Earlscliffe (Earlscliffe Ltd)
Policy: Safeguarding Policy
Member of SLT responsible: DSL
Date of review: January 2024
Date of next review: November 2024

This is a core Earlscliffe school policy that forms part of induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy will be reviewed <u>at least</u> annually, and / or following any updates to national and local guidance and procedures.

<u>Key Contact Personnel in School</u>

Designated Safeguarding Lead: Sithaar Harkhu
                                                                                Assistant Head Pastoral

Deputy Designated Safeguarding Leads: Joss Williams, Head Teacher
                                                                                Kirsty Gardener, SENDCO
                                                                                Susan Jones, House Mistress
                                                                                Joanna Fitzpatrick, Head of English

Named Safeguarding Governor: Tim Fish, Managing Director, Dukes Education

Regulatory & Compliance Director (Dukes Education):   Paul Ludlow

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What to do if you have a welfare concern?

Earlscliffe is a boarding school and therefore welfare concerns could occur 24 hours a day, 7 days a week. It is vital staff consider the nature of a boarding school - all in the school community are committed to ensuring that we fulfil our duty of care and ensure all children are safe at all times.

Immediately record your concerns
- Follow the school's procedure – create a written document
    - Reassure the child
    - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
    - Use child's own words
    - Sign and date your records

Inform the Designated Safeguarding Lead (Sithaar Harkhu 07716097487) or a Deputy Designated Safeguarding Lead

The Designated Safeguarding Lead will

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures: (www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g. Internal or community services, LADO, Police or Request for Support
- If unsure then consult with Area Education Safeguarding Advisor (0301651340)
- Local Authority Social Worker at Integrated Front Door 03000 411 111

If you are unhappy with the response
Staff:
- Contact Safeguarding Governor
- Follow Whistleblowing procedures

Pupils and Parents:
- Follow school complaints procedures

At all stages the child's circumstances will be kept under review
The DSL / staff will request further support if required to ensure the **child's safety** is **paramount**

Record decision making and action taken in the pupil's Child Protection / safeguarding file / CPOMS

Monitor
Be clear about:
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)
Why are you concerned?
For example
- Allegation/ child shares a concern or worry
- Indicators of abuse or neglect
- Witnessed concerning behaviour
- Behaviour change

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1. Introduction and Ethos

- Earlscliffe is a community and all those directly connected (staff, governors, guardians, parents, families and pupils) have an essential role to play in making it safe and secure. Earlscliffe recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development at Earlscliffe.

- Earlscliffe recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. Where there is a safeguarding concern, children's wishes and feelings should be taken into account when determining what action to take and what services to provide. Children and young people should know that their concerns will be treated seriously and they can safely express their views.

- Staff should recognise that children and young people might not find it easy to talk about their abuse verbally. Staff should be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child.

- Our school core safeguarding principles are:
    o We are an important part of the wider safeguarding system for children.
    o It is our whole school responsibility to safeguard and promote the welfare of children.
    o All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
    o All children have a right to be heard and to have their wishes and feelings taken into account.
    o All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Definition of Safeguarding

- Safeguarding and promoting the welfare of children is defined for the purposes of this policy as as per KCSIE 2023
    • protecting children from maltreatment
    • preventing the 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.

- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

- There are four main elements to our child protection policy
    o **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
    o **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
    o **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);

- o **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

- The school recognizes the central importance of wellbeing and good mental health to its students, and will endeavour to give proactive support to any student experiencing mental health problems.

- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership(KSCMP)

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - o DfE guidance Keeping Children Safe in Education, September 2023 (KCSiE)
  - o DfE guidance Working Together to Safeguard Children 2023(WTSC)
  - o Framework for the Assessment of Children in Need and their Families (2000)
  - o Kent and Medway Safeguarding Children Procedures (online)
  - o Education Act 2002
  - o The Education (Independent School Standards) Regulations 2014
  - o The Human Rights Act 1998
  - o The Equality Act 2010 (including the Public Sector Equality Duty)
  - o The Human Rights Act 1998
  - o The National Minimum Standards for Boarding Schools 2022
  - o Prevent Duty Guidance (2015; updated 2021)
  - o Teaching Online Safety in Schools (2019)
  - o Relationships Education, Relationships and Sex Education and Health Education (2021)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- All at Earlscliffe understand that the welfare of the child is paramount. Earlscliffe will always follow guidance and emergency procedures when necessary.

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
  - o Bullying (including cyberbullying)
  - o Child Abduction and Community Incidents
  - o Children and the court system
  - o Children who are absent or Missing from Education (CME)
  - o Children with family members in prison
  - o Child missing from home or care
  - o Child Sexual Exploitation (CSE)
  - o Child criminal exploitation (including County Lines)
  - o Child on Child Abuse
  - o Domestic Abuse
  - o Homelessness
  - o Drugs and alcohol misuse

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- o Fabricated or induced illness
- o Faith abuse
- o Female Genital Mutilation (FGM)
- o Forced marriage
- o Gangs and youth violence
- o Gender based abuse and violence against women and girls
- o Hate
- o Honour based abuse
- o Mental health
- o Missing children and adults
- o Online safety
- o child on child Abuse
- o Prevent duty (radicalisation and extremism)
- o Private fostering
- o Relationship abuse
- o Sexual violence and sexual harassment between children
- o Human trafficking and modern slavery
- o Youth produced sexual imagery or "Sexting"
- o So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- o 'Upskirting'

(Also see Annex A within 'Keeping Children Safe in Education' September 2023)

4. Related Safeguarding Policies

- ● . This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies on the topics below:
    - o Homesickness
    - o Student Acceptable Use of IT Policy
    - o Staff Acceptable Use of IT Policy
    - o Intimate care
    - o Confidentiality
    - o Anti-Bullying
    - o Cyber-Safety
    - o Anti Cyber Bullying
    - o Guidance on interaction with pupils
    - o DBS
    - o Adults staying with resident staff
    - o Photography
    - o Missing pupils
    - o External helplines and counselling
    - o Pupil supervision
    - o Safeguarding external contractors
    - o Safeguarding drivers and escorts
    - o Health and safety
    - o Accident reporting
    - o Trips and visits
    - o Risk assessment, including specific measures during Covid-19 pandemic
    - o Safety in boarding houses

- o Fire Safety
- o Complaints
- o Data protection
- o Security
- o Whistle blowing
- o Anti-bullying guidance for staff
- o Safer recruitment
- o Absences
- o Behaviour
- o Boarders and crisis management
- o PSHE
- o SMSC
- o Statement of policy on use of restraint
- o Preventing extremism and radicalisation
- o Low level concerns

5. Key Responsibilities

- The governing body, Head Teacher and Senior Leadership Team (SLT) have read and will follow KCSIE 2023.

- The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- The governing body ensures that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in the college are effective and support the delivery of a robust whole college approach to safeguarding. Their training should be regularly updated.

- The governing body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and their local multi-agency safeguarding arrangements.

- The Governing Body and Senior Leadership Team will ensure that the DSL is properly supported in their role.

5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a senior member of staff (Sithaar Harkhu, Assistant Head Pastoral) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in the school.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

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- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

- **It is the role of the DSL to:**
  o Act as the central contact point for all staff to discuss any safeguarding concerns
  o Maintain a confidential recording system for safeguarding and child protection concerns
  o Coordinate safeguarding action for individual children
    ▪ In the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  o Liaise with other agencies and professionals in line with WTSC 2018
  o Ensure that locally established referral procedures are followed as necessary
  o Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  o Manage and monitor the school's role in any multi-agency plan for a child.
  o Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
  o Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
  o Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
  o Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2023)
  o Regularly review actions to look for patterns of concerning behaviour
  o In responding to allegations which are found to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else

5.2 Members of Staff

Our staff play a particularly important role in safeguarding as they are in a position to observe any changes in a child's behaviour or appearance, identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:
- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
- To understand the early help process and their role in it.
- To understand Earlscliffe's safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Know that any member of staff can make a referral. This does not require parental consent for referrals to statutory agencies.

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- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems.

5.3 Children and Young People
Children and young people (pupils) have a right to:
- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies
- Receive help from a trusted adult.
- Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

5.4 Parents and Carers
Parents / carers have a responsibility to:
- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website.

6. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

Indicators of abuse and neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms

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of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **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.

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours (including the possibility that the child may have witnessed domestic abuse at some point); this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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- Abuse may take place between children or students themselves, so staff should be aware of the possibility of child on child abuse.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

- Earlscliffe adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website https://www.kscmp.org.uk

- All members of staff are expected to be aware of and follow this approach:
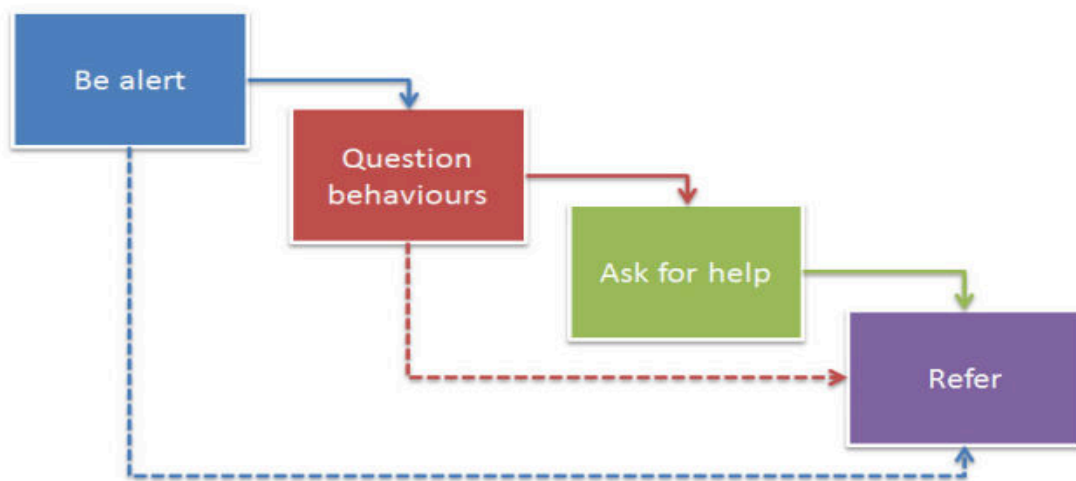
- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.

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

- The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.

- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help and support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.

- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.

- All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCMP, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from a Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from a Local Authority social worker at the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

8. Record Keeping

- If a member of staff has a safeguarding concern, they will record handwritten, contemporaneous notes which are signed and dated and speak immediately to the DSL or DDSL. The DSL or DDSL will then record the action taken on CPOMS using the statutory guidance detailed below. Records must be completed as soon as possible after the incident / event, using the child's words.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school on the CPOMS safeguarding portal. Hard-copy safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school / setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- Records should include:
  • a clear and comprehensive summary of the concern
  • details of how the concern was followed up and resolved
  • a note of any action taken, decisions reached, the justification for those decisions, and the outcome.

- The SLT and Governors will be kept informed of any significant issues by the DSL in weekly meetings and reports.

9. Multi-Agency Working

- Earlscliffe recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018) – available on the Shared Drive under Policies and Safeguarding)

- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Earlscliffe recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The Senior Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Earlscliffe recognises that all matters relating to child protection are confidential. The SLT or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

- DfE Guidance on Information Sharing (July 2018) provides further detail. **A copy is available on the Shared Drive under Policies and Safeguarding**

11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found **in the Shared Drive under Policies or on the school website**

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy.** This can be found **in the Shared Drive under Policies and Safeguarding**

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of *"Keeping Children Safe in Education"* (2023) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2023. Members of staff have signed to confirm that they have read and understood Part One and Annex A.

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- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.

- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy and Acceptable Use Policy (available on the Shared Drive under Policies).

- The DSL will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up-to-date register of who has been trained.

- Although the school has a nominated lead for the governing body (Tim Fish), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice - **Keeping Children Safe in Education - September 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf**

- Staff should be aware of the school's Behaviour Policy, and any physical interventions must be in line with agreed policy and procedures, examples of which are provided therein.

- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's Online Safety and Acceptable Use policies.

14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - o All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - o All staff will be supported by the DSL in their safeguarding role.

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o All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

15. Safer Recruitment

● Earlscliffe is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

● The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

● Earlscliffe is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

● The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

● We are also committed to supporting the statutory guidance from the Department for Education under the Childcare Act 2006 in schools.

● We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

● A candidate's identity must be verified using their birth certificate is best practice where available

● Separate barred list checks should be carried out
    o for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced certificate with barred list information from the Disclosure and Barring Service (DBS)
    o where a person has worked in a school or college in a role that brought them into regular contact with children and young people, and this role ended not more than three months prior to their new appointment.

Section 128 checks should be made if someone is not eligible for a children's barred list check but will be working in a **management position in an independent school,** using the Teaching Regulation Agency's (TRA) employer access service. The TRA's employer access service is free to use and can be used to make prohibition, direction, restriction and children's barred list checks.

16. Allegations Against Members of Staff and Volunteers

● Earlscliffe recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes any allegation received seriously. KCSIE 2023 makes a distinction between high and low level concerns. All allegations should be referred immediately to the Head Teacher, who, in conjunction with the DSL, will decide if the allegation is low or high level (whether or not it meets the threshold for harm). If high level, the DSL will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head Teacher then staff are advised that allegations should be reported to the Chair of Governors who will

contact the LADO in the first instance. If your concern relates to any member of the Governing body other than the Chair, please contact the Chair. If your concern relates to the Chair of the Governing body, please contact the chair of the Dukes Advisory Board at Waterloo Place, London, SW1Y 4AR - 020 3696 5300.

- If low-level, the low-level concerns policy will be followed, as detailed below.

Earlscliffe

Low level concerns Policy

The safety and wellbeing of students at Earlscliffe is dependent on the vigilance of all our staff. This includes prompt communication with Head Teacher in the first instance and in the absence of the Head the DSL regarding any concerns, no matter how small, about any conduct by an adult (over 18) which causes you to doubt that adult's suitability to work with or have access to children.

All references in this policy to "adult" should be interpreted as meaning any adult (defined above) and any visitor, unless otherwise stated.
The college is conscious of its duty of care to students and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the college setting.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our 'Staff Code of Conduct including Acceptable Use Policy'. Staff should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

The college does not permit the use of personal mobile phones to take photographs by staff where children are present.

Our low-level concern policy

The overarching aim of the college's Low-Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:
- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.

- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and
- provide for responsive, sensitive, and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

What is a low-level concern?

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the college's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

Low-Level Concerns about self (self-reporting)

From time to time an individual may find him/herself in a situation which might appear compromising to others, or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the college sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

From time to time an individual may notice behaviour or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met.

Any such concerns can be dealt with as a Low-Level Concern.

What should I do if I have one?

Where a low-level concern exists, it should be reported to the Head Teacher as soon as reasonably possible and, in any event, within 12 hours of becoming aware of it (Where the concern relates to a particular incident).

How will my low-level concern be handled?

Once the Head Teacher receives the low level concern he will satisfy himself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure outlined in the safeguarding policy. The Head Teacher will discuss with the DSL and may secure the support of DSL to clarify or verify the circumstances of the low level concern.

The circumstances in which a low-level concern might be reclassified as an allegation are where:
a) the threshold is met for an allegation
b) there is a pattern of low-level concerns which collectively amount to an allegation or
c) there is other information which when taken into account leads to an allegation.

Where the Head Teacher in any doubt whatsoever, advice will be sought from the Designated Officer (LADO), if necessary, on a no-names basis.

Reviewed and updated January 2024

Having established that the concern is low-level, the Head Teacher, as appropriate, will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:
a) the concern (or group of concerns) has been reclassified as an allegation as above; or
b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability, or disciplinary procedure.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- Earlscliffe has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt – consult

17.   Child on Child Abuse

Earlscliffe has a zero-tolerance approach to child on child abuse.

