

Earlscliffe (Earlscliffe Ltd)**Policy: Safeguarding Policy****Member of SLT responsible: DSL****Date of review: September 2024****Date of next review: July 2025**

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 at least annually, and / or following any updates to national and local guidance and procedures.

Key Contact Personnel in School

SAFEGUARDING ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Peter Scargill	07716 097487
Deputy DSL's	Sue Jones - Houseparent and Pastoral Administrator	01303 253951 Ext 579
	Karen Taylor - Houseparent and Clerk of Works	07955 314179
	Jo Fitzpatrick - Head of English	01303 253951
	Megan Roberts - Head of HR	07415 018432
Safeguarding Governor	Jonathan Cuff - Managing Director	07444 264924
Regulatory & Compliance Director (Governor)	Paul Ludlow	07584 012130

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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: Tell, Explain, Describe)
 - Use child's own words
 - Sign and date your records

Inform the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL)

- **The DSL 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

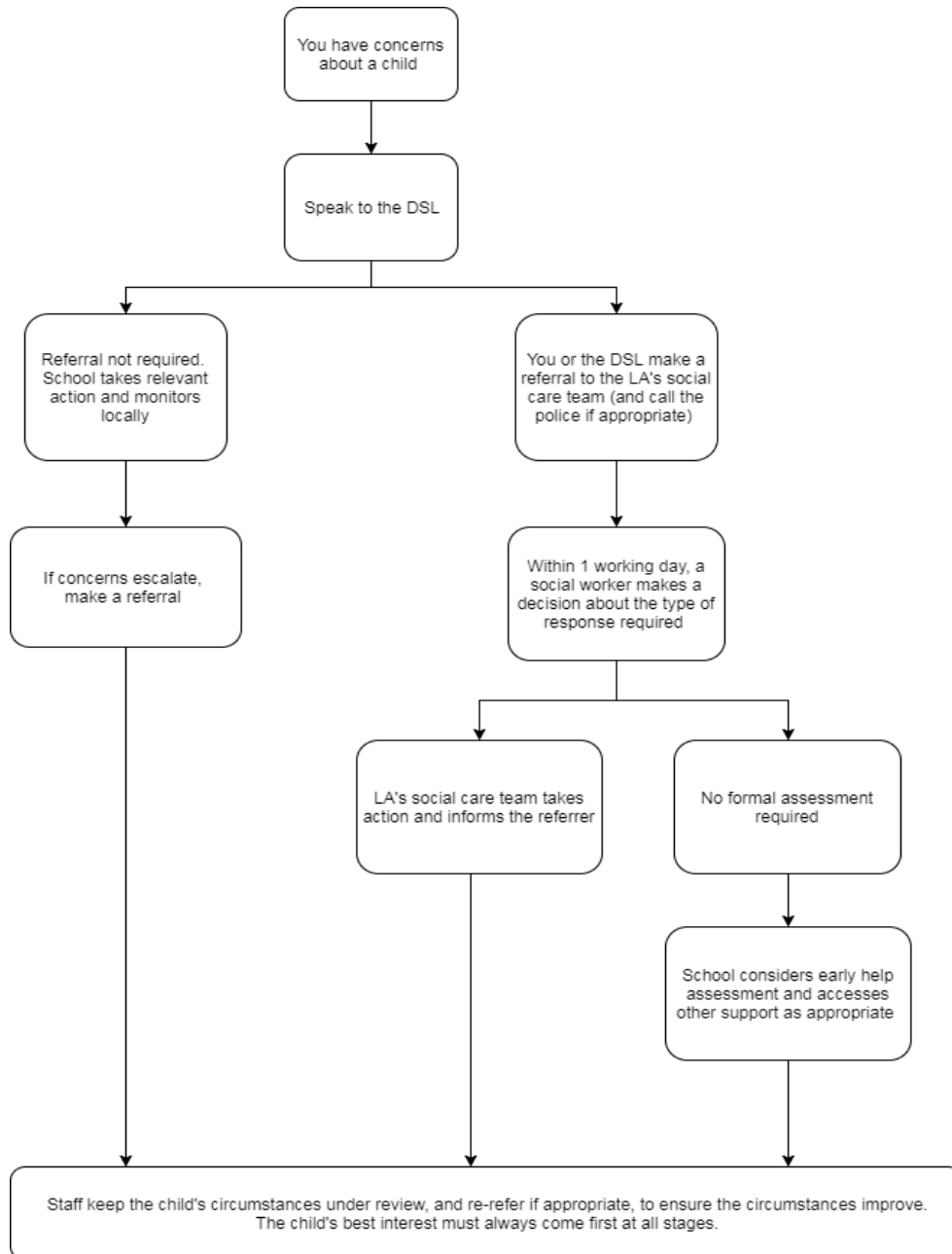


Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)

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:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- 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.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- 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 2024 (September 2024)

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 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

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);

- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **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 is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023).

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015,
- Statutory guidance on FGM
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- Statutory guidance on the Prevent duty
- The Human Rights Act 1998
- European Convention on Human Rights (ECHR)
- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- Kent and Medway Safeguarding Children Procedures
- Framework for the Assessment of Children in Need and their Families (2000)
- The Education Act 2002
- The Education (Independent School Standards) Regulations (2014)
- Teaching Online Safety in Schools (2019)
- Relationships Education, Relationships and Sex Education and Health Education (2021)
- Prevent Duty Guidance (updated 2023)
- The National Minimum Standards for Boarding Schools (2024)

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):

- Bullying (including cyberbullying)
- Child Abduction and Community Incidents
- Children and the court system

- Children who are absent or Missing from Education (CME)
- Children with family members in prison
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child criminal exploitation (including County Lines)
- Child on Child Abuse
- Domestic Abuse
- Homelessness
