Dulwich College
Shanghai Puxi

Student Safeguarding Policy

This policy is written by the Education in Motion (EiM) Chief Education Officer, the EiM Safeguarding Consultant and the Designated Safeguarding Leads and is subject to annual review and final approval by the EiM Group Executive Board. The EiM Chief Education Officer will ensure compliance with this policy across the EiM Group of Colleges and Schools.

- Individual College/Schools must seek approval from the EiM Safeguarding Lead to amend this policy to reflect local context and regulations

- The policy and appendices along with other materials and resources are available to staff on the online platform ConnectED

- Each College/School will add local server hyperlinks for staff to access the related policies listed below

- The safeguarding policy is published on the College website

- The policy is reviewed in detail every 2 years and updated annually in response to changes in best practice and to local and global circumstances

Updated: May 2022

1. INTRODUCTION

Education in Motion (EiM)'s family of schools include Dulwich College International, Dulwich International High School, Dehong, Green School International, Hochalpines Institute Ftan

Each EiM school is driven by the same core values, one of which is safeguarding our students. We define safeguarding as *the way in which we provide a safe environment so that all our students can fully develop and learn*. This policy applies to all adults visiting or working with students in our colleges and schools, including staff, volunteers, interns, gap students, contractors, consultants, board members, guests and visitors.

1.1 Our commitment

Education in Motion takes every step to ensure that students in our care are protected from all forms of abuse and neglect.

"At Education in Motion we believe that safeguarding is everyone's responsibility. Everyone in our colleges and schools who comes into contact with our students and their families has a significant role to play. To do this effectively, all our staff and volunteers must always make sure that they consider what is in the best interests of the child. Students come first."

Fraser White, Founder, Chairman & CEO, Education in Motion

1.2 Our guiding principles:

- We listen to our students and put them first
- We ensure that safeguarding is central to all we do
- We recruit safely
- We ensure that safeguarding is a standing item on all meeting agendas
- We train every adult working or volunteering in our colleges/schools/HQs
- We support the needs of individual students and recognise that some students are more vulnerable than others

1.3 Our core competencies

Through professional learning and dialogue, we ensure that staff and volunteers meet the following competencies:
1. Placing the student at the centre of all that we do
2. Understanding possible signs and indicators of abuse and neglect
3. Knowing how to respond to and communicate with students
4. Always responding to safeguarding needs

5. Understanding what might make some students more vulnerable
6. Understanding your College/School/HQ Safeguarding policy, related policies and Code of Conduct
7. Knowing how to share key information safely and who to share it with

1.4 Our context

"We have a shared approach and standards to the way we keep students safe across our Colleges and Schools. However, we respect that each school must consider their cultural context and any local or national regulations."

Lesley Meyer Chief Education Officer, Education in Motion

In all our colleges and schools our student-centred approach is modelled on the United Convention on the Rights of the Child. All our students have a right to be safe and we draw upon best practice internationally and apply the safeguarding standards of the Council of International Schools (CIS).

2. WHAT IS CHILD ABUSE?
Child abuse:
- *is when a student is intentionally harmed by an adult in an isolated incident or over a period*
- *can be physical, sexual or emotional and can happen in person or online*
- *can be a lack of love, care and attention – this is neglect*

Peer on peer abuse:

Peer-on-peer abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between students, and within student's relationships (both intimate and non-intimate), friendships, and wider peer associations. (Appendix M)

Protecting vulnerable students
All students, regardless of age, disability, gender reassignment, race, religion or belief, gender, or sexual orientation have an equal right to be protected from all types of harm or abuse. Extra safeguards may be needed to keep students who are additionally vulnerable safe from abuse. Examples could be students who are minoritised from ethnic communities; those with special educational needs and disabilities (SEND) or are lesbian, gay, bisexual or transgender (LGBQT). Some students will be additionally vulnerable because of the impact of previous experiences, their level of dependency, communication need or other issues. Vulnerable students may have experienced adverse childhood experiences where the capability of the family or wider community has not always met their needs, or indeed has caused harm. Such experiences might include the

presence of adults in the home with mental health problems, alcohol and drug dependence or domestic abuse; absence of supportive relationships; the wider community and social conditions.