Context

Earlscliffe recognises that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Staff should understand that even if there are no reports of child on child abuse at Earlscliffe, this doesn't mean it is not happening. If staff have any concerns about child on child abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

Child on Child Action Plan

Introduction

We now know that in education generally, some young people have felt that they have not had a voice to raise concerns and even when some did, they felt they were not listened to. Earlscliffe recognises that we must start from the position that harmful behaviours are taking place and affecting our students' lives both in college and outside. In order to minimise the risk of child-on- child abuse, Earlscliffe will:

- Implement a robust Anti-bullying policy
- Provide and an age appropriate PSHE and RSE curriculum
- Provide a range of staff within the school community to who the children can go to at anytime if they have concerns
- Train and support the Safeguarding Team to manage and support Child on Child issues and concerns expeditiously in line with the policy

Sexual Violence

Sexual violence includes sexual offences under the Sexual Offences Act 2003 which include:

RAPE: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis. B does not consent to penetration and A does not reasonably believe that B consents.

ASSAULT BY PENETRATION: a person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

SEXUAL ASSAULT: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity

occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

A child under the age of 13 can never consent to sexual activity (the age of consent is 16), sexual intercourse without consent is rape, creating or sharing sexual images or vides of under 18s is illegal, including children making or sharing these themselves.

Sexual Harassment

Sexual harassment is "unwanted conduct of a sexual nature" that can occur online and offline. Sexual harassment is likely to violate a child's dignity and/or make the feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;

- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats

Prevention

As a school we will minimise the risk of harm to and allegations against our students by:-

- Providing a developmentally appropriate RSE curriculum through the PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe. This includes information on how to keep themselves safe online.

- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued

- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students.

18.   Safeguarding Children with Special Educational Needs and Disabilities

- Earlscliffe acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

- Earlscliffe will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Reviewed and updated January 2024

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

19.   Online Safety

- It is recognised by Earlscliffe that the use of technology presents challenges and risks to children and adults both inside and outside of school.

- Earlscliffe recognises that abuse can take place wholly online or technology may be used to facilitate offline abuse.

- The DSL has overall responsibility for **Online Safeguarding** within the school.

- Earlscliffe identifies that the issues can be broadly categorised into three areas of risk:
    - o **content:** being exposed to illegal, inappropriate or harmful material
    - o **contact:** being subjected to harmful online interaction with other users
    - o **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

- The DSL and leadership team have read Part Two: The Management of Safeguarding - Online Safety within 'Keeping Children Safe in Education' 2023.

- The DSL and leadership team have read 'Teaching online safety in school' (2023) government guidance and this forms part of the September inset for all staff and has been incorporated into the schools PSHE programme.

- Earlscliffe recognises the specific risks that can be posed by smartphones and cameras and in accordance with KCSIE 2023 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the school's **Staff Acceptable Use Policy** which can be found in the Shared Drive under Policies.

- As part of this process to ensure that pupils and staff are kept safe online the governing body will ensure the college has appropriate filters and monitoring systems in place and review its effectiveness annually. This Safeguarding Policy, the Student Acceptable IT Policy, Staff Acceptable Use Policy and Use of Mobile and Smart Technology Policy will support this remit.

- Earlscliffe acknowledges that whilst filtering and monitoring is an important part of the school's online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones (3G/4G/5G) and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

- Earlscliffe will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

20.   Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

- Earlscliffe recognises the impact of gangs, county lines, violent crime, and exploitation. It is understood that the initial response to child victims is crucial, and that staff will take any allegation seriously and work in ways that support children and keep them safe. All staff have been trained, and recognise the need to be vigilant for the signs of Child Criminal Exploitation that may include, but are not limited to:

Unexplained gifts / new possessions – these can indicate children have been approached by / involved with individuals associated with criminal networks / gangs.

Increased absence from school.

Change in friendships / relationships with others / groups.

Significant decline in performance.

Signs of self-harm / significant change in wellbeing.

Signs of assault / unexplained injuries.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

21.   County Lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line".
- This activity can happen locally as well as across the UK - no specified distance of travel is required.
- Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

22.   Child Sexual Exploitation (CSE)

- Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

    (a) in exchange for something the victim needs or wants, and / or
    (b) for the financial advantage or increased status of the perpetrator or facilitator.

