**Safeguarding & Child Protection Policy**

# **SAFEGUARDING & CHILD PROTECTION POLICY**

For Boarding Tutors and Residential Staff

## **1. INTRODUCTION AND PURPOSE**

This policy outlines the principles, procedures, and responsibilities for safeguarding and   
 protecting children within our boarding environment. All boarding tutors and residential staff   
 must read, understand, and adhere to this policy.  
The safety and welfare of children is paramount. Everyone who comes into contact with children   
 and their families has a role to play in safeguarding. Boarding tutors and residential staff are   
 particularly important as they are in a position to identify concerns early and provide help for   
 children to prevent concerns from escalating.  
Key Principle:All children have a right to be safe and protected from harm.   
 Safeguarding is everyone's responsibility.

## **2. LEGAL FRAMEWORK AND DEFINITIONS**

This policy has been developed in accordance with the principles established by:  
Children Acts 1989 and 2004Education Act 2002Working Together to Safeguard Children (latest version)Keeping Children Safe in Education (latest version)National Minimum Standards for Boarding Schools[Additional relevant legislation for your country/region]  
Key Definitions:  
Safeguarding and promoting the welfare of childrenis defined as:  
Protecting children from maltreatmentPreventing impairment of children's mental and physical health or developmentEnsuring that children grow up in circumstances consistent with the provision of safe and effective careTaking action to enable all children to have the best outcomes  
Child protectionrefers to the processes undertaken to protect children who have been   
 identified as suffering or being at risk of suffering significant harm.  
Childrefers to anyone under the age of 18 years.

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## **3. ROLES AND RESPONSIBILITIES**

All Boarding Tutors and Residential Staff must:  
Read and understand this policy and related proceduresComplete required safeguarding trainingBe alert to signs of abuse and neglectReport any concerns immediately to the Designated Safeguarding Lead (DSL)Record concerns accurately and promptlyMaintain appropriate professional boundaries with studentsFollow the staff code of conductEnsure their behavior does not place students or themselves at risk of harmNever promise confidentiality to a student  
Key Safeguarding Personnel:  
Designated Safeguarding Lead (DSL):[Name]Contact: [Phone number and email]Deputy DSL:[Name]Contact: [Phone number and email]Head of Boarding:[Name]Contact: [Phone number and email]Local Authority Safeguarding Contact:[Name/Department]Contact: [Phone number and email]Emergency Contact (out of hours):[Phone number]

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### **Key Safeguarding Personnel:**

Designated Safeguarding Lead (DSL):[Name]Contact: [Phone number and email]Deputy DSL:[Name]Contact: [Phone number and email]Head of Boarding:[Name]Contact: [Phone number and email]Local Authority Safeguarding Contact:[Name/Department]Contact: [Phone number and email]Emergency Contact (out of hours):[Phone number]

## **4. RECOGNIZING ABUSE AND NEGLECT**

Abuse and neglect are forms of maltreatment. Someone may abuse or neglect a child by inflicting harm   
 or by failing to act to prevent harm. Children may be abused in a family, institutional, or community   
 setting by those known to them or by others (e.g., via the internet). They may be abused by an adult   
 or adults or another child or children.  
Categories of Abuse:  
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.  
Emotional Abuse:The persistent emotional maltreatment of a child such as to cause severe   
 and adverse effects on the child's emotional development.  
Sexual Abuse:Involves forcing or enticing a child to take part in sexual activities, not   
 necessarily involving a high level of violence, whether or not the child is aware of what is happening.  
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.  
Signs of Possible Abuse:  
Unexplained injuries or burnsExcessive fear of making mistakes or of certain adultsAggressive behavior or severe temper outburstsFlinching when approached or touchedReluctance to change clothes or for physical activitiesDepression or withdrawalInappropriate sexual knowledge or behaviorFrequent lateness or absence from schoolPoor personal hygiene or constant hungerSelf-harm or suicidal thoughtsRunning away from home or boarding houseSubstance misuse  
Important Note:This is not an exhaustive list, and the presence of one or more of these   
 signs does not necessarily indicate abuse. However, they should raise concerns and prompt further investigation.

### **Categories of Abuse:**

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## **5. SPECIFIC SAFEGUARDING ISSUES IN BOARDING ENVIRONMENTS**

Boarding environments present unique safeguarding challenges that require specific awareness and procedures:  
Peer-on-Peer Abuse:  
Children can abuse other children. This can include bullying (including cyberbullying), physical abuse,   
 sexual violence, sexual harassment, upskirting, sexting, and initiation/hazing type violence and rituals.  
Mental Health Concerns:  
Boarding students may experience homesickness, anxiety, depression, eating disorders, self-harm, or   
 suicidal thoughts. Staff must be vigilant for signs of mental health difficulties.  
Online Safety:  
Boarding students often have increased internet access during evenings and weekends. Staff must be aware   
 of online risks including cyberbullying, grooming, radicalization, and inappropriate content.  
Cultural Considerations:  
International boarding students may have different cultural backgrounds and expectations. Staff must be   
 culturally sensitive while ensuring all students are protected according to UK standards.  
Missing Students:  
Procedures must be in place for responding to students who are missing from the boarding house, including   
 when to contact parents and authorities.

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 when to contact parents and authorities.

## **6. REPORTING PROCEDURES**

If a student discloses abuse:  
Listen carefully and take the disclosure seriouslyReassure the student they have done the right thing by telling youDo not promise confidentialityDo not ask leading questionsExplain what will happen nextReport immediately to the DSLRecord the disclosure in writing as soon as possible  
If you have concerns about a student:  
Record your concerns in writing, including dates, times, and specific observationsReport to the DSL as soon as possible (within the same working day)If the DSL is unavailable, report to the Deputy DSL or Head of BoardingIn an emergency or if a child is in immediate danger, contact the police (999)Follow up if you do not receive feedback on your concern  
Reporting Form Location:  
Safeguarding concern forms are located [specify location]. Electronic reporting can be done via   
 [specify system if applicable].  
Remember:It is not your responsibility to investigate concerns or determine the truth.   
 Your responsibility is to report concerns promptly and accurately.

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### **If you have concerns about a student:**

Record your concerns in writing, including dates, times, and specific observationsReport to the DSL as soon as possible (within the same working day)If the DSL is unavailable, report to the Deputy DSL or Head of BoardingIn an emergency or if a child is in immediate danger, contact the police (999)Follow up if you do not receive feedback on your concern

### **Reporting Form Location:**

Safeguarding concern forms are located [specify location]. Electronic reporting can be done via   
 [specify system if applicable].  
Remember:It is not your responsibility to investigate concerns or determine the truth.   
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## **7. CONFIDENTIALITY AND INFORMATION SHARING**

All matters relating to child protection are confidential, but information must be shared with appropriate   
 staff on a "need to know" basis to safeguard children.  
Staff should never promise a child that they will not tell anyone about an allegationConsent should be sought to share information unless it would put the child at risk or impede a criminal investigationInformation sharing decisions should be recordedAll written records must be stored securely  
The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes   
 of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need   
 to promote the welfare and protect the safety of children.

## **8. SAFER RECRUITMENT AND STAFF CONDUCT**

The school follows safer recruitment procedures to ensure all staff working with children are suitable:  
Enhanced DBS checks (or equivalent) for all staffVerification of identity and qualificationsOverseas checks where applicableReferences and employment history checksProhibition from teaching checks where applicableSection 128 checks for management positionsComprehensive induction including safeguarding training  
Staff Conduct:  
All boarding tutors and residential staff must adhere to the Staff Code of Conduct, which includes:  
Maintaining appropriate professional boundariesGuidelines for physical contact with studentsCommunication with students (including electronic communication)One-to-one situations with studentsAppropriate dress and languageReporting concerns about colleagues (whistleblowing)

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## **9. TRAINING AND SUPPORT**

All boarding tutors and residential staff will receive:  
Induction training including safeguarding proceduresRegular safeguarding updates (at least annually)Formal safeguarding training (at least every three years)Training on specific safeguarding issues relevant to boarding  
Staff involved in safeguarding cases will be offered appropriate support through:  
Regular supervision with line managersAccess to counseling services if neededDebriefing following significant incidents

## **10. POLICY REVIEW**

This policy will be reviewed annually or sooner if there are significant changes to legislation or guidance.  
Last reviewed: [Date]Next review due: [Date]