



ENEMY OF BOREDOM

SAFEGUARDING CHILDREN /VULNERABLE ADULTS

P R O T E C T I O N P O L I C Y



Approved by

Tracey Clark



Last reviewed

September 2025



Next review

September 2026



Position



Name



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LA	DSL	LADO	MASH	PREVENT
Bracknell	<u>01344 352 005</u> (8:30am to 5pm, Mon - Fri) <u>01344 351 999</u> (5pm to 8:30am, Mon - Fri, 24 hours a day at weekends and bank holidays) <u>safeguarding.ourshools@bracknell-forest.gov.uk</u>	<u>01344 351572</u> <u>lado@bracknell-forest.gov.uk</u> <u>LADO Referral Form</u>	<u>01344 352005</u> Mon - Fri 8:30am to 5pm <u>mash@bracknell-forest.gov.uk</u>	Community Safety Team: Justin Whitlock community.safety@bracknell-forest.gov.uk. the police on <u>101</u> or <u>0800 789 321</u>
Hertfordshire	If you have a Children's Safeguarding concern for a child residing in Hertfordshire, please contact Hertfordshire Children's Social Care on <u>0300 123 4043</u> For non-urgent enquiries about children's social care, email <u>contact@hertfords-hire.gov.uk</u>	If you have concerns that a child has suffered significant harm or is at risk from an adult (staff / volunteer) your first action must be to also call Children Services on <u>0300 123 4043</u> or if urgent the Police LADO. <u>Referral@hertfords-hire.gov.uk</u>	If you have a Children's Safeguarding concern for a child residing in Hertfordshire, please contact Hertfordshire Children's Social Care on <u>0300 123 4043</u>	You can call the national police Prevent advice line <u>0800 011 3764</u>, in confidence, to share your concerns with our specially trained officers. If it's an emergency, please call <u>999</u>. If you see online material promoting terrorism or extremism, you can report it online
Hampshire	Phone <u>0300 555 1384</u> during office hours 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday. For urgent child protection enquiries, professionals can phone: <u>01329 225379</u> <u>Use this form whenever you are contacting us to report child welfare or safeguarding concerns.</u>	Contact the Local Area Designated Officer (LADO) on 01962 876364 or <u>complete the LADO Notification form</u>	Phone <u>0300 555 1384</u> during office hours 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday. Phone <u>0300 555 1373</u> at all other times to contact the Out of Hours service	If it's an emergency, please call 999. Complete an online form to <u>report suspected terrorist activity</u> Download and complete the <u>Prevent National referral form</u> if you are concerned that someone may be displaying extremist behaviour or ideology or radicalisation.



 LA	DSL	LADO	MASH	PREVENT
Surrey	In office hours call Safeguarding Hub on <u>0300 470 9100</u> Email: <u>cspa@surreycc.gov.uk</u> (available 9am to 5pm, Monday to Friday) SMS: <u>07527 182 861</u> (for the deaf or hard of hearing)	To contact the Duty LADO please call <u>0300 123 1650</u> (option 3) or Email <u>LADO@surreycc.gov.uk</u> Surrey LADO Referral form	Contact the Multi Agency Safeguarding Hub (MASH): Phone: <u>0300 470 9100</u> (available 9am to 5pm, Monday to Friday) Email: <u>mash@surreycc.gcsx.gov.uk</u>	Call the national police Prevent advice line <u>0800 011 3764</u>, in confidence, to share your concerns with our specially trained officers. If it's an emergency, please call <u>999</u>.
Wokingham	To report concerns about a child: Phone us: <u>0118 908 8002</u> Email us: <u>triage@wokingham.gov.uk</u> For safeguarding emergencies after 5 pm, or on weekends and bank holidays that can't wait until the next working day: <u>01344 351 999</u>	Report your concerns to the Local Authority Designated Officer: Email <u>LADO@wokingham.gov.uk</u> - and you will be called as soon as possible	Contact MASH: <u>0118 908 8002</u> or email: <u>triage@wokingham.gov.uk</u>	Call the team on <u>0118 974 6371</u> Non emergency the police on <u>101</u> Emergency call <u>999</u>
Slough	For concerns about safeguarding or access to early help provision for children and young people please contact: <u>01753 875362</u> Berkshire Emergency Duty Team, out-of-hours number will be <u>01344 351999</u> and the daytime administration number will be <u>01344 355050</u>	The LADO can be contacted using the following details: Email: <u>LADO@sloughchildrenfirst.co.uk</u> Phone: <u>07927 681858 / 01753 690906</u>	If the child or young person requires immediate protection please call <u>01753 875362</u> and send the electronic <u>Multi-Agency Referral Form (MARE)</u> to <u>sloughchildrenreferrals@sloughchildrenfirst.co.uk</u> The operating hours (for this team only) are 9am to 5pm.	For emergencies outside of Monday to Friday, 9am-5pm, call the Emergency Duty Team on <u>01344 351999</u> email: <u>EDT@bracknell-forest.gov.uk</u> or dial <u>999</u>.



