



ESBM

Safeguarding and Child Protection policy

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| Date of review: | August 2024 |
| Next review date: | August 2025 |
| Approved by: | Andrew Flint (ESBM Principal) |

This policy is underpinned by the Core Values of ESBM

This policy is informed by:

Keeping Children Safe in Education, DfE 2024:

https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf

All staff read KCSIE part 1 as part of annual training. Annual training incorporates the Safeguarding Induction Training package provided by Leicestershire County Council/LEBC.

A summary of changes for 2024:

<https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>

Independent Schools Inspectorate, Safeguarding Policy,
<https://www.isi.net/safeguarding/>

Designated Safeguarding Lead: Andrew Flint, Principal andrewflint@esbm.org.uk

Deputy Designated Safeguarding Lead: Tamu Gill, MD md@esbm.org.uk

Introduction

This policy applies to the everyone at ESBM including vulnerable adults, who form part of our statutory responsibilities, specifically those who have a physical, sensory or learning disability. Throughout this document the generic phrase learners will be used where possible. Where the phrase "Child" or "Child Protection Procedure" applies these will also apply to Adults at risk. We recognise that any learner could potentially be a victim of abuse.

ESBM recognises that **Safeguarding is Everyone's Responsibility** and takes an *it could happen here attitude*.

ESBM fully recognises the contribution it can make to protect children and support students in school. The aim of the policy is to safeguard and promote our students welfare, safety and health by fostering an honest, open, caring and supportive climate. The student's welfare is of paramount importance.

This policy is consistent with: The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges", September 2021 and "Working Together to Safeguard Children", 2018

There are four main elements to our Safeguarding / Child Protection Policy:

- Prevention (e.g. positive school atmosphere, teaching and support to students, safer recruitment procedures)
- Protection (by following agreed procedures)

- Support (to pupils and school staff and to children who may have been harmed or abused)
- Working with parents (to ensure appropriate communications and actions are undertaken)

Safeguarding Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for our management team. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Staff will look out for the need for Early Help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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 alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or

- is persistently absent from education, including persistent absences for part of the school week

Early help support: For more information call 0116 454 1004, send an email to early-help@leicester.gov.uk

Our school will therefore:

- Establish and maintain a culture where children feel secure and are encouraged to talk, and are listened to
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and give the children opportunities for children to develop the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help
- Ensure every effort is made to establish effective working relationships with parents and staff around the school
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central record for new staff who will work with children, including identity, enhanced DBS criminal record and barred list (and overseas where needed) and references

Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are covered

- Bullying (including Cyberbullying)
- Drugs, alcohol and substance abuse
- Online safety
- The danger of meeting up with strangers
- Road safety
- Domestic Abuse
- Sexual exploitation of children (CSE), including online
- Preventing Extremism and Radicalisation

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads is stated at the start of this policy.

DSL

- In accordance with the statutory guidance “Keeping children safe in education” September 2022, the Principal will ensure that:
- The school has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available to all newly appointed staff during induction
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are reported first to the Principal and a confidential note is made. The Principal will then as/when necessary raise the matter with the Local Authority
- All staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively. The NSPCC whistle blowing helpline number is also available (0800 028 0285)
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

Records and Monitoring

- Well-kept records are essential good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down (or typed), signed and dated and passed immediately to the person in charge. These notes will then be passed onto the child’s mainstream school
- Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect

individuals from accidental access to sensitive material by those who do not need to know.

- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Any actions taken are clearly indicated.

Support to pupils and school staff

Support to pupils - Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For some children school may be one of the few stable and secure of place in their lives. Other children may be vulnerable because, for instance, they have a disability, are in care or previously looked after, or are experiencing some form of neglect.

Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff.

Child-on-Child Abuse - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. Our policies address these concerns including the students Behaviour Policy, Anti-bullying Policy and E-safety Policy

Sexting - School will always respond if informed that children have been involved in ‘sexting’. The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges responding to incidents and safeguarding young people” will be used to guide the school’s response on a case-by-case basis.

The key points being:

- Inform the DSL as soon as possible

- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

Responding to an incident

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care, Mainsteam School and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

Children Missing (including absence from school)– our school recognises the entitlement that all children have to education and will work closely with mainstream schools to share information about students who may be missing out on full time education or who go missing from education. We also recognise that children who go missing can be a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals. If this is suspected staff will report the matter to the Schools Coordinator who will contact appropriate agency(ies).

Child sexual exploitation- is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home,

care and education at some point or are targeted by criminals involved in the illegal supply of drugs and serious violent crime.

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Principal/DSL about the support they require.

Working with parents/guardians

The school will:

- Ensure that parents/guardians have an understanding of the responsibility placed on the school and staff for child protection through the school
- Undertake appropriate discussion with parents/guardians and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Female genital mutilation

FGM is a form of abuse and as such is always illegal. This procedure may be carried out shortly after birth and during childhood as well as adolescence or just before marriage. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If staff have concerns about a child, they must report it to the Schools Coordinator who will contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims

of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. This school is conscious of and will respond to indicators of domestic abuse.

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The students are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff receives training on Prevent as part of their induction. The DSL and Deputy DSL complete certificated training. If staff suspect radicalisation, they must report it to the Principal/DSL who will contact the appropriate agency (ies)

Prevent Lead: Andrew Flint, General Manager/Principal
andrewflint@esbm.org.uk

Deputy Prevent lead: Tamu Gill, MD md@esbm.org.uk

Indicators of abuse and neglect

If staff suspect abuse or neglect they must report it to the Principal/DSL who will contact the appropriate agency (ies)

Staff will be trained to spot indicators of abuse during induction. DSL and Deputy DSL will complete safeguarding training which includes recognising the indicators. In doing this the following definitions will apply:

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additional information and support What to Do if You Are Worried a Child is Being Abused: – <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Link below for Anti-bullying

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Social services, Leicester 24-hour response - 0116 454 1004

Concern about adults/members of staff

If staff have a concern about another adult:

1. Refer issue via a dated note/concern form to the management/DSL/DDSL
2. DSL/DDSL to investigate and if appropriate confer with LADO. Agreed action to be implemented.
3. If a member of staff feels the reported allegation is not being attended to appropriately by management/DSL they must report to LADO direct

LADO Contact details published and displayed on public notice board
Tel: 0116 4542440



ESBM Safeguarding

Report Form

This form should be used for recording and notifying any allegations or concerns relating to Safeguarding.

The report must be treated as strictly confidential.

THIS FORM IS BEING COMPLETED BY:

Name:

Position:

Person raising the concern (if different from above):

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead:

PERSONAL DETAILS OF THE REPORT

| Child/Young Person's details | | |
|-------------------------------------|-----------|---------------------------------|
| Family name/Surname | Forenames | Date of Birth |
| | | |
| Gender | Religion | Any special needs/disabilities? |
| | | |
| Male/Female | | |

| | | |
|-------------------------------------------------------|------------------------------------------------|-----------------------------------------|
| | | |
| Ethnicity | Child's first language | Interpreter required? |
| | | |
| Current Address | | |
| Care Plan? | | |
| Parent/Carers details Parent/Carers Surname | Forenames | Date of Birth or Age |
| | | |
| Relationship to the child | Does this person have parental responsibility? | Any special needs/disabilities? |
| | | |
| Ethnicity | Parent/carer's first language? | Interpreter required? |
| | | |
| Current Address | | Contact details i.e. Tel Number & Email |
| | | |
| Parent/Carers details Parent/Carers Surname | Forenames | Date of Birth or Age |
| | | |
| Relationship to the child | Does this person have parental responsibility? | Any special needs/disabilities? |
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| | | |
| Ethnicity | Parent/carer's first language? | Interpreter required? |
| | | |
| Current Address | | Contact details i.e. Tel Number & Email |
| | | |

Please explain your concerns below?

What, if any, actions have you already taken in respect of this concern?

Date:

Signature: