or learners present, consent from parents or carers must be given. Staff must also apply professional judgement, consistent with the Safeguarding Code of Conduct in this Policy as to whether photography and filming is appropriate in given circumstances, with the agreement of all parties, and after assessing any risk. In relation to staff and volunteers they must only use EDClass equipment for this purpose.
2. Photographic data related to work with service users must be stored in a confidential area. Any other photographs or footage must have an identified retention period, which reflects the purpose for retaining the images and is in line with GDPR. When the retention date is reached, they must be securely deleted from electronic storage and corresponding paper/soft copies securely shredded.

The 'Prevent' Duty

Action: Staff and volunteers

Radicalisation is comparable to other forms of exploitation and is therefore considered a safeguarding issue that all staff must be aware of. The process for escalating concerns and procedures on how to make a referral to the relevant authorities on this specific matter follow below.

The Prevent Concern promotes a multi-agency approach. There is no expectation that EDClass will take on a surveillance or enforcement role as a result of fulfilling any Prevent duty and where necessary EDClass will work alongside Schools and local authorities.

Extremism is defined in the Prevent duty as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Terrorism is defined by the Terrorism Act 2000 as: an act that endangers or causes serious violence to a person/people and/or damage to property; or seriously interferes with or disrupts an electronic system.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. Radicalisation should be considered as an 'additional vulnerability' under Working Together to Safeguard Children Guidance (2023). There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

Please view Section 19 for our Prevent Policy

Should a worker have any concerns about a service user, child, young person or learner as a result of:

- ✓ A direct disclosure
- ✓ An observation
- ✓ An expression of concern or complaint made by another person

The following procedures should be followed:

Making a Report

Action: Staff and volunteers

a) If you suspect that a service user, child, young person or learner is at immediate risk or engaged in the planning or implementing of an act of terrorism, call 999 and Contact the Anti-Terrorist Hotline on 0800 789 321
b) Inform the Head of safeguarding Safeguarding
c) All actions must be recorded on the Prevent incident Form.

If you suspect that a service user, child, young person or learner may be under the influence of radicalisation or extremism but not in immediate danger contact the Head of Safeguarding who will speak with the school or local authority immediately. The school or local authority and the Head of Safeguarding will work in partnership through the PREVENT Referrals process.

Events

Action: Relevant Departmental Manager

1. Before any event, a risk assessment must be carried out considering who is to attend and the supervision and welfare of any child, young person or learner. The risk assessment must also be carried out in conjunction with schools and local authorities where applicable.
2. Photographs/video must not be taken without parental consent. If consent is given, photographs must be on EDClass issued secure IT digital equipment.
3. Should you have any concerns about any event, or are worried that risk is not being appropriately managed, you should speak to your Head of Safeguarding.
4. Should any concerns or issues arise during the course of the event these should be discussed with the Head of Safeguarding and escalated immediately to the Senior Safeguarding Advisor.

Information Sharing/Consent

Action: All staff/volunteers

Refer to

- ✓ Information Sharing policy of EDClass and that of the school or local authority
- ✓ GDPR Sharing policy and that of the school or local authority

References and associated guidance

- ✓ September 2025. Department for Education: Keeping children safe in education. Statutory guidance for schools and colleges.
- ✓ December 2023. HM Government: Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children
- ✓ March 2015. HM Government: What to do if you're worried a child is being abused. Advice for practitioners
- ✓ Education inspection framework
- ✓ Recording Policy and Procedure
- ✓ Mental Capacity Act 2005 (England)
- ✓ Information Sharing & GDPR Policy
- ✓ The Care Act 2014
- ✓ The Prevent Duty
- ✓ The Serious Crimes Act 2015

10. Compliance

The Senior Safeguarding Advisor and Head of Safeguarding will review this policy on at least an annual basis.

Section 16: Ethics Policy

EDClass believes that it is important for the business and its employees to maintain high ethical standards in order to preserve its reputation in the marketplace.

Good ethics are important to ensure that the business meets not only its objectives in a fair and equitable manner but its wider social responsibilities externally. In addition, the business is committed to ensuring high ethical standards within the workplace.

The procedure that follows provides general guidance on ethics and refers to other policies of the business where necessary. The procedure will be closely monitored and will be developed as necessary to ensure that it meets the needs of the organisation, its employees and its stakeholders.