- The victim may have been sexually exploited even if the sexual activity appears consensual.

- Child Sexual Exploitation does not always involve physical contact: it can also occur using technology. (Statutory Definition - DfE February 2017).

23.   Female Genital Mutilation (FGM)

- Female Genital Mutilation is when female genitals are altered or removed for non-medical reasons. The practice is dangerous and is a criminal offence in the UK.

- FGM is used to control female sexuality and can cause long-lasting damage to physical and emotional health.

- FGM can happen at different times in a girl or woman's life.

- Earlscliffe staff have all been trained to recognise signs that there is a possibility that FGM is about to happen and signs that it may have already taken place.

24.   Radicalisation & the Prevent Duty

- The Government's Prevent Duty guidance defines Radicalisation as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Earlscliffe is committed to providing a safe place in which children and staff understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

- Government's definition of Extremism - the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. The Government also regards calls for the death of members of UK armed forces as extremist.

- Children at risk of radicalisation may display different signs, for example, isolating themselves from family and friends, talking as if from scripted speech, unwillingness, or inability to discuss their views, a sudden disrespectful attitude towards others and increased levels of anger. Peer pressure, influence from other people or via online activity, bullying, race / hate crimes can all be indicators of radicalization.

- Earlscliffe staff will need to exercise their professional discretion to decide if a student is at risk and make a referral to the Channel programme.

- Earlscliffe follows their Prevent Policy Guidance 📄 Prevent Policy 2023-24

25.   Honour Based Violence

- The Crown Prosecution Service (CPS) has described Honour Based Violence as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and / or honour.

- Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

- It is a violation of human rights and may be a form of domestic and or sexual violence.

26.   Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales.
- A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats whether physical, emotional, psychological or any other form of coercion is used to cause a person to enter into a marriage.
- A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).
- Some perpetrators use perceived cultural practices to coerce a person into marriage.
- Earlscliffe College can play an important role in safeguarding children from forced marriage

27.   Serious Violence

- In Keeping Children Safe in Education (KCSiE), 2023, Serious Violence is now recognized as a specific safeguarding issue. New guidance states that all staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Serious Violence and the issues that can arise from involvement in this is taught as a discrete subject in PSHE.

28.   Mental Health

- All Earlscliffe staff should be aware that in some cases mental health problems can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of mental health problems.

- Staff are well placed to monitor and report concerns to the DSL, who will make necessary referrals to the appropriate professionals.

- Public Health England has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience among children including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. The Department has also published 'Every interaction matters', a pre-recorded

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webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside their Wellbeing for education recovery program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

- Earlscliffe takes mental health very seriously: the school has an external counsellor and also we support students through encouraging and facilitating discussion on mental health issues.

29. Early Help

- Any child may benefit from Early Help, but Earlscliffe staff should be alert to the potential need for early help for a child who:

    is disabled and has specific needs;
    has special educational needs;
    has a mental health need;
    is a young carer.

- Staff should be vigilant to students that may benefit from early help and make the necessary referral to the DSL, who will seek advice from external agencies.

30. Domestic Abuse

- The cross-government definition of domestic violence and abuse encompasses any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

- The abuse can encompass, but is not limited to, psychological, physical, sexual, financial, and emotional abuse.

- All children can witness and be adversely affected by domestic abuse in the context of their home life where abuse occurs between family members. Exposure to domestic abuse can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

31. Child Missing from Education

- All Earlscliffe staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns, including abuse, neglect, child criminal exploitation and child sexual exploitation. It may also indicate mental health problems, substance misuse and possible risk of female genital Mutilation.

- Early intervention is needed to understand the risks involved and to safeguard students. Earlscliffe staff should be aware of the processes to follow should a student go missing. These are detailed in Earlscliffe's
  📄 Missing student policy

32. Child abduction and community safety incidents

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

33. Children and the court system

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

34. Children with family members in prison

- Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

35. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

36. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

- If this assurance is not achieved then an application to use premises will be refused.

