

# Safeguarding & Child Protection Policy

Last Updated September 2024

Throughout this document, the term “education professional” refers to supply staff - teachers, teaching assistants, cover supervisors, or any other supply staff - and to tutors, who register with Zen Educate in order to receive assignments in schools. The term “school” refers to a school or any other educational establishment where education professionals might receive assignments through Zen Educate.

Introduction: Safeguarding Children and Young People Policy Statement.

This policy has been developed to ensure that all employees and contractors at Zen Educate, and education professionals registered with Zen Educate, are working together to safeguard and promote the welfare of children and young people. The Policy describes the management systems and arrangements in place to create and maintain a safe environment for all young people, vulnerable adults and staff. The policy identifies actions that should be taken to address any concerns about safety and welfare including protecting children & staff from extremist views.

For the safeguarding procedures to work, it relies on the commitment and expertise of every person within the organisation and/or working alongside Zen Educate, to be able to recognise or report concerns.

Zen Educate aims to promote a culture where everyone is aware that

- ‘It could happen here’. (Keeping Children Safe in Education 2022 Part 1)
- A child centred and coordinated approach to safeguarding (Keeping Children Safe In Education 2023 Part 1)
- There are clear procedures that must be followed for any concern
- We all have a responsibility to take action in relation to any concern raised

- Zen Educate conducts child protection as part of the induction and interview process.
- Zen Educate has an ongoing culture of care and vigilance.

This policy is to be read in conjunction with [Keeping Children Safe in Education 2024](#).

Zen Educate strictly adheres to the specific guidelines required to conduct safer recruitment (part 3 of KCSIE) of people who wish to work with children and young persons. These requirements, outlined in the DfE documents: Keeping Children Safe in Education (September 2024), Working Together to Safeguard Children, and Guidance for safer working practice for those working with children and young people in education settings are incorporated into Zen Educate's requirements and vetting practices, reflect in the Safer Recruitment Policy and in this Safeguarding & Child Protection Policy. Compliance with these guidelines is regularly and closely audited both externally and internally.

Throughout this document, where reference is made to work or assignments in schools, this also includes work or assignments delivered outside of the school's physical boundaries such as school trips, lessons off-site, tutoring sessions and any other activities where the expectation is to abide by the school's policies.

### Definitions

We understand the term safeguarding to mean that we will all take reasonable measures to ensure that the risk of harm to children's welfare is minimised. We understand that where we have any concerns about a child's welfare, we will take all appropriate action to address those concerns by working in full partnership with other agencies as described in [Working together to safeguard children](#).

We also understand the wider safeguarding issues which affect children and young people, and that safeguarding and promoting the welfare of children requires a vigilant and child centred approach protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

**Zen Educate acknowledges the 2024 update, KCSIE Part 1 P. 7- P.17, which introduces a revised definition of abuse, neglect, and exploitation.** This update expands the previous 5 types of abuse to now include exploitation, bringing the total to 6 types of abuse.

### The 6 Main Types of Abuse

- **Domestic abuse** may involve controlling or coercive behaviour; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation.
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development, limitation of exploration and learning or preventing the child from participating in normal social interaction.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect can be: physical neglect, in which a child's basic needs such as food, clothing and shelter are not met; education neglect, where a child is not being provided an education; emotional neglect, where a child is not getting the nurture and stimulation they need, and medical neglect, where a child isn't being given proper health care.
- **Physical abuse** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **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. 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 sexually.

- **Exploitation abuse** refers to a situation where an individual or group takes advantage of a power imbalance to coerce, manipulate, or deceive a child into engaging in harmful activities, such as criminal activity or sexual activity, often in exchange for something the victim needs or wants, or to benefit the perpetrator's status or financial gain; this can include both online and offline exploitation, with a key focus on the concept of "grooming" and the child's capacity to consent.

We understand that 'Peer-on-Peer Abuse' is now recognised as 'Child-On-Child Abuse', which includes clarifications for who is a 'victim' and 'alleged perpetrator' when recognising this type of abuse.

We understand that radicalisation is the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

We understand that extremism is vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Education professionals working on assignments through Zen Educate have a duty to report concerns about pupils in line with the Prevent guidance (last updated 6th March 2024) (<https://www.gov.uk/guidance/prevent-duty-training>), if they suspect that a child is at risk of radicalisation. These concerns should be passed to the Designated Safeguarding Lead in the school or the Designated Safeguarding Lead at Zen Educate by emailing [support@zeneducate.com](mailto:support@zeneducate.com) and addressing your email to the Designated Safeguarding Lead.

We understand that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non medical reasons.

### **Recognising the signs and symptoms of abuse and neglect**

We understand that the identification of abuse and neglect can be complex, and difficult. The following list outlines ways in which these may be identified. It is not intended to be an exhaustive list, and it is not Zen Educate's internal staff's or the education professional's responsibility to determine if abuse is occurring but to report their concerns:

- Changes in behaviour: immediate or over a length of time; this may be evidenced by the child becoming clingy, or aggressive, withdrawn,

depressed or anxious; a change in eating habits; aspects of behaviour which becomes obsessive; concentration difficulties; difficulties in participating in activities, missing school, showing signs of self-harm, or using drugs and alcohol.

- Bruises and injuries that do not reflect the activity the child is involved in and where the explanation does not confirm with the injuries
- Fear of certain adults.
- Use of sexually explicit language and actions.
- The child or vulnerable adult tells you that they are being abused
- A third party tells you that the child or vulnerable adult is being abused
- A child or vulnerable adult seems to be a loner and does not integrate with the group
- A child or vulnerable adult whose appearance deteriorates: being smelly or dirty; having unwashed clothes; having the wrong clothing, such as no warm clothes in winter
- There is evidence of health and development issues; this may include anaemia, poor muscle tone and prominent joints, dental issues, regular illness or infections, skin issues such as sores, rashes, flea bites, scabies or ringworm; thin or swollen stomach, tiredness, repeated accidental injuries, untreated injuries, missed medical appointments, and not being medicated when necessary
- There is evidence that the child or vulnerable adult has an unsuitable home environment, such as no heating, or being left alone for long periods of time, or appears to be taking on the role of carer for other family members.
- Attendance Concerns: Recognition that absences or missing children can also be potential warning signs of abuse and neglect (September 2024)
- There is evidence of Domestic Abuse: Addition of domestic abuse as a key safeguarding issue. (September 2024)

- Intra-familial harms: Emphasis on understanding and addressing intra-familial harm. Intra-familial harm is a term that refers to harm that occurs within a family environment, and can include physical, sexual, emotional, or neglectful abuse:

## **Safeguarding Leads**

The role of the Designated Safeguarding Lead (DSL) includes:

- Ensuring the Zen Educate Safeguarding & Child Protection Policy is up to date and that Zen Educate staff and education professionals cleared to work through Zen Educate are familiar with it.
- Ensuring that every member of the Zen Educate team, and any education professional cleared to work through Zen, has undertaken relevant Safeguarding training.
- Ensure that Zen Educate staff and education professionals possess safeguarding knowledge that meets the required standards.
- Ensuring thorough induction training is provided and that new staff know how to follow the correct policies.
- Establishing policies and procedures for dealing with allegations raised by schools, education professionals or anyone else.
- Ensuring the policies and procedures for dealing with allegations are followed swiftly and correctly when allegations are made.

In the absence of the DSL, the Deputy DSLs will take responsibility.

The DSL and the Deputy DSLs all undertake the following training at least once every 12 months:

- Designated Safeguarding Lead Level 3
- Child Safeguarding Level 2
- Safer Recruitment in Education Level 2

Currently Zen Educate's Designated Safeguarding Leads are:

<b>Primary contacts</b>	Lisa Thornley	Jahqueeta Wiles	
<b>Secondary contacts</b>	Eleanor Schneiders	Daryl Cheah	Oren Cohen

To contact the Designated Safeguarding Leads, call 0203 870 4413.

As Designated and Deputy Designated Safeguarding Leads for Zen Educate they will adhere with the statutory guidelines of part 4 KCSIE 2024: Collaboration with Safeguarding Partners.

