Earlscliffe (Sussex Summer Schools Ltd)

SAFEGUARDING POLICY

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.

Key Contact Personnel in School

Designated Safeguarding Lead:	Holly Goodwin, Head of Pastoral Care & Boarding
Deputy Designated Safeguarding Leads:	Jo Stokes, Nurse Joss Williams, Head Teacher
Named Safeguarding Governor:	Tim Fish, Managing Director, Dukes Education
Regulatory & Compliance Director (Dukes Education):	Paul Ludlow

Date reviewed: 02 October 2020 (new KCSiE published 1st September 2020)
Date of next review: January 2021

Contents

Reviewed and updated October 2020

What to do if you have a welfare concern

Why are you concerned?
- For example
  - Allegation/ child shares a concern or worry
  - Indicators of abuse or neglect
  - Witnessed concerning behavior
  - Behaviour change

Immediately record your concerns
- Follow the school's procedure – record your concern on CPOMS, or complete a 'Green Form,' or create a written document
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words

Inform the Designated Safeguarding Lead (Holly Goodwin Ext 355/525) or Deputy Designated Safeguarding Leads (Joss Williams Ext 340/040; Jo Stokes Ext 356/386)

Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: www.kscb.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 (03000 415 648 / 07917 602 413 / 07966 322 751) or Local Authority Social Worker at Integrated Front Door 03000 411 111 / 03000 419 191

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

Pupils and Parents:
- Follow school complaints procedures (www.earlscliffe.co.uk)

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)

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**

Reviewed and updated October 2020

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 recognise our statutory responsibility to safeguard and promote the welfare of all children.

- 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.

- 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 is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education." (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).

- 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 Board (KSCB).

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:

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- o DfE guidance Keeping Children Safe in Education, September 2020 (KCSiE)
- o Working Together to Safeguard Children 2018 (WTSC)
- o Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2018)
- o Framework for the Assessment of Children in Need and their Families (2000)
- o Kent and Medway Safeguarding Children Procedures (online)
- o Early Years and Foundation Stage Framework 2017 (EYFS)
- o Prevent Duty Guidance (2015; updated 2019)
- o Teaching Online Safety in Schools (2019)

- 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.

- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
  - o Bullying (including cyberbullying)
  - o Children and the court system
  - o Children Missing 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 Domestic Abuse
  - o Homelessness
  - o Drugs and alcohol misuse
  - 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 Peer on Peer 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"

(Also see Annex A within 'Keeping children safe in education' 2020)

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 as listed below:
    - Homesickness
    - Intimate care
    - Confidentiality
    - Anti-Bullying
    - Cyber-Safety
    - Anti Cyber Bullying
    - Guidance on interaction with pupils
    - DBS
    - Adults staying with resident staff
    - Photography
    - Missing pupils
    - External helplines and counselling
    - Pupil supervision
    - Safeguarding external contractors
    - Safeguarding drivers and escorts
    - Health and safety
    - Accident reporting
    - Trips and visits
    - Risk assessment, including specific measures during Covid-19 pandemic
    - Safety in boarding houses
    - Fire Safety
    - Complaints
    - ICT
    - Data protection
    - Security
    - Whistle blowing
    - Anti-bullying guidance for staff
    - Safer recruitment
    - Absences
    - Behaviour
    - Boarders and crisis management
    - PSHE
    - SMSC
    - Statement of policy on use of restraint
    - Preventing extremism and radicalisation

5. Key Responsibilities

- The governing body, Head Teacher and Senior Leadership Team (SLT) have read and will follow KCSIE 2020.

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

5.1 Designated Safeguarding Lead (DSL)

Reviewed and updated October 2020

- The school has appointed a senior member of staff (Holly Goodwin, Head of Pastoral & Boarding) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in 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.

- 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 Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSi E (2020)

5.2 Members of Staff

- **All members of staff have a responsibility to:**
- 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.

5.3 Children and Young People
- **Children and young people (pupils) have a right to:**
    o Contribute to the development of school safeguarding policies

- o Receive help from a trusted adult.
- o 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:**
  - o Understand and adhere the relevant school policies and procedures.
  - o Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
  - o 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 (https://sixthform.earlscliffe.co.uk/page/safeguarding-policies-and-guidelines/).

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:
  - o Physical abuse
  - o Sexual abuse
  - o Emotional abuse
  - o Neglect

- 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.