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Honour based abuse
- Mental health
- Missing children and adults
- Online safety
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Youth produced sexual imagery or “Sexting”
- ‘Upskirting’

(Also see Annex A within ‘Keeping Children Safe in Education’ September 2024)

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:

- Homesickness
- Student Acceptable Use of IT Policy
- Staff Acceptable Use of IT Policy
- 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
- 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

5. Key Responsibilities

Safeguarding and child protection is everyone's responsibility.

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

The governing body, Head Teacher and Senior Leadership Team (SLT) have read and will follow KCSIE 2024.

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)

Our DSL is Peter Scargill, Deputy Head (Pastoral and Boarding), who is also a member of the Senior Leadership Team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the DDSs will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2024)
- Regularly review actions to look for patterns of concerning behaviour
- Keep the Headteacher informed of any issues

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- 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

The full responsibilities of the DSL and DDSs are set out in their job description.

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.

Will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

Will be aware of:

- Earlscliffe's systems that support safeguarding, including this safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual

exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

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.

5.5 The Governing Board

Will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review (there is an Annual Meeting in April each year), ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

All governors will have read Keeping Children Safe in Education in its entirety and, in addition, will have completed a Level 1 Safeguarding course. The Safeguarding Governor and Compliance Director, however, must maintain a Level 3 qualification in safeguarding.

5.6 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Yearly appraisal of the DSL
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

6. Recognition and Types of Abuse, Neglect and Exploitation

All staff in school should be aware of the definitions and indicators of abuse, neglect and exploitation.

There are four categories of abuse:

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

Indicators of abuse, neglect and exploitation

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 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. Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing, hearing and experiencing the ill-treatment of another

- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

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.