### **Keeping Children Safe in Education:**

The requirements of all education professionals cleared to work through Zen Educate:

Zen Educate expects education professionals to fulfil their duty to keep young children safe and to protect them from physical, emotional, and sexual harm. After registering with Zen Educate, all candidates are required to complete Zen Educate's CPD accredited Level 2 Safeguarding Children course. This course is refreshed by Zen Educate at least once a year to reflect the most up to date guidance and best practice. All education professionals working through Zen Educate must retake the course at least once a year. Additionally, all candidates are provided Part 1 of the latest approved version of Keeping Children Safe in Education and must confirm they have read it.

Whilst at school or on any assignment arranged through Zen Educate, all education professionals must:

- Familiarise themselves with, and abide by, the school's specific policies and procedures in relation to safeguarding & behaviour policies.
- Check at the beginning of the educational assignment who the Designated Safeguarding Lead is at the school.
- Assist in identifying the children who would benefit from Early Help.

- Listening to The Voice of The Child: Consideration of the needs and wishes of the victim.
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Whilst working online, all supply staff working for schools must abide by Zen Educate Online Safeguarding Policy.

## Reporting Safeguarding Concerns

If any concerns regarding maltreatment, abuse, neglect, radicalisation, exploitation, or other concerns are observed or raised, then action must be taken immediately.

If abuse has been disclosed to you or you suspect that it is happening you must immediately inform the relevant Designated Safeguarding Lead within the school and / or to Zen Educate Designated Safeguarding Lead.

Zen Educate employees must report to the Zen Educate Designated Safeguarding Lead.

If you have a suspicion of maltreatment cases such as abuse, neglect, radicalisation, exploitation, or other concerns, or if a child has approached you with disclosures, you must raise the concerns immediately whilst in the school and / or to Zen Educate Designated Safeguarding Lead.

**The following guidelines** should be followed when a young person raises a concern with an education professional assigned through Zen Educate.

- Stay calm
  - An abused or neglected child or young person needs to know that you are available to help them.



- Reactions of shock, outrage, or fear might make them feel more anxious or ashamed.
  - A calm response reassures that what has happened is not so bad and can be worked through.
- Go slowly: It is natural to feel uncertain about how to respond when a child or young person discloses their experience of abuse.
  - Proceed slowly.
  - Offer gentle and open-ended questions such as: "Can you tell me more about what happened?" are helpful.
  - Avoid questions that begin with "why".
- Be reassuring
  - Reassure the child or young person that they have not done anything wrong.
  - Reassure the child that speaking up and sharing their experience was the right thing to do.
  - Avoid asking "why" questions, as they can make the child feel like they've done something wrong.
- Be supportive

Let the child or young person know:

- They are not in trouble
- They are safe with you
- You are glad that they have chosen to tell you about this
- They did the right thing by telling you about this.
- You will follow processes in informing the DSL at the school.

- By reporting, documenting, and passing the disclosure onto the DSL you can rely on trusted individuals within the school to help address the issue.
- Get only the essential facts :
  - Create a Safe Environment
  - **Listen Actively:** Give the child your full attention. Let them speak at their own pace without interrupting.
  - **Ask Open-Ended Questions:** Use questions that encourage the child to provide more details, such as "Can you tell me more about what happened?" Avoid leading or yes/no questions.
  - **Take Notes:** Record the child's words accurately and without interpretation. Note key details like dates, times, and specific events. Do not record notes on any mobile device. Save all drawings and artwork. This information may need to be shared with Children's Social Services and the police.
  - **Reassure the Child:** Let them know that they did the right thing by speaking up and that they will be supported.
  - **Follow Protocol:** Adhere to your educational establishments procedures for reporting and handling disclosures.
- Explain what will happen next
  - Don't make promises to the child about what may or may not happen next.
  - Provide only reassurance that is realistic and achievable.
  - Discuss with the child that you will inform the Designated Safeguarding Lead.
- Report to the Designated Safeguarding Lead