- Abuse may take place between children or students themselves, so staff should be aware of the possibility of peer-on-peer 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 KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

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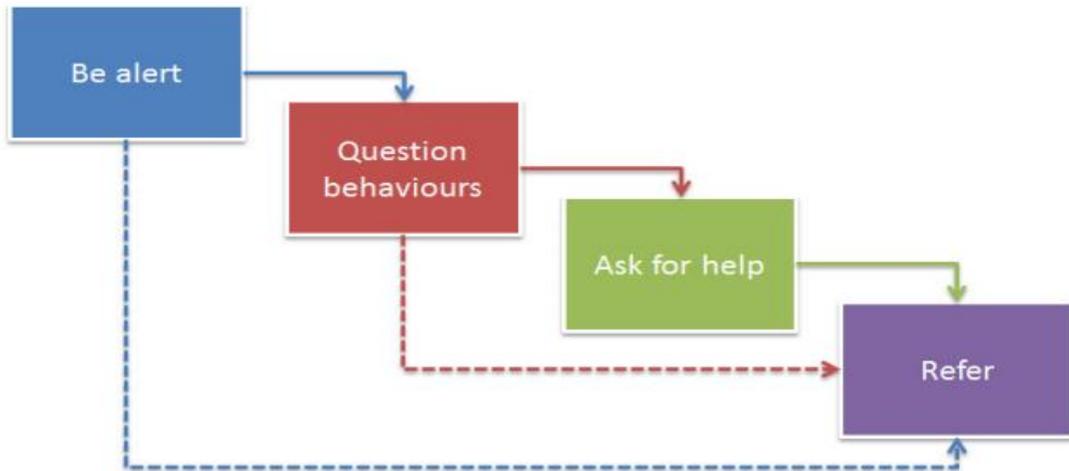
- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Work Services and/or the police.

- **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 request 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 KSCB, 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.

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- 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

- Staff will record any welfare concern that they have about a child on the school's safeguarding portal 'CPOMS' (with a body map if injuries have been observed). If unable to complete the incident report on CPOMS, staff must complete a 'Green Form' which is available in the Staff Room at 24 Grimston Gardens, or from Holly Goodwin, DSL, in the Main Building. 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.

- **All staff with access to school computers are granted access to record incident / welfare concerns on CPOMS; staff without access to school computers must use the 'Green Form'.**

- **'Green Forms' are available in the Staff Room at 24 Grimston Gardens, or from Holly Goodwin, DSL in the Main Building, and are also available on the Shared Drive under Policies and Safeguarding.**

- 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.

- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools". A copy can be found in the Shared drive under Policies and Safeguarding.

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

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"* (2020) 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 2020. Members of staff have signed to confirm that they have read and understood Part One and Annex A (evidenced in the Single Centre Register).

- 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.

- 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 / the school's Code of Conduct.

- Staff should be aware of the school's **Behaviour and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.

- 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.
    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 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 on the application of the Childcare (Disqualification) Regulations 2009 and related obligations 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.

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 seriously any allegation received. Such allegations should be referred immediately to the Head Teacher or member of the SLT who will first 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.

- 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.   Peer on Peer Abuse

All members of staff at Earlscliffe recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, physical abuse, cyberbullying, gender-based abuse, hazing (initiation type violence), sexual harassment, sexual violence, racism, homophobia, transphobia and 'sexting'. In order to minimise the risk of peer on peer abuse, Earlscliffe operates policies that mitigate the risk of these occurring. The school is mindful that some potential issues may by be affected by the gender, age, ability and culture of those involved.

Reviewed and updated October 2020

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'.

- Earlscliffe believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern in accordance with Kent Safeguarding Children Board procedures.

- The school will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance and KSCB guidance. (Copies can be found in the Shared Drive under Policies and Safeguarding)

- Further information in relation to the school's approach to "sexting" can be found in our online safety policy. (**Shared Drive under Policies and Safeguarding**).

- Earlscliffe is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

- Earlscliffe will offer support to both victim and perpetrator as necessary.

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.

- 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.

Reviewed and updated October 2020

- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2020.

- The DSL and leadership team have read 'Teaching online safety in school' (2019) 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 2020 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 **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found in the Shared Drive under Policies.

- Earlscliffe will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

- 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)

- 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.

21.   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).

22.   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.

23.   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 student is at risk and make a referral to the Channel programme.

24. 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.

25. Serious Violence

- In Keeping Children Safe in Education (KCSiE), 2020, Serious Violence is now recognized as a specific safeguarding issue. New guidance states that 'all staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious violent crime.'

26. 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.

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

27. Early Help (KCSiE 2020)

- 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.

28. Domestic Abuse

Reviewed and updated October 2020

- 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.

29.   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 Pupil Policy.

30.   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.

31.   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.

32.   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.

33.   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.

34.   Local Support

- All members of staff in Earlscliffe are made aware of local support available
  - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
    - 03000 415 648

  - **Contact details for Online Safety in the Education Safeguarding Service**
    - Rebecca Avery, Education Safeguarding Advisor (Online Protection):
    - Ashley Assiter, Online Safety Development Officer
    - 03000 415797
    - esafetyofficer@kent.gov.uk (non-urgent issues only)

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

  - **Childrens Social Work Services**
    - Integrated Front Door: 03000 411111
    - Out of Hours Number: 03000 419191

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

  - **Kent Safeguarding Children Board (KSCB)**
    - kscb@kent.gov.uk
    - 03000 421126

35.   National Support

Support for staff

Reviewed and updated October 2020

- 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

Online Safety
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org

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- 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

Reviewed and updated October 2020
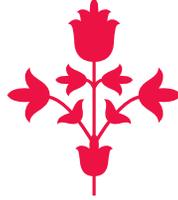
COVID-19 school closure arrangements
for Safeguarding and Child Protection
at Earlscliffe