Procedure

1. All employees will be provided with ethics training as part of the induction programme. Ongoing ethics training, as the ethics policy and procedure develops, will be cascaded to employees via management.
2. All employees are required to adhere to the organisation's policy and procedure on business ethics. Employees who breach the organisation's policy on business ethics will be subject to disciplinary action up to and including dismissal.
3. Partisan and political views must not be shared with co-workers, volunteers, consultants or learners.
4. Employees who are faced with a potential breach of the business ethics code or have doubts about an ethical choice they are facing should, in the first instance, speak to their line manager.
5. The business has a handbook which employees are expected to abide by. A copy of the handbook and other policies relevant to this procedure are available on the organisation's website or Cara Batsford's office.
6. The following areas are included in this procedure. However, this list is not exhaustive and will be developed as required.
    a. GDPR/Access to employee data.
    b. Whistleblowing.
    c. The giving and receiving of gifts.
    d. Confidentiality.
    e. Relationships with competitors, suppliers, advertisers, etc.
    f. Equal opportunities, discrimination and harassment.
    g. Moonlighting.
    h. The environment.
7. This business endorses fully and adheres to the six principles of data protection, as set out in Article 5 of the General Data Protection Regulation (GDPR). These data protection principles are set out in the organisation's Data Protection/Access to Employee Data policy and all employees are expected to familiarise themselves with its requirements. Employees should ensure that they understand how data protection impacts on their particular role, in particular with regard to external suppliers and customers. Employees who have any questions on the organisation's Data Protection/Access to Employee Data policy should speak to their line manager in the first instance.
8. The business encourages a free and open culture in its dealings between its officers, employees and all people with whom it engages in business and legal relations. The business recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and the organisation's success ensured. Employees should refer to the organisation's Whistleblowing policy and procedure which provides guidance to employees who feel that they need to raise issues relating to the business with someone in confidence.
9. The business does not believe that the giving and receiving of gifts from suppliers and customers is appropriate. In certain circumstances gifts may constitute a bribe. An employee who receives a gift from a customer or supplier, regardless of its value, must inform his or her manager who will liaise with the Senior DSL to decide whether the gift may be kept by the employee or whether it should be returned.

10. A confidentiality clause forms part of all employees' statement of particulars/contracts of employment. During the course of employment employees will have access to information of a confidential and sensitive nature. Employees must not disclose to a third party any organisational confidential information, either during their employment or after their employment has ended. Confidential information includes information on the organisation's present or potential customers or suppliers and any information relating to the organisation's business, including marketing, corporate or financial plans.
11. The business recognises that work may result in friendships and closer relationships developing. Relationships may develop not only with colleagues but suppliers and customers. It is natural for relationships to develop in a working environment. While the business has every respect for the privacy of its employees, it asks that all employees consider the impact that personal relationships can have on the organisation.
12. The business is committed to equality of opportunity and diversity in the workplace. It is the organisation's policy to treat all job applicants and employees fairly and equitably, regardless of their sex, transgender status, pregnancy, maternity leave, age, sexual orientation, religion or belief, marital status, civil partnership status, race, colour, nationality, national origins, ethnic origin or disability. Furthermore, the business will monitor the composition of the workforce and introduce positive action if it appears that this policy is not fully effective. Employees are required to conduct themselves in a way that promotes equal opportunities at all times. Good practice will be promoted by senior management and employees will be provided with relevant training. Employees who feel they have been discriminated against or suffered harassment should speak to a member of management immediately. Further information is available in the organisation's Equal Opportunities policy and procedure.
13. Employees may seek to take up separate employment with another employer or pursue outside business interests while still remaining employed by the organisation. Although the business has no desire to unreasonably restrict an employee's external activities, it must seek to protect its own interests and those of all its employees. Employees will not be permitted to undertake business activities or other work where the business considers that this is incompatible with its interests or with the employee's health or safety and, in any event, unless employees have obtained prior written authorisation from senior management. Further information is provided in the organisation's Moonlighting policy and procedure.
14. The business is committed to conserving the Earth's resources and to do what it can to reduce any negative effects it has on the environment. Employees are required to use the organisation's equipment and materials wisely and reduce wastage where possible. Employees can play a positive role in helping the environment by recycling all non-confidential waste, using printers and photocopiers with care and switching off electrical equipment which is not in use.

Section 17: Self-Harm Policy

Self-harming is when somebody intentionally harms or injures them self. This is often a way of coping with or expressing feelings and emotions that become overwhelming and overpowering to the individual. It most frequently takes the form of cutting, burning or non-lethal overdoses; however, it can be any behaviour that causes injury, no matter how minor or high risk the behaviour.

Self-harm usually starts as a way to relieve the build-up of pressure caused by distressing thoughts and feelings. For some people, self-harming might give them a temporary relief from the emotional pain they are feeling. It is important to know that this relief and feeling better is only temporary because the underlying reason still remains. Soon after, feelings of guilt or shame might occur which could then continue the cycle. This can become someone's normal way of dealing with life's difficulties.

The UK has the highest self-harm rate of any country in Europe with estimates that 400 in 100,000 people self-harm. These figures are likely to be higher as many people do not tell anyone about it. Self-harm can affect anyone however the majority of people who report self-harm are aged between 11 and 25.