2.1 Categories of abuse.
We consider abuse under the following broad headings:
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect (including affluent neglect)

Indicators of Abuse and Neglect (Appendix A) gives more information on categories of child abuse and guidance on how to identify them.

This can include, but is not limited to:
- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes
- Online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- The intention of viewing or sharing images of parts of the body such as breasts, genitals, or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery) and upskirting (taking a picture under a person's clothing without them knowing)
- Initiation/hazing type violence and rituals

2.2 Speak Out Stay Safe

We encourage students to report when they have been abused, neglected or made to feel uncomfortable by adults or peers in school or outside. We are committed to responding to any reports from students about their own wellbeing or that of peers.
The College ensures that regular learning opportunities are delivered to students to recognise, resist and report abuse/neglect by adults or peers. This will be delivered at the beginning of each academic year as part of the *Speak Out Stay Safe* learning framework but also revisited regularly throughout the year.

3. HOW DO WE KEEP OUR COMMUNITY SAFE?

3.1 Key safeguarding roles and responsibilities

Safeguarding is the responsibility of all staff. Key safeguarding roles and responsibilities are listed below. Photos and contact details are displayed on posters in our College and can also be found by staff on ConnectEd. Important telephone numbers are listed on the back of staff lanyards. Visitor lanyards direct them to the school office/reception in case of any concern, who will direct them to the appropriate person.

Role	Person
EiM Chief Education Officer/Group Safeguarding Lead	Lesley Meyer Lesley.Meyer@eimglobal.com
Group Director of Education/Deputy Group Safeguarding Lead	David Fitzgerald David.Fitzgerald@eimglobal.com
EiM Safeguarding Consultant	Kate Beith Kate.Beith@eimglobal.com
External Auditor	Tim Gerrish Tim@icpa.co.uk
Head of College	David Ingram David.Ingram@dulwich.org
Designated Safeguarding Lead	Christine Haslett Christine.Haslett@dulwich.org
Deputy Designated Safeguarding Lead	David Chivers David.chivers@dulwich.org
Child Protection Officer (SS)	Kelly King Kelly.King@dulwich.org
Child Protection Officer (PS)	Natasha Dennis Natasha.Dennis@dulwich.org
Local Staff Focal Point	Ginny He Ginny.He@dulwich.org
Safeguarding Lead Trainer	Tony Pickhaver Tony.Pickhaver@dulwich.org
E-Safety Lead	Amelia Rubin Amelia.Rubin@dulwich.org

Descriptions of the above roles are provided in *Key safeguarding roles and responsibilities (Appendix B)*. These descriptions are added to individual HR files. Below are brief summaries.

EiM Chief Education Officer/Group Safeguarding Lead:
- Accountable for all aspects of group-wide safeguarding
- Ensures the Chairman is kept fully informed
- Provides updates to Group Executive Board (GEB)
- Manages serious cases
- Provides guidance and support to Colleges and Schools
- Leads the EiM Safeguarding Council

Group Director of Education/Deputy Group Safeguarding Lead
- Deputises for the EiM Chief Education Officer/Group Safeguarding Lead
- Keeps the CEdO fully informed
- Liaises with the EiM Safeguarding Consultant in the absence of the CEdO

EiM Safeguarding Consultant
- Supports the CEdO, Colleges and Schools in all aspects of safeguarding
- Develops policy, procedures and associated professional learning
- Supports and reviews serious cases
- Provides individual and group supervision to DSLs and CPOs
- Member of the EiM Safeguarding Council

External Auditor
- Conducts two yearly audits in Colleges and Schools
- Reviews the action plans as part of the audit cycle
- Member of the EiM Safeguarding Council