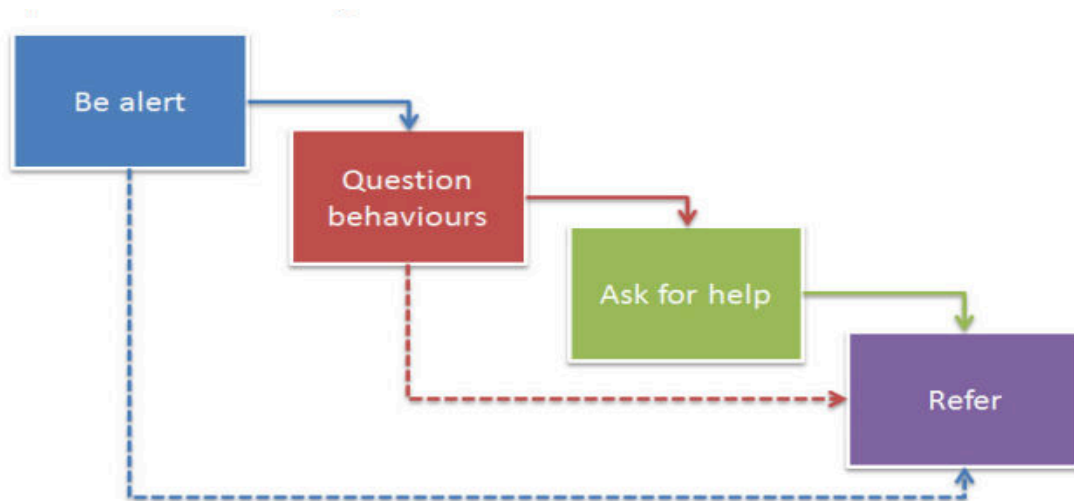
Abuse may take place between children or students themselves, so staff should be aware of the possibility of child on child abuse.

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.
- be kept confidential, held securely and comply with the DPA 2018 and UK GDPR

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 2023) – 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. In addition, staff should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL. Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

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 guidance in Section 16

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*” (2024) 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 2024. Members of staff have signed to confirm that they have read and understood Part One and Annex A.

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 (Jonathan Cuff), 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 2024**

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:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.
- 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

- 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)
- 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 2024 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 Safeguarding Governor who will contact the Chair of Governors who will then 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.

17. 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.

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:

- the concern (or group of concerns) has been reclassified as an allegation as above; or
- 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

18. Child on Child Abuse

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

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

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.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate. When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

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

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.
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

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:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online

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.

19. 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 disproportionately 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.

20. 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.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example:
 - pornography
 - fake news
 - racism
 - misogyny
 - self-harm
 - suicide
 - anti-Semitism
 - radicalisation
 - extremism.
- contact: being subjected to harmful online interaction with other users; for example:
 - peer to peer pressure
 - commercial advertising
 - adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example:
 - making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The DSL and leadership team have read Part Two: The Management of Safeguarding - Online Safety within 'Keeping Children Safe in Education' 2024.

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 2024 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 utilises a student safety platform called Securly to automatically filter internet content, to block specific sites, and to alert certain staff members of inappropriate content being accessed; the IT Director and DSL get regular reports sent regarding inappropriate or adult content.

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.

21. 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.

22. 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.

23. 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 in exchange for something the victim needs or wants, and / or 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).

24. 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. This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin

- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

23.1 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Any **teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

25. Radicalisation & the Prevent Duty

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. **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence and **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

The Government also regards calls for the death of members of UK armed forces as extremist.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism.

Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Earlscliffe follows their Prevent Policy Guidance [Prevent Policy 2023-24](#)

26. 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.

27. 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

28. Serious Violence

In Keeping Children Safe in Education (KCSIE), 2024, 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.

29. 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 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.

30. Children who are Lesbian, Gay, Bisexual, or Gender Questioning

Earlscliffe recognises that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, Earlscliffe will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Further Guidance in relation to Gender Questioning Children, when deciding how to proceed, can be found here: [Gender Questioning Children](#); however, this is non-statutory guidance at the moment.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

31. 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
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into antisocial or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is deliberately missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

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.

32. 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.

33. Child Missing from Education

All Earlscliffe staff should be aware that children deliberately 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](#)

34. 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.

35. 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. There are two age appropriate guides (only the 12-17 year old guide is linked as this is the ages of students in Earlscliffe) to support children 5-11-year olds and [12-17 year olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

36. 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.

37. 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.

38. 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.

39. 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.

40. 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.

41. 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

42. 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.mensadvice.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
- 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

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
- 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:

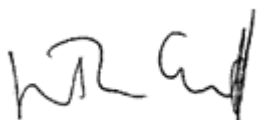
- [complete our online form](#)
- call 03000 41 61 61 ([text relay](#) 18001 03000 41 61 61)
- email social.services@kent.gov.uk

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.

Jonathan Cuff, Managing Director: Dukes Education



30th August 2024

Mark Love, Headteacher: Earcliffe



3rd September 2024