

ESBM

Safeguarding policy

Date of review:	February 2026
Next review date:	February 2027
Approved by:	Andrew Flint Principal

This policy is underpinned by the Core Values of ESBM

This policy is informed by:

Keeping Learners Safe in Education, DfE

All staff read KCSIE part 1 as part of annual refresher training.

Staff training (Level 2 minimum) is completed at induction and refreshed annually.

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 the 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 ***learner*** will be used where possible. This encompasses ***young people under 18 and applies to Adults at risk. We recognise that any learner could potentially be a victim of abuse.***

The 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 learners and support learners in school. The aim of the policy is to safeguard and promote our learners' welfare, safety and health by fostering an honest, open, caring and supportive climate. Student welfare is of paramount importance at our institution.

This policy is consistent with: The legal duty to safeguard and promote the welfare of learners, 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 learners safe in education – Statutory guidance for schools and schools” and “Working Together to Safeguard Learners”.

There are four main elements to our Safeguarding:

- Prevention (e.g. positive school atmosphere, teaching and support to learners, safer recruitment procedures)
- Protection (by following agreed procedures)
- Support (to learners and school staff and to learners 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 learners as part of its responsibilities. Staff encourage learners and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Learners’ worries and fears will be taken seriously and learners are encouraged to seek help from members of staff.

Staff will look out for the need for Early Help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs
- 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 learner, 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 learner, 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 learners feel secure and are encouraged to talk, and are listened to
- Ensure that learners know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Ensure every effort is made to establish effective working relationships with parents/guardians 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 learners, including identity, enhanced DBS criminal record and barred list (and overseas where needed) and references

Roles and Responsibilities

All adults working with or on behalf of learners 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 learner protection responsibilities within the school.

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

DSL

In accordance with the statutory guidance “Keeping learners safe in education”, the Principal will ensure that:

- The school has its own 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.
- All staff feel able to raise concerns about poor or unsafe practice regarding learners, 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 Social Services, LADO or the Police.

Communication with Under 18 students

As per policy staff will contact under-18 students first when dealing with learning matters and lateness/attendance. In doing this Managers will use phone or email. But teachers will use only email and always copy the Parent/Guardian, Principal and Administration into the message.

Delayed safeguarding checks – when a DBS certificate has not been received

In exceptional circumstances staff, whose DBS certificate has not been received may teach at ESBM. For this to be the case:

- Barring information is to be obtained before teaching begins; and

- A Risk Assessment must be put in place which requires: no under 18s to be assigned to the class; the class to be taught in the classroom adjacent to Reception with the door open at all times; Reception to be staffed by an enhanced DBS cleared member of staff at all times; two drop-ins per hour by an enhanced DBS cleared member of staff; If taken in the building, during break/lunchtime the teacher is to remain in Reception (supervised); teacher not to take part in trips and visits until all safety checks are complete.

Records and Monitoring

- Well-kept records are essential good learner protection practice. Records of concerns are written down (or typed) as a high priority. A Safeguarding report is available for this purpose (below).
- Records relating to actual or alleged abuse or neglect are stored Confidentially. Hard copies are kept in the safeguarding Log (stored in a lockable facility).

Learner-on-Learner Abuse - This school recognises that learners 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.

Sexting - School will always respond if informed that learners have been involved in 'sexting'.

Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Our school will follow the DfE guidance, 'Sexual violence and sexual harassment between learners in schools and colleges', May 2018.

Learners Missing (including absence from school)– our school recognises the entitlement that all learners have to education and share information about learners who may be missing out on full time education or who go missing from education.

Child sexual exploitation- is a form of sexual abuse where learners are sexually exploited for money, power, or status. Complaints or concerns raised by

parents or learners 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 learners and young people staff may hear information, either from the learner/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 learner 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 learner protection through the school
- Undertake appropriate discussion with parents/guardians and seek necessary consent prior to involvement of Children & Family Services Childrens Social Care or another agency, unless to do so would place the learner at risk of harm or compromise an investigation.

Female genital mutilation

FGM is a form of abuse and as such is always illegal. 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. This school is conscious of and will respond to indicators of domestic abuse.

Safeguarding learners 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 learners being drawn into terrorism.

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 learners 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.

All staff complete certificated Prevent training. If staff suspect radicalisation, they must report it to the Prevent Lead/Deputy Prevent Lead 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 DSL/Deputy DSL who will consider the matter and if necessary contact the appropriate agency.

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:

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 learner.

Emotional abuse: the persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development.

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

Neglect: the persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development.

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.

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

Link below for Anti-bullying: [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Social services, Learners's Social Care on 0191 277 2500.

Artificial Intelligence

This section of the policy is drawn up with due regard to the requirements of British Council CRG 2026, Keeping Children Safe in Education 2025 and the ESBM AI policy.

The school recognises the huge benefit of AI in the learning context but is also acutely aware of the Safeguarding risks which its use could, potentially cause.

Definition (see also Artificial Intelligence policy)

Artificial Intelligence (AI): Computer systems or tools that perform tasks traditionally requiring human intelligence, such as understanding language, recognising patterns, or generating content.

Generative AI: A category of AI models (often referred to as Large Language Models or LLMs) that can create text, images, or other media based on user prompts or instructions.