Head of College/Director:
- Accountable for all aspects of safeguarding in the College
- Oversees the safeguarding action plan based on audits and compliance reviews
- Ensures that the safeguarding policy is adapted to local context and followed by all
- Responds to concerns about the actions of staff or volunteers

Designated Safeguarding Lead (DSL):
- Maintains an overview of all aspects of safeguarding in the College/School
- Leads the College/School Safeguarding Working Group
- Coordinates and supports the two-year audit cycle and safeguarding action plan
- Accountable for the College Mapping Tool

Deputy Designated Safeguarding Lead (DDSL)
- Supports all the above and takes responsibility in the absence of the DSL.

Child Protection Officer (CPO)
- Manages College child protection cases, including recording, reporting, and reviewing concerns about students
- Takes the lead on individual cases in accordance with EiM procedures

Deputy Child Protection Officer (Dep CPO):
- Is aware of all cases
- Takes on all the CPO responsibilities on the absence of the CPO

Safeguarding Lead Trainer:
- Leads safeguarding training
- Liaises with other safeguarding trainers across EiM
- Trains other staff to become safeguarding trainers

Safeguarding Trainers:
- Provides College/School-based safeguard learning as required
- Attends meetings led by the College Lead Trainer.

3.2 Safeguarding Working Group

The Safeguarding Working Group is composed of the following:
- The Designated Safeguarding Lead (DSL) - chairs the meetings and reports directly to the Head of College
- Child Protection Officer(s)
- Lead Trainer(s)
- The E-Safety Lead
- Other representative staff selected by the DSL and the Head of College

The Safeguarding Working Group meets at least three times a year to:
- Monitor safeguarding practices across the College
- Develop an action plan covering practices and development relating to most recent audits or compliance reviews
- Oversee professional learning with regards to safeguarding
- Review every year the Safeguarding Policy and recommend updates

3.3 Disclosure, reporting and recording child protection concerns

Child protection concerns are where a student is:
- At significant or immediate risk of harm
- Is vulnerable, but not at significant or immediate risk of harm

The College will ensure that all members of staff are familiar with the procedures for reporting and recording a confidential record of any incidents/concerns. There is a culture of safe reporting for all members of our community, including for concerns about peer-on-peer abuse, either online or in person.

Members of staff and volunteers must not investigate; staff or volunteers who believe that a student may be at risk must immediately refer concerns to the CPO.

When managing concerns, we consider:
- The needs of each student to include those with *mental health needs and special educational needs and disabilities (SEND)
- The role and responsibilities of those involved
- Family and environmental factors
- The impact of all decisions on the student concerned

All adults working in, volunteering, or visiting our College must report concerns immediately. They must maintain confidentiality and follow the reporting procedure (*Appendix H*).

CPOMS (a digital platform) is used for reporting, recording, and monitoring child protection concerns. Incidents and concerns are added directly to CPOMS by staff with access to the platform or recorded on a Record of Concern form (RoC *Appendix C*) for those without. The CPO will scan and upload Records of Concern to CPOMS on their behalf.

Reports of child protection concerns should be in the student's best interests, rooted in child development and informed by evidence. Staff must feel confident that they will be supported if they report concerns about a student.

On receipt of a specific child protection concern, the CPO will ensure that the Head of College and the DSL are alerted.

In all serious child protection incidents, Lesley Meyer, the EiM Chief Education Officer must be informed or in her absence David Fitzgerald. Kate Beith, the EiM Safeguarding Consultant will be contacted.

For less urgent concerns, the CPO will consult with the DSL to ensure that the appropriate strategy is agreed and implemented. This may involve seeking further advice from Lesley Meyer, the EiM Chief Education Officer or in her absence David Fitzgerald (Deputy Group Safeguarding Lead) who will then consult Kate Beith, the EiM Safeguarding Consultant Kate.Beith@eimglobal.com.

It is the responsibility of the EiM CEdO to ensure that the CEO is kept informed on a regular basis and always involved in serious matters.

3.4 Managing concerns about a student

It is the responsibility of the CPO to manage the process. All relevant information relating to actions and communications will be recorded on CPOMS.

The Head of College may instruct the CPO to form a response team to assess a reported child protection concern. The participants chosen will depend upon the nature of the situation. The team will take a holistic approach, addressing the student's needs within their family, the College, the wider community and the local or international context.

Involvement of College Social/Emotional Counsellors to support students and/or families must be considered but is not automatic. In many cases counselling will be considered appropriate. CPOs must meet frequently with counsellors to facilitate support when needed. In cases where there is significant engagement with College Counsellors, the CPO ensures that any relevant counselling files are added to CPOMS.
The College must follow local laws and regulations concerning the reporting of suspected instances of domestic abuse and any other circumstance under which the physical and mental health of a minor is seriously harmed or the minor is facing the risk of unlawful infringement (minor's personal rights, property rights or other rights being infringed). Should a circumstance arise, that may lead to a reporting obligation, guidance should be immediately sought from the EiM Chief Education Officer who may consult with a member of the EiM legal department.

All adults working in, volunteering, or visiting EiM colleges/schools will fully cooperate with law enforcement agencies in accordance with local laws and regulations.

Decisions made by the response team should be agreed with the student and family where possible.

3.5 Confidentiality

The College will ensure that all data relating to all students is confidentially managed on CPOMS in accordance with the requirements of EiM and national or local laws or regulations.
Those reporting concerns will adhere to the lines of communication, ensuring confidentiality. The CPO will support the process and staff will be given detailed information about lines of communication when joining EiM and at the beginning of every academic year.

Any member of staff who has access to confidential information about a student and/or the student's family must take all reasonable steps to maintain confidentiality. The Head of College and

CPO will agree the appropriate next steps regarding this information. Regardless of confidentiality, any member of staff who has reason to believe that a student is at immediate or significant risk of harm, must pass on information to the CPO.

Unless otherwise expressly required by local laws or regulations, volunteers and visitors are not authorised to take action; their roles are strictly limited to reporting if they are concerned or have witnessed any concerning behaviour while in the College.

CPOMS allows for staff members in positions of responsibility for child protection and/or safeguarding to be blocked from viewing their own child(ren's) records. This is recommended to maintain confidentiality. If this situation arises, a senior member of staff will be identified to ensure continuity of care.

3.6 Transferring child protection files

When a student with an active child protection file moves to another school, there is a moral duty to inform the school about any issue about which they should be aware.

The College must check the legal requirements of the country in which they are operating. The first duty is to protect the student; if in doubt it is better to telephone the future school and raise a concern. Further guidance can be sought from the EiM Education Officer, Lesley Meyer.

There is a duty to talk to the Head of the new school about any significant issue. It is not appropriate to leave information with another member of staff, including admissions.

If the Head of College makes a phone call. A note of the conversation should be kept on CPOMS, to include:
- The date and time of the call
- The position of the person receiving the call
- Who the call was made to
- The nature of the communication

Before transferring any child protection information legal requirements must be checked.

3.7 Access to files

It is generally good practice to share information with parents. If a parent makes a request to access the file on their child's behalf, it should be done in writing in accordance with the College policy, including the Data Protection Policy.

Subject to applicable laws, there may be circumstances under which parents may be refused access to the child protection files.
The College may decide to withhold information in the following circumstances:
- It could cause serious harm or is likely to cause serious harm to the physical or mental health of the student or another person
- It could reveal that the student has been subject to, or at risk of, child abuse, and the disclosure is not in the best interests of the student
- II is likely to prejudice an ongoing criminal investigation

When sharing information, the College must consider the right to confidentiality of other students or adults named or involved

The school must always take advice from the EiM Safeguarding Lead, Lesley Meyer, about sharing information with parents if they have concerns about doing so.
All file documentation relating to concerns about a student or adult will be kept indefinitely in a secure file on CPOMS in case it is required as future evidence.
The Head of College will regularly monitor current child protection cases on CPOMS with the CPO.

3.8 Early help and local resource mapping

The College will ensure that any internal, cross-college, local, national, or international sources of support are identified though the local resource mapping tool. Contacts may be used to support students and their families when early signs of any challenges to a student's safety or wellbeing are evident. Resource mapping is a dynamic process that helps to identify local sources of support. The resource mapping tool is regularly checked and updated by the DSL as circumstances change.

3.9 Risk assessments

Rigorous risk assessments are undertaken to ensure safety for students when they participate in educational visits or other significant events. Details of the process for trip planning are to be found in the College Educational Visits (trips) policy.

3.10 Reflection, reviewing and evaluating for impact

During the academic year, the College Safeguarding Team will meet with the EiM Chief Education Officer and EiM Safeguarding Consultant, using the EiM Safeguarding Compliance Review protocol. Any action arising from this will be incorporated into the ongoing Safeguarding Action Plan.

The College will be alternately internally and externally audited on a two-year cycle. The internal audit uses the EiM Internal Audit Protocol *(Appendix K)* and is carried out by the Head of College and the DSL. The findings of the audit will be discussed in an online meeting with the EiM Audit Consultant. The external audit is conducted using an agreed protocol by an external consultant. The action plan resulting from the audit will be agreed and signed by the following:

- The College trained auditors

- The Head of College

- Designated Safeguarding Lead

- The EiM Chief Education Officer

The Head of College will ensure that the Safeguarding Working Party, chaired by the DSL, will meet at least three times a year to review the action plan. The DSL will also discuss the plan with the Head of College at their regular safeguarding meetings, and the Head of College will report progress at each meeting of the Board of Management. The EiM Chief Education Officer and the EiM Safeguarding Consultant will meet with each College/school safeguarding working group annually to review compliance *(Appendix J)*.

4. PROFESSIONAL AND PERSONAL CONDUCT OF STAFF, VOLUNTEERS AND VISITORS

4.1 Safer recruitment

To ensure that students are protected while at the College, all staff will be carefully selected, screened, trained and supervised. More details of procedures followed can be found in the **EiM Safer Recruitment Policy.**

4.2 Professional learning for safeguarding and child protection

The College has a Safeguarding Training Team consisting of:

- At least two lead safeguarding trainers (one fluent in English, and one fluent in the local language).
- An appropriate number of Safeguarding Trainers.

All training supports staff in ensuring that they meet the required EiM Safeguarding Competencies. All training materials will be kept in a designated central location. The Professional Learning Director will support the safeguarding training programme.

There is a commitment to delivering face to face training, supplemented by online learning where appropriate. Training is evaluated every year.

For contractors, volunteers, Governors, Trustees, and others, safeguarding training will be organised as required and delivered by safeguarding trainers. Training requirements for every staff member can be found in the *EiM Competency and Training Framework (Appendix E)*.

4.3 Staff Code of conduct

The College has a duty to ensure that appropriate behaviour and professional boundaries apply to all relationships between adults and students. Induction training will be provided to staff and will be based upon the Code of Conduct. Once completed, all staff will sign the *EiM Safeguarding Code of Conduct (Appendix D)*. This will be re-signed annually by all staff.

4.4 Volunteers, visitors and contractors

A volunteer is someone with specific skills who spends regular time in the College. Examples of volunteer roles include:
- Class helpers or readers
- Trip support
- Mentors
- Friends of Dulwich (FoD) members
- Gap students or interns

It is recognised that some people who may be unsuitable for working with children, may use volunteering as an opportunity to gain access to students. The Head of College will ensure that a risk assessment is undertaken on regular volunteers (including gap students and interns) and will determine whether to proceed with criminal record and identity checks. All regular volunteers will receive the relevant level of safeguarding training and sign the Safeguarding Code of Conduct. This will be recorded on the single central record (SCR).

Parents or other volunteers who help on an occasional basis must work under the direct supervision of a member of staff and may not have any unsupervised contact with students. They must sign the *Volunteer Safeguarding Statement (Appendix F)*.

A visitor is someone who spends a short amount of time, through appointment at the College, with a specific short-term remit. The College maintains a Safeguarding Guide for all visitors. All visitors who come on campus will be asked to read the Safeguarding statement before being issued a visitor's pass (*Appendix G*).

The College will ensure that all service providers and contractors they work with (with a specific remit, confirmed by contract, and for the purposes of self-employment) must sign *a standard supplier agreement.*

Service providers are required to:

- Check that their personnel have no criminal or violent record,
- Check that they have no history of unsafe behaviour
- Ensure that their personnel sign the Safeguarding Code of Conduct
- Provide supervision on site
- Provide appropriate training

A copy of the safeguarding policy will be included in all contracts.

4.5 Allegations against a member of staff, volunteer or board member

When an allegation is made against a staff member or other adult, whether by a student or another adult, the EiM procedure for managing allegations will be followed as outlined in the *Management of Safeguarding Allegations Policy and Appendix I.*

4.6 Safeguarding whistleblowing guidance

A staff member, volunteer or visitor may recognise that something is wrong but may not feel able to express concerns because of loyalty to colleagues or a fear of harassment or victimisation. All adults are encouraged to ensure that students are their priority and should not be unnecessarily at risk. This is known as 'whistleblowing' when adults are encouraged to speak up and speak out.

Reasons for whistleblowing:

- Every individual has a responsibility to raise concerns about unacceptable practice or behaviour in relation to the safety and welfare of our students
- To prevent a problem from becoming more serious
- To protect or reduce risks to other students

How to raise a concern:

- Concerns should be expressed as soon as possible. The earlier a concern is expressed the sooner action can be taken
- The concern should express exactly what practice is causing concern and why

- The person raising a concern should approach the Head of College immediately and, in her/his absence, the EiM Chief Education Officer, Lesley Meyer or the EiM CEO, Fraser White
- If a concern is expressed about the Head of College, it should be referred to the EiM Chief Education Officer, Lesley Meyer or the EiM CEO, Fraser White
- If a concern is expressed about the EiM Chief Education Officer, it should be referred to the EiM CEO, Fraser White

4.7 Self-reporting

 Staff should raise with their line manager any personal difficulties or situations which may impact their professional behaviour. Staff also have a responsibility to discuss any situation in which their professional competency has been compromised. While such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of students. Where appropriate professional and personal support can be offered. Staff may seek advice or self-report if they feel compromised as parents of the College in any aspect of safeguarding.

Infatuation

It should be noted that students may develop an infatuation with an adult. If a staff member or volunteer is concerned about this, they must report it to their line manager who will consult with the CPO who will decide on the best way to proceed and give advice accordingly.

4.8 Low level concerns

Adults and students are encouraged to report low level concerns about an adult's behaviour towards any student.

A low-level concern is one that does not meet the harm threshold as stated in the **Managing Allegation Policy**. A low-level concern is any concern – no matter how small, and even if it does no more than cause a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the appropriate authority

Examples of such behaviour could include, but are not limited to:

- Being over friendly with students
- Having favourites
- Taking photographs of students on their mobile phone
- Engaging with a student on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Engaging with students on social media

Such behaviour can vary from the inadvertent or thoughtless, through to that which is intended to enable abuse.

Further information can be found in **Appendix L Low Level Concerns policy**.

4.9 Safe touch

There are occasions when physical contact with a student is appropriate. Examples of this could include, but are not exclusive to:

- Holding the hand of a young student when going to assembly or when walking together around school and school trips (dependent on age/need)
- Comforting a distressed student (hand lightly on shoulder)
- A student being congratulated or praised (shaking their hand)
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons
- Giving first aid treatment

Students should always be notified that touch is going to happen.
On rare occasions, a staff member may have to make a physical intervention to avoid injury to self, individuals, or property.

Staff should use their professional judgment, considering their own safety and that of the student before making the decision to physically intervene. The priority is to de-escalate any situation through talking, the use of body language and giving a calm but firm response. Staff should have exhausted their skills to de-escalate the situation through non-physical methods before resorting to any form of physical intervention.

A Record of Concern on paper or a direct entry onto CPOMS should be completed immediately when a staff member physically intervenes to de-escalate a harmful situation.
The CPO will conduct a debrief with the relevant parties before the end of the working day and add a summary report to CPOMS.

If a student requires physical intervention as part of an individual care plan, this can only be delivered by a staff member who has received specific training in this area. Contractors, volunteers or other visitors should never initiate any physical intervention but instead make immediate contact with a member of staff.

Further guidelines are available in the College *Safe Touch policy*. Specific briefings are provided for departments such as PE/Swimming, Dance/Drama, Music and Early Years. Attendance must be recorded.

Specific adults in the College will receive training bespoke to their role to use reasonable measures to prevent physical harm for any student who may require physical intervention as part of an individual care plan.

5. E-SAFETY

The safe use of equipment, applications and systems is central to the College IT policy. Monitoring and appropriate actions are taken where issues are identified. The College is committed to ensuring a safe digital learning community through curriculum plans, professional development, auditing of systems and working with parents. This approach is described in an E-Safety policy and supported by the E-Safety Lead.

Online learning that takes place will do so on College approved platforms. During online learning students and teachers may engage in learning activities in more informal locations that are different to the usual professional classroom environment. It is recognised that online learning can break down barriers and that students may speak more freely. It is important that clear guidance be given to staff, students and parents.

Staff, students, parents, visitors and volunteers are expected to engage in the safe and responsible use of social media. Any member of staff who is alerted to any protection concerns related to the use of the internet or social media should follow the lines of communication set out in this policy.

We acknowledge that parents like to take photos and videos of their children in performances, sports events and other presentations. This is a normal part of family life. However, parents are

expected to be mindful of sharing photos on social media, especially if other students are visible or if the College can be identified.

If parents indicate that they would not like their child's photograph or video to appear in the College materials, brochures, websites, advertisements or press releases, the College will ensure that their wishes are fulfilled. The College cannot be held accountable for photos or videos taken by parents or members of the public at College functions and shared via social media or other means.

Staff are expected to take photos of students for educational purposes (such as Tapestry, Seesaw etc.) on College devices. In the unlikely event of taking photos on personal devices, these images must be deleted immediately after being uploaded to the College drive.

Appendices

A. Indicators of Abuse and Neglect
B. Key Safeguarding Roles and Responsibilities
C. Confidential Record of Concern (RoC)
D. Safeguarding Code of Conduct
E. EiM Competency and Safeguarding Training Framework
F. Volunteer Safeguarding statement
G. Visitor Safeguarding statement
H. Flow chart *reporting a concern about a student*
I.   Flow chart *managing allegations reporting about an adult*
J. EiM Safeguarding Compliance Review
K. EiM Internal Audit protocol
L   EiM Low Level Concerns policy
M   Peer on Peer abuse policy

Safeguarding Related Policies
The following related policy documents can all be accessed by staff via local hyper-links to the College server.

- Anti–bullying Policy
- Behaviour Management Policy
- CCTV Surveillance Policy
- Management of Safeguarding Allegations Policy.
- Safe Touch Policy (including de-escalation strategies)

- Recruitment Policy
- Health and Safety Policy
- Fire Safety Policy
- Lockdown Policy and other emergency procedures
- First Aid Policy (medical procedures)
- Educational Visits Policy (to include risk assessments)
- Supervision of Students Policy
- Procedures for maintaining admissions and attendance registers
- E-safety Policy
- Speak Out Stay Safe Learning Framework
- Standard supplier agreement