- Report disclosures of abuse or neglect immediately to the DSL for follow-up and referral.
  - It is essential that the details of the alleged abuse be recorded correctly and legibly as this will be critical later in the proceedings. This should be done immediately and certainly within 24 hours.
  - Express your willingness to help the child through the steps which will follow, if appropriate.
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- Do not disclose any information to non-relevant parties.
  - Contact the school's Designated Safeguarding Lead immediately and/or Zen Educate's Designated Safeguarding Lead and inform them of the situation using the report you made. The DSL will directly contact any child protection agency, the police or simply provide further advice.
  - If you cannot reach the DSL at the school and at Zen Educate and you believe the situation to warrant further action, contact a child protection agency (MASH -Multi Agency Safeguarding HUB) or the police. In an emergency, that is, if the incident is serious, or the child needs medical attention, or a crime may have occurred, call 999.
  - **NOTE: Disclosures relating to allegations against colleagues and members of staff** should be treated in the same way. This information must be passed immediately to the Headteacher or DSL who will ensure the appropriate procedures are followed. If you have concerns about colleagues and members of staff you can also contact the DSL at Zen Educate in accordance with part 1 KCSIE 2024.

### How to Report a Disclosure

- The most important thing is to report concerns or "doubts," and disclosures immediately.
- To report a concern or disclosure to Zen Educate's DSL email [support@zeneducate.com](mailto:support@zeneducate.com) and address your email to the DSL.

- Recommended details to include if possible:
  - Details of pupil - first name, age, year group or member of staff.
  - Details of the person reporting the concern - full name, email, phone number
  - Date and time concern was received or observed
  - Other people present
  - What was said, heard, observed

For a detailed description of how allegations are managed, please refer to Zen Educate's Allegations Management Policy and Procedures.

Zen Educate follows in house procedures of reporting and recording via the compliance and safeguarding submission form. This is monitored via Zen Educates Designated and Deputy Safeguarding Leads.

### **Low Level Concerns**

If a school refers to an incident about a tutor that does not meet LADO threshold, we follow our "Low Level Concerns Policy".

### **Effective Monitoring of Safeguarding**

#### **Risk Management**

We maintain a safeguarding risk register, detailing potential safeguarding risks of our staff in schools, the internal controls we currently have in place, and a risk rating based on the consequence of the risk and likelihood of the risk.

The DSLs conduct weekly reviews at 3pm every Friday to review:

1. The safeguarding log (for safeguarding concerns reported); and
2. The reflective risk assessments (for low level concerns reported that do not meet LADO threshold).

The risk register is then updated accordingly following these reviews.

### Safeguarding Reviews

We establish a termly top level safeguarding reviews involving our DSLs, including external consultants and our internal compliance specialists within the organisation.

#### Agenda of reviews:

1. Overview of safeguarding incidents, recording, response, mitigation and learning from vetting to in school incidents. Questions to consider: Are there any recurring themes? Can we amend our practice/controls/training to improve.
2. Overview of training feedback from candidates for improvements.
3. Learning and recommendations from recent child practice reviews and any implications for improved/new practice changes/controls.
4. Review the risk register and add any potential new risks to be added to the risk register due to e.g. technology developments, recent criminal cases or trends.

#### Additional relevant policies and resources:

- KCSIE 2024 summary updates:

This policy must be considered in line with other relevant company policies, including:

- Safer Recruitment Policy
- Whistleblowing Policy
- Allegations Management Policy and Procedures
- Online Safeguarding Policy
- Low Level Concerns Policy
- The Home office has produced key resources, workshops and training programmes to help you understand Prevent and how to keep students safe

from extremism and radicalisation this can be found on the following link:  
<https://educateagainsthate.com/teachers/prevent-training/>

- Further guidance and resources can also be found on these links:
  - <https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates>
  - <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- Keeping Children Safe in Education provides a comprehensive overview of the national guidance provided by the Department for Education in relation to child protection policy:  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- The Safer Recruitment Consortium documents 'Guidance for safer working practice for those working with children and young people in education settings' (2019) and the 2020 Addendum provide a comprehensive starting point to understanding professional conduct towards children and young people: <https://www.saferrecruitmentconsortium.org/about>
- The Department for Education has released the following guide which should be read by school staff including any agency workers: Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers This guide supplements the existing DFE Keeping Children Safe in Education The latest government guidance on Coronavirus (COVID-19) should be reviewed regularly: <https://www.gov.uk/coronavirus>  
<https://www.gov.uk/coronavirus/education-and-childcare>