Introduction

This policy states that Enemy of Boredom discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the setting.

The purpose and scope of our Safeguarding and Child Protection policy is to protect our students from harm and provide our students, staff, parents/carers, and wider setting community with the overarching principles, procedures and good practice within our approach to safeguarding and child protection.

THE LEGAL FRAMEWORK

This policy:

1. Has been written on the basis of legislation, policy and guidance that seeks to protect children in England
2. Reflects the revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2024
3. Should be read alongside the statutory guidance '(1)Working Together to Safeguard Children' (2023) and the DfE Statutory Guidance '(2)Keeping Children Safe in Education'
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
4. Is written in recognition that the local Child Protection procedures are followed in line with the Safeguarding Board expectations
5. Ensures that the setting will take into consideration the Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty when making individual decisions about pupils.
6. EOB ensures that all staff have read and understood Part One (or Annex A if appropriate), and those staff members that work directly with our students should also read Annex B in the 'Keeping Children Safe in Education' guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

We believe that all staff in our setting play an important role in identifying concerns early, providing help and support for our students, promoting their welfare and preventing concerns from escalating. We all have a responsibility to support pupils holistically and provide a safe environment in which they can learn.

SUMMARY OF KEY INFORMATION

We define safeguarding as: Protecting children from maltreatment, ensuring they can develop mentally, physically and socially in a safe environment, further enabling them to have the best outcomes. Staff will act immediately and appropriately if they have any concerns about a child.

Please see [Appendix A](#) for types of abuse. This list is not exhaustive.

We will endeavour to ensure all staff are familiar with these, and have processes in place to identify, monitor and report. The setting will incorporate signs of abuse, neglect and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all staff. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children or young people who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. If staff are unsure, they should always speak to the Designated Safeguarding Lead (DSL) (or Deputy Designated Safeguarding Lead) (DDSL).

All staff to be aware that child sexual and child criminal exploitation are forms of child abuse. If staff have any concerns about a child's welfare, they should act on them immediately, following our safeguarding and child protection policy and speak to the DSL (or DDSL). Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority Children's Social Care (and if appropriate the police) is made immediately.