Date: 31st March 2020 / 16th April 2020 / 26th August 2020 / 14th September 2020 / 24th September 2020

Date shared with staff: 20th April 2020; August 2020; September 2020

Key contacts at Earlscliffe –

Role Name	Contact Number	Email
Designated Safeguarding Lead – Holly Goodwin	01303 253951 ext 355/525	hollygoodwin@earlscliffe.co.uk
Deputy Designated Safeguarding Leads – Joss Williams Jo Stokes	01303 253951 ext 340/040 01303 25 3951 ext 356/386	josswilliams@earlscliffe.co.uk nurse@earlscliffe.co.uk
Head Teacher — Joss Williams	01303 253951 ext 340/040	josswilliams@earlscliffe.co.uk
Dukes Education Compliance – Paul Ludlow	07584 012130	paul.ludlow@dukeseducation.com
Chair of Governors – Aatif Hassan	07956 665988	aatif.hassan@dukeseducation.com
Safeguarding Governor – Tim Fish	07803 935385	tim.fish@dukeseducation.com

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for colleges to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Colleges and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

At Earlscliffe, care is provided for those vulnerable children and young people who are boarders and unable to return home immediately to their home countries.

This addendum of the Earlscliffe Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a college or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

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Earlscliffe will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual college head (VSH) for looked-after and previously looked-after children. The lead person for this will be the DSL.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Earlscliffe will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Earlscliffe or the social worker will talk through these anxieties with the parent / carer following the advice set out by Public Health England.

Earlscliffe will encourage vulnerable children and young people to attend a college, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-today attendance processes to follow up on non-attendance.

Earlscliffe and social workers will agree with parents / carers whether children in need should be attending college – college name will then follow up on any pupil that they were expecting to attend, who does not. Earlscliffe will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Earlscliffe will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at college, or discontinues, Earlscliffe will notify their social worker.

Designated Safeguarding Lead

Earlscliffe has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

The Designated Safeguarding Lead is Holly Goodwin, Head of Pastoral Care & Boarding.

The Deputy Designated Safeguarding Leads are Joss Williams, Head Teacher and Jo Stokes, Nurse.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and / or to carry out statutory assessments at the college.

It is important that all Earlscliffe staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

Reviewed and updated October 2020

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the college Safeguarding Policy: this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Head Teacher and the Chair of Governors. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the college, they should report the concern to the Head Teacher. If there is a requirement to make a notification to the Head Teacher whilst away from college, this should be done verbally and followed up with an email to the Head Teacher.

Concerns about the Head Teacher should be directed to the Chair of Governors, Aatif Hassan, or the Safeguarding Governor, Tim Fish.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. An Educare module can be completed as interim training [DSLs should contact Lisa Maynard at Dukes Education for this to be added to individual staff member accounts. lisa.maynard@dukeseducation.com].

All existing college staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers to Earlscliffe, they will continue to be provided with a safeguarding induction and should complete the Educare online safeguarding module relevant to the setting.

For movement within the Dukes Education group, colleges should seek assurance from the college that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment / volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Earlscliffe will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

Reviewed and updated October 2020

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Earlscliffe are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Earlscliffe will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Earlscliffe will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any college is aware, on any given day, which staff / volunteers will be in the college , and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Earlscliffe will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in colleges

Earlscliffe will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in college, appropriate supervision will be in place.

Children and online safety away from college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the College's code of conduct.

Earlscliffe will ensure any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements.

Earlscliffe staff and students have been issued with specific guidelines concerning online and virtual contact during the period of school closure when 'Earlscliffe Online' lessons are delivered virtually.

Below are some things to consider when delivering online lessons, especially where webcams are involved:

• No one-on-ones; groups only.

• Staff and students must wear suitable clothing, as should anyone else in the household.

• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where possible.

Reviewed and updated October 2020

• The live class should be recorded so that if any issues were to arise, the video can be reviewed.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

• Language must be professional and appropriate, including any family members in the background.

• Staff must only use Skype, Google Classroom, Zoom or Microsoft Teams to communicate live with students.

• Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in college

Earlscliffe is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in college, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Earlscliffe and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The college will share safeguarding messages on its website and social media pages.

Earlscliffe recognises that college is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Earlscliffe need to be aware of this in setting expectations of pupils' work where they are at home.

Earlscliffe will ensure that if the school cares for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in college

Earlscliffe is committed to ensuring the safety and wellbeing of all its students.

Earlscliffe will continue to be a safe space for all children to attend and flourish.

The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Earlscliffe will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Reviewed and updated October 2020

Earlscliffe will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and will be recorded on CPOMS.

Where Earlscliffe has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the chairman.

Peer on Peer Abuse

Earlscliffe recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a college receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The college will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from Dukes Education

Dukes Education Compliance Director and Chairman will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

Dukes Education will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

Reviewed & edited 16th April 2020, 26th August 2020, 14th September 2020, 24th September, JCH