Examples of self-harm:

- ✓ Cutting, scratching, biting, scraping or picking skin
- ✓ Hair pulling (this can include eyelashes and eyebrows)
- ✓ Swallowing hazardous materials or substances
- ✓ Burning or scalding
- ✓ Banging or hitting the head or other body parts
- ✓ Scouring or scrubbing the body excessively
- ✓ Swallowing inedible objects (PICA)
- ✓ Risk taking behaviour (Unsafe sexual behaviour, substance mis-use, running in front of moving vehicles)
- ✓ Taking an overdose of prescription or non-prescription drugs
- ✓ Eating Disorders

If there are any threats of self-harm by learners, staff or visitors, please follow the guidelines below:

- ✓ Remove any items that may be a potential threat (for example: sharp objects and wires)
- ✓ Staff to do regular observations on the vulnerable, "at risk" person
- ✓ Staff to notify the Designated Safeguarding Lead or Deputy Safeguarding Lead

If the person has already self-harmed, please follow the guidelines below:

- ✓ Assess the severity of the injury, and administer first aid, if necessary call for an ambulance
- ✓ Notify the Designated Safeguarding Lead or Deputy Safeguarding Lead
- ✓ If self-harm is revealed it is important to treat the person as an individual and show respect at all times. Do not judge the person, listen to them and encourage them to talk.
    - ✓ Ask how they are feeling.
    - ✓ Do not make them feel guilty.
    - ✓ Let the person know that you want to listen and hear how they are feeling, when they feel ready to talk.
    - ✓ When they discuss it with you be compassionate and respect what the person is telling you, even though you may not understand or find it difficult.
    - ✓ Understand that it is a long and hard journey to stop self-harming. Be aware someone will only stop self-harming when they feel ready and able to do so.
    - ✓ Have honest communication at all time with the person ensuring they are aware all disclosures will be passed on to relevant parties.

Section 18: Child-on-child Abuse Policy

At EDClass Limited, we work in line with Keeping Children Safe in Education 2025, which states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, our setting will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for learners to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child, young person or learner at their heart.' At EDClass Limited, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child, young person or learner, with full consideration to impact on that individual children, young people or learners emotional and mental health and well-being.

Purpose and Aim

Children may be harmful to one another in a number of ways which would be classified as child-on-child abuse. The purpose of this policy is to explore the many forms of child-on-child abuse and include a planned and supportive response to the issues. At EDClass Limited we have the following policies in place that should be read in conjunction with this policy: Child Protection Policy, Self-Harm Policy (Section 17) and Modern-Day Slavery Policy.

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together to safeguard Children, 2023, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2023). This is clearly echoed by Keeping Children Safe in Education, 2025 through ensuring procedures are in place in schools and local authorities to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Oversexualised behaviour for a child's age is a key indicator that harmful sexual behaviour or abuse may have occurred to the child.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual, pan sexual and transgender).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

In all cases of child-on-child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

EDClass recognises that a child who is a perpetrator of an incident may also be a previously unseen victim.

Gather the Facts

Speak to all staff who were present and children dependant on age and understanding, using consistent language and open questions. The easiest way to do this is not to have a line of questioning but to ask the learner to tell you what happened. Only interrupt the learner from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

- ✓ Track evidence through observations, incident reports and CCTV
- ✓ Consider the Intent (begin to Risk Assess)
- ✓ Has this been a deliberate or contrived situation for a learner to be able to harm another?
- ✓ Are staff consistent with behaviour management?
- ✓ Are the parents working together with the setting on using the same strategies? And are the parents consistent at home?
- ✓ Decide on your next course of action

If from the information that you gather you believe any learner to be at risk of significant harm you must report to the Head of safeguarding in order for them to make a safeguarding referral to social care immediately (where a crime has

been committed the police should be involved also) through the partnership with the specific school or local authority. If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents through the partnership with the specific school or local authority.

Points to consider: What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1–4-year-olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed?

What was the explanation by all children involved of what occurred?

Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?

What is each of the children's own understanding of what occurred?

Do the children know and understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the children's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child or children who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. Particular support from identified services may be necessary through early help referrals and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying.

Following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

After care

It is important that following the incident, the child involved continues to feel supported and receive help. Sometimes the feelings of remorse, regret, shame or unhappiness may occur at a much later stage than the incident.

Preventative Strategies for Settings

It is important to develop appropriate strategies in order to prevent the issue of child-on-child abuse rather than manage the issues in a reactive way. It is necessary that staff consider each issue and each individual in their own right before taking action.

Section 19: Prevent Policy

The Counter Terrorism and Security Act (July 2015) requires the proprietors of educational facilities to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'.

This policy has therefore been developed in accordance with the principles established by the “Counter Terrorism and Security Act July (2015)” and also “The Children Acts 1989 and 2004”; “The Education Act 2002”, and in line with government publications “Revised Prevent Duty Guidance: for England and Wales (2025)”, “The Use of Social Media for on-line radicalisation (July 2015)”, “Working Together to Safeguard Children (Dec 2023)”, Revised Safeguarding Statutory Guidance 2, Framework for the Assessment of Children in Need and their Families (2000) and “What to do if you are worried a Child is being Abused (March 2015)”.

This policy should be read in conjunction with the EDClass Child Protection Policy. The Prevent Duty should be seen as part of our existing safeguarding framework.

Definition

For the purposes of this policy the definition of radical or extreme ideology is “a set of ideas which could justify vilification or violence against individuals, centres or self”.

Aims

- To ensure all staff understand the risks of radicalisation within EDClass and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children, young people and learners who are vulnerable or may be at risk of being radicalised.
- Whilst following the Prevent Strategy, EDClass also maintains its mission for diversity to be a core part of all that it does. EDClass places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Learners are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Prevent Leads

Cara Batsford is the Senior Safeguarding Advisor, Kim Light is the Head of Safeguarding and Emma Gladwin is the Designated Safeguarding Lead.

Deputy Safeguarding Leads are Emily Halliday, Rachel Jefferson, Rachel Allsop, Georgina Herdman, Donna Moore and Lily Homar.

Vulnerability to radicalisation or extreme view points from the internet

EDClass recognises its duty to protect all learners from indoctrination into any form of extreme ideology which may lead to the harm of self or others.
This is particularly important because of the electronic information available through the internet EDClass will therefore aim to do the following:

- ✓ Educate learners on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act.
- ✓ Educate learners through lessons on the concepts of radicalisation and extreme ideology.
- ✓ Inform learners on the importance of Internet Safety both through the ICT lessons and PHSE lessons.

In order to safeguard learners from staff who may have extreme or radical views EDClass will:

- ✓ Ensure all staff employed by EDClass are carefully vetted and take immediate action if any individual is perceived to be attempting to influence any learners, either physically or electronically.

In order to fulfil the requirements of the Prevent Duty EDClass will:

- ✓ Ensure all the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting learners from the risk of radicalisation.
- ✓ Ensure all staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the safeguarding team which may suggest a learner, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in this policy.
- ✓ Ensure all staff are aware of how to identify and respond to risks to learners from extreme or radical views.

Curriculum

EDClass ensures all learners are offered broad and balanced lessons delivered by skilled and qualified teachers that aim to prepare learners for life, encouraging them to be inquisitive learners who are understanding and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

Personal, Social, Health and Economics lessons are an effective way of providing learners with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. However, EDClass ensures that embedded within the lessons are opportunities for learners to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.

EDClass values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning society's values. Learners and staff are encouraged to speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Risk Assessments

The Head of Safeguarding is responsible for carrying out regular risk assessments to assess the risks of learners being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology.

Managing Referrals & Working in Partnership

Any learner who is deemed to be at risk of being radicalised or extremism will be referred by the Head of safeguarding as appropriate through the Local Authority Channel Referral and Intervention processes.
EDClass will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support learners at risk of harm.

Anti-terrorist hotline 0800 789 321.

Section 20: The Early Help Process Policy

All staff should be prepared to identify learners who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a learner's life. Early help can also prevent further problems arising.

Educational establishments provide universal services to children, young people and learners as part of their safeguarding approach. This includes the ways in which the establishment teaches learners to stay safe, keep others safe and promote a safe culture through their policies and procedures.

Sometimes children, young people, learners and families require some support and intervention in addition to the above and educational establishments can sometimes provide this from within their resources. This additional support could be put in place to improve a learner's attendance or behaviour or increase engagement with families with the aim of making life a more positive experience.

It requires multi-agency working so that children, young people, learners and families receive the right support at the right time, in order to prevent difficulties from escalating or needs from increasing. Since educational providers already have regular contact and good relationships with children, learners and families they can often be the most suitable place for some early help to take place.

The early help process

The process for accessing early help will vary in different Local Education Authority (LEA). Each LEA is required to have strategy for early help and procedures for referral and assessment. Many LEAs have an early help hub on their website.

EDClass Limited's responsibilities

The Head if Safeguarding – Kim Light needs to know about:

- ✓ The LEA strategy for early help
- ✓ The process for making early help referrals
- ✓ The early help assessment process
- ✓ How the LEA expects schools to be part of the early help strategy

The Head of safeguarding should attend any training on early help offered by the LEA or the Local Safeguarding Children Board (LSCB). As part of early help support and intervention, the Head of Safeguarding may be in the position of being asked to take on the role of lead professional/practitioner.

This role includes:

- ✓ Being the single point of contact for a family
- ✓ Co-ordinating the delivery of agreed action
- ✓ Reducing overlap of services and inconsistencies

More guidance on the role of lead professional should be available in the LEA strategy and the LEA or LSCB may offer additional training about this.