37.   Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the reception visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

38.   Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to Parents and Guardians through the school website.

- The policy forms part of our school development plan and will be reviewed annually.

39.   Local Support

- All members of staff in Earlscliffe are made aware of local support available

    Contact details for Area Safeguarding Advisor (Education Safeguarding Service)
    - Robin Brivio - 03301 651 200
    - South Kent Safeguarding Advisor: Gemma Willson (Monday/Tuesday) Claire Ledger (Wednesday/Thursday/Friday)

    Contact details for Online Safety in the Education Safeguarding Service
    - Ashley Assiter, Online Safety : 03000 415797/ 03301 651500
    - esafetyofficer@kent.gov.uk (non-urgent issues only)

    Contact details for the LADO
    - Telephone: 03000 410888
    - Email: kentchildrenslado@kent.gov.uk

    Children's Social Work Services
    - Integrated Front Door: 03000 411111/03301 651 340
    - Out of Hours Number: 03000 419191
    - Early Help Team: 03000 41 10 08

    Kent Police
    - 101 (or 999 if there is an immediate risk of harm)

    Kent Safeguarding Children Multi- Agency Partnership (KSCMP)
    - www.kscmp@kent.gov.uk

▪ 03000 421126

40.   National Support

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils
- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence
- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- CSA Centre: www.csacentre.org.uk
-

Online Safety
- Childnet International: www.childnet.com

Reviewed and updated January 2024

- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

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Addendum
Safeguarding Adult Students

At Earlscliffe we have a diverse range of students, some of whom are over 18 and therefore legally an adult. Whilst Earlscliffe would offer the same level of pastoral care and the reporting mechanisms within the college, the external support agencies available to the students would differ to that of a child.

It is everyone's right to live in a safe environment, free from harm. Adult safeguarding is about keeping people safe and protecting people from abuse and neglect wherever possible. If the student resides in Kent and Medway, they would be supported by
Kent and Medway Safeguarding Adults Board.
https://www.kmsab.org.uk/

How our professionals prevent abuse- Kent and Medway Safeguarding Adults Board

- Adult safeguarding: working to protect adults from abuse

This is a multi-agency partnership, made up of statutory and voluntary partner organisations working together to keep adults at risk of abuse or neglect safe.

What is Adult Abuse?

Abuse can happen anywhere including:

- at home
- in care homes
- in public.

It could be a single act, or can take place over a long period of time.

Some adults are more at risk of abuse than others as they are not able to protect themselves from abuse. This could be because they:

- are disabled
- rely on others to meet their care needs.

Abuse could be:

- physical
- sexual
- neglect and self-neglect
- financial or material
- emotional

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- domestic abuse
- human trafficking
- female genital mutilation
- modern day slavery

Adult Abuse investigations

There are two types of safeguarding enquiries based on if the person fits the criteria in Section 42 of the Care Act. If they do, it's a legal requirement to conduct a Statutory S42 Safeguarding Enquiry.

These will be made if someone:

- is experiencing, or at risk of abuse and neglect
- has care and support needs
- is unable to protect themselves from the risk of abuse or neglect because of their needs

The Local Authority will sometimes make an enquiry for an adult who does not meet the criteria. This is called a Non Statutory Enquiry.

These enquiries may be made for adults who:

- are thought to be experiencing, or are at risk of abuse or neglect
- do not have care and support needs (they may just have support needs

Useful Contacts
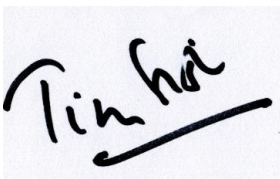
During the day and in office hours
Concerned about an adult?
To tell us about an adult safeguarding concern, either:
- complete our online form
- call 03000 41 61 61 (text relay 18001 03000 41 61 61)
- email social.services@kent.gov.uk

Out of hours and in an emergency
If you need to contact us outside of normal office hours, for example during the night, call 03000 41 91 91.
If you think someone is in immediate danger, the best thing to do is call **999** for the emergency services.

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Tim Fish Managing Director Dukes Education

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