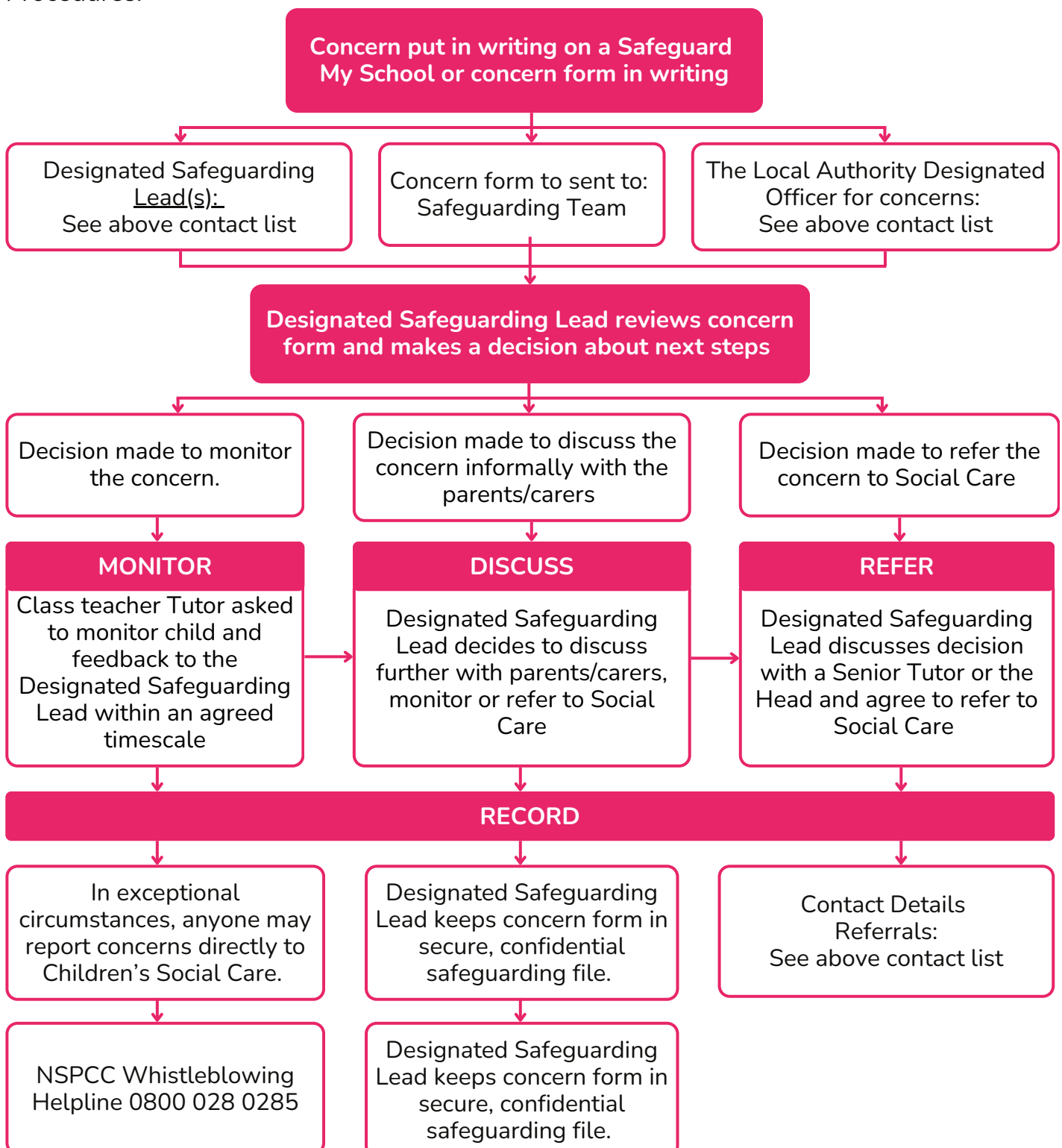
We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children and young people. The setting will therefore:

1. Establish and maintain an environment where children and young people feel safe in both the real and the online world and are encouraged to talk and are listened to. This alongside facilitating regular communication is important as children may not feel ready or know how to tell someone of their concerns and worries
2. Ensure children and young people know that there are adults in the setting whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
3. Include in the curriculum activities and opportunities which equip children with the skills and attitudes they need to stay safe from abuse and skills for their adult life both in the real world and the online world and information about who to turn to for help
4. Recognise that personal mobile phones have the potential to be used inappropriately and therefore the setting has developed a mobile phone procedure within our behaviour policy (separate document, reviewed annually) to outline the required protocol for all staff, students, volunteers and parents/carers

5. Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Child-on-Child Abuse, Serious Violence, Extremism and Radicalisation and Online harm. We will support children and young people at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

PROCEDURES

Key contact information will be regularly communicated to our students, staff and parents/carers. We will follow the procedures set out in the local Child Protection Procedures.



THE ROLE OF A DSL IS TO

1. Make sure all staff are aware of how to raise safeguarding concerns
2. Ensure all staff understand the symptoms of child abuse and neglect
3. Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
4. Attend multi-agency meetings as required
5. Monitor pupils who are the subject of child protection and child-in-need plans

The setting will:

1. Ensure the Designated Safeguarding Lead has lead responsibility for safeguarding and child protection in the setting. These responsibilities as set out above are reflected in their job description
2. Ensure there is a Deputy Designated Lead who can fulfil the role of the Designated Lead in their absence. These responsibilities are reflected in their job description
3. Ensure both the lead and deputy have undertaken, as a minimum, the 'Targeted Designated Safeguarding Lead Training' run by representatives of the local authority or other approved provider
4. Ensure that this training is updated every two years in accordance with guidance.
5. Ensure the continued professional development of the Designated and Deputy Lead through annual (as a minimum) training (including network meetings and briefings)
6. Recognise the importance of the role of the designated person/s and ensure they have the time, training, and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
7. Ensure every member of staff, paid and unpaid knows who the designated members of staff are and the procedures for passing on concerns from the point of induction
8. Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available.

Ensure every member of staff knows:

- The name of the designated person/s and their role
- How to identify the signs of abuse and neglect
- How to pass on and record concerns about a student
- That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the designated person/s



- That they have a responsibility to provide a safe environment in which children and young people can learn
 - Where to find the local child protection procedures
 - Ensure that every member of staff has read and understood Part One (or Annex A if appropriate) of the 'Keeping Children Safe in Education' guidance and the school code of conduct. Staff that work directly with children should also read Annex B in the 'Keeping Children Safe in Education' guidance
- 9.** Provide Child Protection training for all staff from the point of their induction which is updated regularly throughout the year, with annual updates and full refresher training every three years as a minimum. This schedule will ensure all staff are confident about:
- The setting's legislative responsibility
 - Their personal responsibility
 - The setting's policies and procedures
 - The need to be alert to the signs and indicators of possible abuse, including child sexual and criminal exploitation, child-on-child abuse, female genital mutilation, extremism and radicalisation, grooming, county lines and online harm
 - The need to record concerns
 - How to support and respond to a child who discloses abuse
- 10.** Provide ongoing continuous professional development around safeguarding and child protection matters with regular opportunities for update briefings and discussion (at least annually)
- 11.** Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such concerns are addressed
- 12.** Ensure that parents/carers are informed of the responsibility placed on the setting and staff in relation to child protection

CONFIDENTIALITY AND INFORMATION SHARING

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. The Data Protection Act does not prevent setting staff from sharing information with relevant agencies, where that information may help to protect a child. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents/carers to see child protection requests, they will refer the request to the DSL. The Data Protection Act 2018 incorporates the General Data Protection Regulations 2018 requirements into English law.



The setting will:

1. Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required* * Information sharing: Guidance for practitioners and managers is available from the Department of Education. www.education.gov.uk
2. Ensure that the DSL will only disclose any information about a student to other members of staff on a 'need to know' basis, including Domestic Abuse notifications
3. Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children and young people
4. Ensure staff are clear with children and young people that they cannot promise to keep secrets

COMMUNICATION WITH PARENTS/CARERS

The setting will:

1. Ensure that parents/carers are informed of the responsibility placed on the setting and staff in relation to child protection by setting out its duties on the setting information/website
2. Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the setting believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care

SUPPORTING VULNERABLE CHILDREN AND SAFEGUARDING ISSUES

In line with the significance of the Equality Act 2010 and the Public Sector Equality Duty (PSED), we recognise that students with protected characteristics may be more at risk of harm and we must take positive action in supporting these students. We recognise that witnessing or being a victim of abuse may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. This setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at EOB their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention. We recognise the importance of supporting LGBTQ+ students. We will ensure that students have a safe space to speak out or share their concerns with trusted members of staff. The setting's behaviour policy will support vulnerable students in the setting. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student's sense of self-worth.

The setting will ensure that the student knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred. We will have liaison with agencies which support the student such as the Behaviour Support Team, Children's Social Care, Child and Adolescent Mental Health Services or other agencies as deemed appropriate. We have a commitment to develop productive and supportive relationships with parents/carers and referral partners. We recognise that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers. We ensure when a child who is subject to a child protection or child in need plan leaves, information is transferred to the referral partner immediately. When a child is missing from education, the setting will liaise with the referral partner.

CONTEXTUAL SAFEGUARDING

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside the setting. All staff, in particular the DSL, are asked to consider the context within which such incidents and/or behaviours occur. This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

PRIVATE FOSTERING

Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer. A private fostering arrangement occurs when:

1. a child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
2. the person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer

EOB staff are aware to be vigilant for any potential private fostering arrangements. If a staff member becomes aware of a private fostering arrangement, they will refer this to the DSL who will ensure Children's Social Care are aware.

SUBSTANCE MISUSE AND CHILD PROTECTION

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the setting will consider such action in the following situations:

1. *When there is evidence or reasonable cause:*
2. to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
3. to believe the student's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
4. where the misuse is suspected of being linked to parent/carer substance misuse

CHILDREN OF SUBSTANCE MISUSING PARENTS/CARERS

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence. When the setting receives information about drug and alcohol abuse by a child's parents/carers or referral partner they will follow appropriate procedures. This is particularly important if the following factors are present:

1. Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
2. Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
3. The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
4. Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
5. Disturbed moods as a result of withdrawal symptoms or dependency
6. Unsafe storage of drugs and/or alcohol or injecting equipment
7. Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

DOMESTIC ABUSE

Domestic Abuse can be psychological, physical, sexual, financial, or emotional. It can be a single incident or series of incidents. It can impact children/vulnerable adults through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.



Where there is Domestic Abuse in a family, the children/vulnerable adults will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Referral Partners are notified by the Local Authority Safeguarding of domestic incidents where the police have been called and that involve children and young people on their school roll. Notifications are also received from Thames Valley Police through Operation Encompass. It is expected that this is disclosed to us. The setting will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately

CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the victim needs or wants, and/or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' (Definition as used in Statutory guidance). Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions. The setting will monitor absences carefully and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation.

COUNTY LINES AND CRIMINAL EXPLOITATION

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, change in friendships and unexplained gifts. Procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions. When children present with risk indicators that could be associated to criminal exploitation the setting will make the referral partner aware and may refer to Children's Social Care. We may also consult with the Children's Specialist Support Exploitation Team.

SERIOUS VIOLENCE

Staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime, such as increased absence from school, a change in friendships, a significant decline in performance, unexplained injuries or gifts. If staff become concerned that a student is involved in serious violence, staff will take immediate action and follow our safeguarding and child protection policy.

EXTREMISM AND RADICALISATION

In the government guidance for Prevent Duty Guidance (March 2024) radicalisation is defined as 'Radicalisation is the process of a person legitimising support for, or use of, terrorist violence'. There is no place for extremist views of any kind in our setting, whether from internal sources – students or staff, or external sources – school community, external agencies or individuals. We strive to ensure our students see the setting as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a setting we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students therefore, we offer a broad and balanced curriculum, delivered by skilled professionals. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities setting staff will be alert to:

1. Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
2. Graffiti symbols, writing or artwork promoting extremist messages or images
3. Pupils accessing extremist material online, including through social networking sites
4. Parental reports of changes in behaviour, friendship or actions and requests for assistance | Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
5. Pupils voicing opinions drawn from extremist ideologies and narratives
6. Use of extremist or 'hate' terms to exclude others or incite violence
7. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture



8. Attempts to impose extremist views or practices on others
9. Anti-Western or Anti-British views

Our setting fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. EOB will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

'HONOUR'-BASED ABUSE

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as appropriately. Staff know to pass on any 'Honour-Based Abuse' concerns to the DSL and all staff know there is a different approach for FGM

FEMALE GENITAL MUTILATION (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. At EOB staff have a statutory duty to report concerns to the police if FGM is suspected or disclosed. We will also notify Children's Social Care. Referrals should be made imminently, and teachers should also refer to and seek support from their DSL (or DDSL). Parents/carers will not be informed prior to referrals being made. The case will still be referred to Social Care even if it is against the student's wishes.

FORCED MARRIAGE

A forced marriage is when someone is made to marry another person who they don't want to. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people but forced marriages are an abuse of human rights. Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

CONSENSUAL AND NON-CONSENSUAL SHARING OF INDECENT IMAGES AND/OR VIDEOS*

*(also known as sexting, nudes or youth produced sexual imagery)

'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message. 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress. 'Sexting' is illegal. By sending an inappropriate image, a young person is producing and distributing indecent images of a child and risks being prosecuted, even if the picture is taken and shared with their permission. EOB has due regard for the Government Guidance: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020). The setting will ensure that the risks associated with this issue are discussed with students on a regular basis as part of the curriculum around e-safety. Where the setting becomes aware of 'Sexting' that has occurred and involves a student or students from the setting, parents and the referral partner will be notified and Social Care contacted where appropriate

ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Through an effective whole setting approach to online safety, we protect and educate students and staff in their use of technology and have established mechanisms to identify, intervene in, and escalate any concerns where appropriate. The Senior Leads will regularly review the effectiveness of the setting IT filters and monitoring systems, ensuring staff understand and manage the systems effectively and escalate concerns appropriately. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- 1. Content:** Being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- 2. Contact:** Being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
- 3. Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- 4. Commerce:** Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any students or staff are identified at risk, this will be reported to the AntiPhishing Working Group

The setting will communicate with parents/carers about what we have in place to safeguard online whilst at the setting. We will also reinforce the importance of children being safe online away from EOB. Further information is contained within the Online Safety Policy.

CHILD-ON-CHILD ABUSE

All staff at EOB are aware that children can abuse their peers including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and seminude images and/or videos, upskirting, initiation/hazing type violence and rituals. The setting has due regard for the DfE document: Sexual violence and sexual harassment between children in schools and colleges which has now been merged in to Keeping Children Safe in Education (September 2023) and the term child-on-child is now used. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. EOB is clear that sexual abuse, violence and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up. The law is in place to protect our children/vulnerable adults rather than to criminalise them. Where the setting becomes aware of any instances of sexual abuse, violence and/or harassment (inside/outside of the setting) this will be dealt with appropriately including a risk assessment and as appropriate informing: Referral Partner, Social Care, Police and Parents/Carers.

FABRICATED AND INDUCED ILLNESS

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

1. Fabrication of signs and symptoms, including fabrication of past medical history
2. Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
3. Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided
4. Induction of illness by a variety of means

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. In cases of suspected Fabricated and Induced Illness EOB will work closely with other agencies to ensure information is shared appropriately and in a timely manner. Where a child has suffered, or is likely to suffer, significant harm, the setting will make a referral to Children's Social Care.

MENTAL HEALTH

Staff are aware that mental health problems can, in some cases, 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 a mental health problem. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, staff will take immediate action and follow our safeguarding and child protection policy.

FABRICATED AND INDUCED ILLNESS

EOB recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Our Safeguarding Lead (and/or Deputy) work closely with our tutors and Governance Lead to safeguard children with Special Educational Needs. At EOB we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. In managing children with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a child's SEN or Disability (SEND). We also recognise that there is a greater risk of peer group isolation and disproportionate impact of bullying among children with SEND, in particular for those children with reduced communication. As a setting we strive to ensure any such issues are dealt with at the earliest opportunity and that these matters are dealt with proactively. Where necessary in order to support children with communication difficulties, the setting will provide additional training to staff on different communication strategies. We promote high standards of practice, including ensuring that disabled children know how to raise concerns and have access to a range of adults with whom they can communicate.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The setting will operate safer recruitment practices including ensuring appropriate DBS and reference checks for all staff and volunteers are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2024) and the Local Authority's Safer Recruitment Toolkit. The setting will consider digital screening of all potential new staff in accordance with Safer Recruitment. At EOB, the members of that staff have undertaken Safer Recruitment training are: i) Steve Godwin.

Any allegation of abuse made against a member of staff will be reported straight away to the Director. In cases where the Director is the subject of an allegation, it will be reported to the Headteacher who will advise the Advisor, if appropriate.



The setting will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member. The Director or Governance Lead will liaise with the LADO ensuring that all allegations are reported to the LADO within one working day. The Director or Headteacher will not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary. The setting will ensure that any disciplinary proceedings against staff relating to safeguarding and child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The setting will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Code of Conduct.

As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and online world) with all children, especially those with a disability or who are vulnerable. The setting will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The setting will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. The setting will put in place appropriate whis

Appendix A

Abuse and Neglect

(extracted from Keeping Children Safe in Education (2024))

Abuse is 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.



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 violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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 caregivers); or 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.

Appendix B

Specific Safeguarding Issues

(this is not an exhaustive list, please refer to Keeping Children Safe in Education)

ISSUES:

- | | |
|---|---|
|  Bullying including cyber bullying |  Gang Activity |
|  Child abduction and community safety incidents |  Gender based violence/violence against women and girls (VAWG) |
|  Child Sexual Exploitation (CSE) |  Hate crime |
|  Child Criminal Exploitation (CCE) |  Mental health |
|  Children and the court system |  Homelessness |
|  Children missing from Education |  Health and well-being |
|  Children of substance misusing parents/carers |  So called 'Honour-based' abuse |
|  County lines |  Child-on-Child abuse |
|  Domestic abuse |  Sexual violence and sexual harassment between children in schools |
|  Substance abuse |  Private fostering |
|  Fabricated or induced illness |  Preventing radicalisation (The Prevent Duty) |
|  Children with family members in prison |  Online abuse including indecent images/nude/semi-nude images/videos |
|  Faith abuse |  Teenage relationship abuse |
|  Female Genital Mutilation (FGM) |  Trafficking |
|  Forced Marriage Gangs and Youth Violence |  Missing children and vulnerable adults |
|  Child sexual abuse within the family |  Poor parenting, particularly in relation to babies and young children |
|  Serious violence |  Cyber crime |