4 Cs' of Online Safety

Our approach is informed by the need to address how AI might facilitate potential grooming (**contact**), the creation of deepfakes (**content**), harmful AI-driven content (**conduct**), and the use of AI in commercial services (**commerce**).

Staff to be alert to AI specific threats to Safeguarding:

- **Misinformation and Disinformation:** Deliberate or unintentional spread of false or misleading content.
- **Conspiracy Theories:** Content that undermines trust in democratic and safe institutions.
- **Deepfakes:** AI-generated, manipulative content.

Staff must report any concerns to Management in a timely manner.

Safeguarding First Approach: In using AI staff must ensure that any AI tools used—whether for administration or with students—adhere to "safety by design" principles. If in doubt AI should not be used.

Approved AI Tools: Staff and students must use only well-known AI services (e.g., ChatGPT, Claude, Perplexity, Bard, Bing Chat, Midjourney or similar reputable platforms). Please note that new tools emerge rapidly, and users must always check with their Line Manager if they wish to use a platform not on the current list. The use of any AI Tool without prior approval is strictly prohibited.

Monitoring and filtering:

A Human in the Loop approach means AI will not replace professional judgement. Teachers must review AI outputs before students see them. Staff to be actively involved in checking the use of AI by students including in-class monitoring of devices and scrutiny of work produced/submitted. Use of AI in assessments is strictly forbidden. In this way a **human firewall** will ensure, while adopting technological advances, the school maintains a culture of alertness to new digital risks.

Staff Training: CPD will include training staff to identify AI-related risks, including Grooming Bots and deepfake material.

AI - Prohibited Use:

Staff to be mindful of AI policy requirements and Code of Conduct in using AI

Low level concerns

This section of the policy operates in conjunction with the Staff Code of Conduct.

The school Understands that, while a concern may be low-level, that concern can escalate over time to become much more serious. It may be possible that a member of staff acts in a way that does not cause risk to children but is however inappropriate. A member of staff who has a concern about another member of staff should inform the DSL. If the DSL cannot be contacted, staff can approach the Deputy DSL or MD.

Definition - Low-level concerns

Any concern **raised** about an adult's behaviour towards, or concerning, a child that does not meet the **harms threshold** or is otherwise not serious enough to consider a referral at the time of its reporting. Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice, the Staff Code of Conduct and the Safeguarding and Child Protection policy.

Inappropriate behaviour

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse e.g. (not exhaustive):

- **Being overly friendly with children**
- **Having favourites**
- **Taking photographs of children on their personal mobile phones or devices.**
- **Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.**
- **Using inappropriate, sexualised, intimidating or offensive language.**

Staff training

The school will ensure that all staff members receive training that outlines appropriate/inappropriate behaviour towards pupils for staff members. All staff will read, understand and adhere to the Appropriate and inappropriate behaviour subsection of this policy, as well as the Staff Code of Conduct.

Reporting low-level concerns

Staff will report all safeguarding low-level concerns they have to the DSL – or the Deputy DSL in their absence - immediately. Where a low-level concern relates to the DSL, it should be reported to the MD (Deputy DSL).

Self-Reporting

On occasion, a member of staff may feel as though they have acted in a way that:

- Could be misinterpreted.
- Could appear compromising to others.
- They realise, upon reflection, falls below the standards set out in the Staff Code of Conduct.

Evaluating Concerns

Where the DSL is notified of a safeguarding concern, they will use their professional judgement to determine if the concern is low-level or if it must be immediately escalated, e.g. where a child is at immediate risk of harm. When deciding if a concern is low-level, the DSL will reflect on the report. They will seek advice from the Local Area Designated Officer (LADO) if/when there is any doubt about how seriously to take the concern.

Acting on Concerns

Where the concern is unfounded

If it is discovered upon evaluation that the low-level concern refers to behaviour that was not considered to be in breach of the Staff Code of Conduct, the DSL will speak to the individual about whom the concern was made to discuss their behaviour, why and how the behaviour may have been misconstrued, and what they can do to avoid such misunderstandings in the future.

Where the concern is low-level

Where the DSL determines that a concern is low-level, the school will respond to this in a sensitive and proportionate manner and could include: discussion of the concern, re-stating expectations, reference to Code of Conduct, offer of further training, monitoring. Where any pupil or other individual has been made to feel uncomfortable by the individual's behaviour, they will be offered pastoral support, where appropriate.

The DSL will ensure that all details of the low-level concerns, including any resultant actions taken, are recorded, and securely stored in the **Low-Level Concerns Log**.

It is unlikely that a low-level concern will result in disciplinary procedures; however, individuals may be given warnings in line with the Disciplinary Policy and Procedure where behaviour does not improve once it is brought to their attention. Where behaviour does not improve over a longer period, the concerns will be escalated and dealt with in line with the Disciplinary Policy and Procedure.

Concern about adults/members of staff

If staff have a concern about another adult:

1. Report issue 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/DDSL they must report to LADO direct

LADO Contact details published and displayed on public notice board.

Tel: 0191 277 4636

Safeguarding Report Form

This form can 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	Forenames	Date of Birth
Family name/Surname		
Gender	Religion	Any special needs/disabilities?
Male/Female		
Ethnicity	Child's first language	Interpreter required?
Current Address		
Care Plan?		
Parent/Carers details	Forenames	Date of Birth or Age
Parent/Carers Surname		
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

Please explain your concerns below?

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

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Date:

Signature: