



Protecting all our students

EiM HQ Student Safeguarding Policy

This policy is written by the Education in Motion (EiM) Designated Safeguarding Lead, the EiM Safeguarding Consultant and the School 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 Schools.

Terms used:

Education in Motion: EiM

School refers to the Colleges, Schools and High Schools that are part of the EiM group.

Head refers to the Heads of Colleges, Principals and Directors who lead Schools in the EiM group.

- Any EiM School 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 School will add local server hyperlinks for staff to access the related policies listed below.
- The safeguarding policy is published on the School 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 2026

The links in this document will take members of staff at EiM HQ the links to [My Safeguarding](#) on [ConnectED](#) where further resources can be found. Everyone is an important part of the EiM safeguarding community. safeguarding community.



1. INTRODUCTION

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

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 supportive, protective and 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.

How Safeguarding and Child Protection Connect

Safeguarding is our overall responsibility to keep all children safe, while child protection is the targeted response when a child is at risk of harm.

- Safeguarding is **broad, proactive, and preventative**
- Child protection is **specific, reactive, and responsive**

Safeguarding	Child Protection
Applies to all children	Applies to specific children at risk
Focuses on prevention and wellbeing	Focuses on responding to harm
Happens every day in schools	Triggered by concerns or incidents
Whole-school responsibility	Often led by trained professionals and agencies

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 EiM

1.2 Our guiding principles:

The following principles underpin our commitment to safeguarding:

- 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
- 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 you 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.”

Richard Henry Chief Education Officer, EiM, (EiM Designated Safeguarding Lead)

In all our Schools our student-centred approach is modelled on the United Nations 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) and affiliated organisations such as FOBISIA.

Local support and context are identified in the School Mapping Document.

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
- when a student witnesses abuse and its effects
- when a student is exploited: an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a student online or offline.



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.

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.

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, outside of school and online. We are committed to responding to any reports from students about their own wellbeing or that of peers.

The School 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/Keeping Myself Safe learning framework but also revisited regularly throughout the year.

Posters around the school encourage students of all ages to reach out to a Trusted Adult of their choice if they have any concerns about their own protection or that of another student. Every student is asked to identify and choose their Trusted Adult(s). All adults will know how to respond as guided in training.

3. HOW DO WE KEEP OUR COMMUNITY SAFE?

3.1 Key safeguarding roles and responsibilities

The key roles and responsibilities across the EiM Group can be found below in 3.2. A photo of each key person is on [ConnectED](#) and details are posted around each college, school and



HQ Office. Important reporting phone numbers of each College/ School/HQ are on the back of each lanyard.

3.2 EiM key roles and responsibilities

You can find out more about these roles and responsibilities on ConnectED.

Fraser White, EiM Chairman has oversight of all aspects of this policy and intervention.

The EiM Safeguarding Team

Role	Contact details
Chairman	Fraser White Chairman@eimglobal.com
EiM Designated Safeguarding Lead (DSL) <i>Group Safeguarding Lead</i>	Richard.Henry@eimglobal.com
EiM Deputy Designated Group Safeguarding (DDSL) Lead	Lesley.Meyer@eimglobal.com
EiM Safeguarding Consultant	Kate Beith Kate.Beith@eimglobal.com
EiM Head of Professional Learning <i>supports the development of the safeguarding training programme.</i>	Viv Robinson Vivienne.Robinson@eimglobal.com

Photos and contact details are also displayed on posters in our School and can also be found by staff on ConnectED and MyConnectED.

Descriptions of the roles are provided in key safeguarding roles and responsibilities (Appendix B). These descriptions are added to individual HR files and at least one professional objective is linked to the role. Below are brief summaries.

EiM Safeguarding Executive

Has the strategic oversight of safeguarding activities within the EiM Group of schools.

Supports and advises on safeguarding best practice and complex cases, making any relevant recommendations for action to the Chairman and Schools as required

Meeting annually with the Chief Innovation Officer (IT), Head of Professional Learning, HR Director and External Auditor to discuss safeguarding trends and actions from annual audits.

EiM Chairman

- Accountable to external boards
- Overall responsibility for safeguarding across the group

EiM Designated Group Safeguarding Lead (DSL)

- Accountable for all aspects of group-wide safeguarding
- Ensures the Chairman is kept fully informed
- Provides updates to Group Executive Team (GET)
- Manages serious cases



- Provides guidance and support to Schools
- Leads the EiM Safeguarding Executive
- Will meet with each School safeguarding working group annually to review compliance

EiM Deputy Designated Group Safeguarding Lead

- Deputises for the EiM DSL
- Keeps the CEO fully informed
- Liaises with the EiM Safeguarding Consultant in the absence of the EiM DSL

EiM Safeguarding Consultant

- Supports the EiM DSL 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
- Will meet with each School safeguarding working group annually to review compliance

Head of School

- Accountable for all aspects of safeguarding in the School
- 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 School
- Leads the School Safeguarding Working Group
- Coordinates and supports the two-year audit cycle and safeguarding action plan
- Accountable for the School 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 School 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 (DCPO):

- Is aware of all cases
- Takes on all the CPO responsibilities on the absence of the CPO

Focal point

- In place if there is not a CPO who speaks the language of the host community
- Speaks the local language of the host community
- Ensures report is taken straight to the CPO.
- Is Safeguarding trained

**Safeguarding Lead Trainer:**

- Leads safeguarding training
- Liaises with other safeguarding trainers across EiM
- Trains other staff to become safeguarding trainers

Safeguarding Trainers:

- Provides School-based safeguard learning as required
- Attends meetings

E Safety Lead:

- Acts as a point of contact on online safety issues and liaising with other members of staff as appropriate
- Works with the leadership team to ensure policies and procedures that incorporate online safety concerns are in place
- Assisting with regular online safety training for all members of staff (including as part of induction)

3.2 Safeguarding Working Groups

- The EiM Safeguarding Council is composed of the following people:
- EiM Designated Group Safeguarding Lead
- EiM Safeguarding Consultant
- EiM External Auditor
- EiM HR Director
- EiM IT Director
- A DSL from one of the EiM schools

The Safeguarding Working Group is composed of the following people:

- The Designated Safeguarding Lead (DSL) - chairs the meetings and reports directly to the Head
- Child Protection Officer(s)
- Lead Trainer(s)
- The E-Safety Lead
- Other representative staff selected by the DSL and the Head

The Safeguarding Working Group meets at least three times a year to:

- Monitor safeguarding practices across the School
- 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

All EiM HQ staff working in, volunteering or visiting Colleges and Schools must report concerns immediately; they must maintain confidentiality and report immediately to the identified CPO or Deputy CPO. They will be asked to record their concerns on the Confidential Record of Concern form (available from the CPO): Appendix C. [ConnectED](#). These will be added to CPOMS (where used), the digital platform for child protection data.



Any EiM HQ member of staff can consult with Richard Henry, the EiM Chief Education Officer or in her absence (Lesley Meyer Deputy Group Safeguarding Lead) who will in turn consult with Kate Beith, the EiM Safeguarding Consultant.

3.4 Managing concerns about a student

It is the responsibility of the CPO/DCPO to manage the process. All relevant information relating to actions and communications will be recorded and tracked on CPOMS or a RoC if CPOMS is not used

The Head 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 School, the wider community and the local or international context.

Involvement of School 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 School or External Counsellors, the CPO ensures that any relevant counselling files are added to CPOMS.

The School 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 DSL who may consult with a member of the EiM legal department.

All adults working in, volunteering, or visiting EiM 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

All members of its staff will ensure that all data relating to all students is confidentially managed in accordance with the requirements of EiM and applicable national or local guidance, laws or regulations.

- Any EiM office staff member reporting any safeguarding concerns will adhere to the lines of communication, ensuring confidentiality.
- Any member of EiM HQ office staff who has access to confidential information about a student and / or the student's family must take all reasonable steps to maintain confidentiality.



Regardless of the duty of confidentiality, any EiM HQ office staff member or staff who has reason to believe that a student is at immediate or significant risk of harm, has a duty to forward this information without delay to the CPO or the CEdO

- EiM will ensure that all members of staff and employees are familiar with the procedures for writing a confidential written record of any incidents. Appendix C. [ConnectED](#). This will be added to CPOMS (a digital child protection data programme) by the college/school CPO.
- EiM HQ members of staff and volunteers are **not** required and must not investigate; staff or volunteers who believe that a student may be at risk will immediately refer concerns to their CPO.
- EiM encourages a culture of safe reporting for all members community, including concerns adults and children, including peer on peer abuse, either online or in person.

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 School must check the legal requirements and child protection laws 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 DSL.

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 makes a phone call, a note of the conversation should be kept on CPOMS/RoC (paper file), 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 School 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 School 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
- It is likely to prejudice an ongoing criminal investigation
- If the abuse may involve a parent or family member

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

The School must always take advice from the EiM DSL 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 will regularly monitor current child protection cases on CPOMS with the CPO(s)/DCPO(s).

3.8 Early help and local resource mapping

All school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs;
- has a Care Plan;
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour;
- is frequently missing/goes missing from education, home or care;
- has experienced multiple suspensions, is at risk of being permanently excluded from school;
- is at risk of being exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.

The School will ensure that any internal, cross-school local, national, or international sources of support are identified through 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. The mapping tool is made available as part of the biannual audit process.

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 EiM School Educational Visits (trips) policy.

Any safeguarding concerns during a school trip must be reported to the Trip Leader who, acting as the CPO for the trip will then report concerns to the relevant CPO.

3.10 Reflection, reviewing and evaluating for impact

Annual Safeguarding Reviews and Audits Compliance Review

Once a year, the CEo will meet with the EiM Safeguarding Team, using the EiM Safeguarding Compliance Review protocol. Any action arising from this will be incorporated into the EiM HQ Safeguarding Action Plan.

Two-year audit cycle

The EiM HQ offices will be alternately internally and externally audited on a two-year cycle. The internal audit uses the EiM Internal Audit Protocol and is carried out by the CEo and the EiM Safeguarding Team. 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 EiM auditors
- The CEo
- The Chairman

The CEo will ensure that the EiM Safeguarding Group, reviews the action plan at three meetings per year.

Supervision is available for all EiM staff involved in safeguarding on a regular basis or during a specific case. During supervision, emotional counselling may be further recommended to support a staff member because of a safeguarding case.



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

4.1 Safer Recruitment

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

4.2 Professional safeguarding learning

EiM HQ offices have a safeguarding training team consisting of two lead Safeguarding Trainers.

The EiM Safeguarding Consultant will support the EiM safeguarding training programme. All EiM Training supports staff in ensuring that they meet the required EiM Safeguarding Competencies.

Training requirements for every EiM staff member can be found in the EiM Competency and Training Framework: Appendix E. [ConnectED](#).

Find out more about the role of the safeguarding trainer in Appendix B. [ConnectED](#). The role of the Safeguarding Trainer that will be added to each job description so that this role forms part of the professional review process.

All training materials for the use of trainers will be kept in a designated central location on TEAMS. Other resources can be found on [ConnectED](#).

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

EiM has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all EiM HQ staff members are clear about what constitutes appropriate behaviour and professional boundaries. Induction training 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

We recognise that some people who may be unsuitable for working with children, may use volunteering as an opportunity to gain access to students. Sometimes these volunteers may be arranged by staff from EiM HQ.

All gap students and interns must have police checks and go through the same recruitment process as employed staff members.



Visitors

A visitor is someone who spends a short amount of time, through appointment at the School, with a specific short-term remit. EiM HQ staff must be mindful of any visitors that they take to a college/school campus, and it is their responsibility to accompany them and make sure they follow all safeguarding guidelines. All visitors who come on campus will be asked to read the Safeguarding statement before being issued a visitor's pass (Appendix G).

Contractors

Contractors are external businesses that undertake a contract to provide a service to the School on campus or off campus (with students). The school will annually audit the contractor's safeguarding procedures.

EiM HQ staff members 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.

Any contractors on campus for a short amount of time (i.e. to repair a photocopier) must be considered as visitors and will be supervised and follow visitor guidelines

Contracted 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 and self-declaration
- 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

An allegation is made when an adult has a concern that a staff, volunteer or board member may have:

- behaved in such a way that may have harmed a student or may have intended to harm a student acted outside of the law in relation to dealings with a student.
- behaved in any way that suggests they may be unsuitable to work with students.
- behaved in a way that is harmful to the reputation of the School.
- had contact with an Alumni in the two years after they have left the School without using the official school channels.

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 by the Head as outlined in the Management of Safeguarding Allegations Policy and Appendix I.



4.6 Safeguarding whistleblowing guidance (Speak up and Speak Out)

An EiM HQ staff member, 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 wellbeing 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 immediately and, in her/his absence, the EiM CEo, (in her absence the EiM DDSL) or the EiM Chairman.
- If a concern is expressed about the Head, it should be referred to the EiM Chief Education Officer, (in her absence the EiM DDSL or the EiM Chairman.
- If a concern is expressed about the EiM CEo, it should be referred to the EiM Chairman.
- If a concern is expressed about the EiM DDSL, it should be referred to the EiM CEo.

4.7 Self-reporting

An EiM HQ member of staff should raise with their line manager any personal difficulties or situations which may impact on 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 School 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/DCPO 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. Whilst a low-level concern may not meet the threshold for an allegation against a mentor of staff, board member or volunteer, staff must feel confident in reporting any concern.

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 Safeguarding 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
- Being inappropriate, overfamiliar informal
- Using negative language towards a student
- Taking photographs/videos of students on a mobile device contrary to school policy
- Using unnecessary or inappropriate touch
- Engaging with a student on a one-to-one basis in a secluded area without any visibility such as CCCTV cameras or glass panels.

Such behaviours must be reported and investigated. It is recognised that such behaviours can vary from the inadvertent or thoughtless, through to that which is intended to enable abuse.

All concerns must be reported to the Head (or DSL in his/her absence) and the level of the concern and subsequent actions will be managed by the Head.

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
- 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/DCPO will conduct a debrief with the relevant parties before the end of the working day and add a summary report to CPOMS or where appropriate a RoC.

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 contact a staff member.

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

Specific adults in the School 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.

4.10 Alumni

During the 2 years after an Alumni (a student becomes part of the alumni the day that they leave school) has left the School, staff members should only make professional contact through official School channels.

5. E-SAFETY

The safe use of equipment, applications and systems is central to the School IT policy. This is monitored and appropriate actions are taken where issues are identified. The School 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.

All staff should be aware of specific online safeguarding risks that have emerged with the use of artificial intelligence and other technologies: The creation or sharing of AI-generated nude or semi-nude images (commonly known as deepfakes) involving a student is a form of



abuse and must be reported immediately as a child protection concern following the procedure in Section 3.3.

Financially Motivated Sexual Extortion (FMSE) occurs when an offender threatens to release intimate images unless a financial demand is met. Any report of this nature must be treated as a child protection concern.

A cyber-attack that compromises sensitive student data (including child protection records) puts student safety at risk and must be treated as a safeguarding issue, with the DSL informed immediately.

Detailed guidance on the safe and ethical use of AI technologies, including data privacy, approved tools, and user responsibilities, is provided in the EiM AI Policy (Schools), which should be read in conjunction with this policy.

Online learning that takes place will do so on School approved platforms. During online learning, students and teachers may engage in learning activities in more informal locations different from 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 before online learning takes place.

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 School can be identified.

If parents indicate that they would not like their child's photograph or video to appear in the School's materials, brochures, websites, advertisements or press releases, the School will ensure that their wishes are fulfilled. The School cannot be held accountable for photos or videos taken by parents or members of the public at School 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 School devices. In the unlikely event of taking photos on personal devices, these images must be deleted immediately after being uploaded to the School drive.

[Safeguarding Policy links](#)

Relevant appendices and policy documents referred to in this document can all be accessed on [ConnectED](#)

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.

- Management of Safeguarding Allegations Policy.
- Safe Touch Policy (including de-escalation strategies)
- Educational Visits Policy (to include risk assessments)
- E-safety Policy
- Speak Out Stay Safe Learning Framework
- EiM Recruitment Policy
- School Mapping doc

Terminology	Definition
Safeguarding	Everything the school community does to keep children safe and help them thrive
Child protection	Part of safeguarding focused on protecting children who are at risk of or experiencing significant harm.
Child Abuse	Child abuse is any action or failure to act that causes harm, or risk of harm, to a child's health, development or wellbeing.
Physical abuse	Causing physical harm to a child (e.g. hitting, shaking, burning)
Emotional abuse	Persistent behaviour that harms a child's emotional wellbeing (e.g. humiliation, rejection).
Sexual abuse	Forcing or enticing a child into sexual activity (with or without contact).
Peer-on-peer abuse	Abuse between children (e.g. bullying, sexual harassment, exploitation).
Domestic abuse	Abuse occurring within the home between adults that impacts children.



Vulnerable students	Children at increased risk due to factors such as age, SEND, trauma, or family situation.
Neglect	Failure to meet a child's basic needs (food, care, supervision, safety).
Affluent neglect	Neglect occurring in wealthy or well-resourced families where emotional needs are unmet.
Exploitation	Taking advantage of a child for personal gain (e.g. sexual, criminal, financial).
Financially Motivated Sexual Extortion (FMSE)	Blackmail where a child is coerced into sharing images and then threatened for money or more content.
Speak Out Stay Safe	A safeguarding learning framework for children to protect themselves, recognise abuse and speak up.
Circle solutions	A PSHE approach using discussion circles to build emotional intelligence and problem-solving.
Trusted adult/person	A chosen safe adult a child can talk to if worried.
Designated Safeguarding Lead (DSL)	Senior person responsible for safeguarding and managing concerns.
Deputy Designated Safeguarding Lead (DDSL)	Supports the DSL and acts in their absence.
EiM Safeguarding Consultant	External safeguarding expert supporting schools with systems, training, and audits
External Auditor	Independent reviewer checking safeguarding effectiveness.
Child Protection Officer (CPO)	Responsible for child protection cases (often used internationally).
Deputy Child Protection Officer (DCPO)	Supports the CPO.
Focal Point	Named safeguarding local point for reporting in an organisation or department. Takes information straight to a member of the CP team.
Lead Trainer / Safeguarding Trainer	People delivering safeguarding training to staff.
E Safety Lead	Person responsible for online safety.
EiM Safeguarding Council	Strategic group overseeing safeguarding across Education in Motion schools.
School Safeguarding Focus Group	In-school team reviewing practice, risks, and improvements.
Child Protection Concerns	Worries that a child may be at risk of harm.
CPOMS	A digital system used to record safeguarding concerns.

Record of Concern (RoC)	A written report of a safeguarding concern.
Early help	Support provided early to prevent problems worsening.
Resource mapping tool	Tool to identify available support services for children/families.
Risk assessments	Identifying potential risks and how to reduce them.
Safeguarding Action Plan	Plan to improve safeguarding practice.
Safer recruitment	Process to ensure staff are safe to work with children (checks, references, interviews).
Staff Code of Conduct	Guidance on professional behaviour and boundaries.
Volunteer	Someone helping in school without pay.
Visitor	Anyone entering school temporarily.
Contractor	External worker providing services (e.g. maintenance).
Single Central Record (SCR)	A record of staff suitability checks (DBS, identity, etc.).
Whistleblowing	Reporting concerns about unsafe or poor practice about an adult.
Self-reporting	When staff report concerns about themselves.
Infatuation	A child or adult developing an inappropriate emotional attachment
Safe touch	Appropriate physical contact that is safe, necessary, and child-centred.
Alumni	Former students
E-Safety	Protecting children online.
Case	A safeguarding concern or situation being managed.
Active (referring to a case)	Currently ongoing and being monitored.
Non-active (referring to a case)	Closed or no current actions required.
Open (referring to a case)	Formally recorded and still under review.
Response team	Group responding to safeguarding concerns.
Supervision	Regular meetings to support staff managing safeguarding.
Self-declaration	Formal statement by staff about suitability or conduct
Care Plan	Plan outlining support for a child.
Harm threshold	The harm threshold is reached when there is concern that: a child has been harmed, or is at risk of significant harm, requiring formal safeguarding action.
Allegation	A claim that an adult may have harmed a child.



Low level concern	Behaviour that doesn't meet harm threshold but causes concern.
Deepfake	AI-generated images/videos that appear real.
Cyber-attack	Attempt to access or damage digital systems.
Signs of Safety Meeting	Structured meeting focusing on risks, strengths, and safety planning
Team around the Child (TAC) / Team around the Student (TAS)	Multi-agency team supporting a child and family.