

Safeguarding policy

Table of changes

Date	Version	Summary of Amendments	Author
05.08.2021	1	n/a	JC
27.09.2021	2a	Incorporate changes introduced by KCSIE 2021	JC
25.04.2022	2b	To reflect change from SEE to CEE	JC
05.01.2023	3	To reflect the change from BIS to SEI Definition of young person as under 18 removed. Address changed to Russell Mews. Change of DSL. To incorporate changes introduced by KSCIE 2022	JC
To be reviewed 05.01.2024			

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Safeguarding Policy Statement

SEI is fully committed to safeguarding the welfare of all the children and young people we work with by taking all reasonable steps to protect them from harm.

SEI recognises that safeguarding needs to be lead from the top. Hence, the Principal will always have the appropriate safeguarding knowledge and be involved in all safeguarding processes, including having the oversight of arrangements.

SEI will share this policy with the young people we work with and the host families, social services and staff.

The policy is primarily intended for keeping our students safe whilst they are here in the UK. Concerns about safety in their home country will be addressed with our partner organisations.

SEI works closely with Cultural Experience England Ltd (CEE) which is responsible for placing students in host families and has published a number of policies and documents with the intent of keeping students safe in the host family environment. SEI explicitly includes those documents as additional bases of its safeguarding strategy, in particular in

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the host family. In addition, SEI's safeguarding policy is supported by the statements in the job descriptions for Cultural Experience England Ltd and its employment contracts.

The safeguarding policy is to be read in conjunction with these policies:

- Anti-bullying policy (including cyberbullying)
- Online safety policy
- Whistleblowing policy
- Complaints procedure
- Health and Safety policy
- Behaviour policy
- Wellbeing policy
- Low level concern policy
- Staff discipline and sanctions policy
- Cultural Experience England (CEE) Absent and Missing Child policy
- CEE Emergency plan
- CEE Safer recruitment policy
- CEE Anti-radicalisation policy
- CEE Private fostering statement
- CEE Relocation Policy
- CEE Staff and host family code of conduct

Legislation and Guidance

This policy is based on the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (Statutory Guidance for schools and colleges on safeguarding children and safer recruitment) 2022
- Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children) 2018 (updated 2022)

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DBS and Barred List Checks

All members of staff and all members of host families aged 16 and over must be fully DBS checked before they take up employment / hosting. Where appropriate, the check will be of the enhanced type and a Barred List check will be conducted additionally.

Promoting Children's Wellbeing

SEI will support all students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning, drug, alcohol and tobacco education and relationships and sex education
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to
- building resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- providing students with a number of appropriate adults to approach if they are in difficulties
- supporting the child's development in ways that will foster security, confidence and independence
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
- ensuring that all staff understand their responsibility for safeguarding and know what to do if they have a concern for a child's wellbeing
- liaising and working together with other support services and those agencies involved in safeguarding children
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

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Staff Training

All new staff and host families are given an online induction which includes child protection training proportionate to their roles and responsibilities. The training focuses on recognising signs of abuse, how to respond and report concerns, and on e-safety. This training is reinforced through annual updates and the host family assessment pack. All staff and host families receive safeguarding training at least every three years. Part of the induction is the requirement that all new staff members familiarise themselves with part 1 of the current version of Keeping Children Safe in Education. Those working directly with children must also read Annex B of KCSIE.

The Designated Safeguarding Lead (DSL) and her deputy undergo nationally recognised DSL training every two years. In addition, the DSL is qualified to train others in safeguarding matters.

Annual updates are disseminated via CEE's Safeguarding Newsletter.

All child protection training and renewals are recorded in SEI's database.

Mechanisms

It is essential that we all adhere to our safeguarding policy, which is based on 6 fields. This policy ensures that processes are correct and transparent. This protects everyone involved.

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Raising Concerns

Where a student, host family or staff member wishes to tell us about a situation, they can do so in person, by telephone or email. Any staff member can be approached, but the persons best equipped to deal with safeguarding concerns are SEI's DSL Nigel Flude and Deputy DSL Juliet Clifflin Cassells. Contact details can be found in the footer of this document. All information will be taken seriously.

Students, host families, social workers, natural families, partner organisations, schools and staff are encouraged to raise concerns about policy, procedures and personnel. If we have a gap in our system, we want to know about it and address the problem. A no blame approach will always be applied.

Please also see the Whistleblowing Policy.

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Recognition

In order to keep young people safe, we must be able to recognise risks. All staff members are required to know the definition and common signs of abuse and keep an open mind to the possibility it is occurring.

(source: Keeping Children Safe in Education 2022 pp.10-11):

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”

“Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.”

“Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate 11 expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”

“Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.”

“Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate

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supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

Staff are required to ask themselves regularly if all aspects of emotional abuse can be ruled out. The student exchange specific issue of whether a student is being treated differently to other members of the family must be included in this reflection. Signs to look out for include, but are not limited to:

- unexplained changes in behaviour or personality
- mental health concerns
- becoming withdrawn, seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent/ host parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body
- poor appearance and hygiene
- regular illness and infections
- signs of self-harm or injuries such as frequent cuts or burns
- eating disorders
- drug taking
- alcohol abuse
- producing, collecting and publishing nude images and videos
- deliberately missing school

It must be remembered that children with Special Educational Needs or poorer English language skills may be disproportionately impacted and/or more prone to certain types of abuse whilst simultaneously not showing clear outward signs. Staff should also bear in mind that the language barrier may make it more difficult for some students to report incidents.

Staff also need to be aware that young people may not always be ready or know how to tell someone about the situation they find themselves in, or indeed not experience the situation as harmful. Staff should maintain a professional curiosity and report any concerns to the DSL or Deputy DSL. The best way to facilitate communication about sensitive issues is for staff and host families to build good relationships with students before and during their stay.

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Specific forms of abuse

Abuse can take many forms. The following have been defined by the government as specific issues (source: Keeping Children Safe in Education 2022, pp11ff:

“Child on child abuse”: children or young people abusing each other. This can include bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children sometimes known as “teenage relationship abuse”); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm – this may include an online element which facilitates, threatens and / or encourages physical abuse; sexual violence such as rape, assault by penetration and sexual assault – this may include an online element which facilitates, threatens and / or encourages physical abuse; sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element) .”

Child on child abuse: signs to look out for:

- frequent disappearance of belongings
- unexplained injuries
- feigning illness when having to go to school
- problems with eating and sleeping
- trying to obtain more money than normally

“Child sexual exploitation (CSE) and child criminal exploitation (CCE)”: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and /or for the financial advantage or increased status of the perpetrator or facilitator and / or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CCE: Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as

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perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE: CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Signs of CSE to look out for include:

- avoiding people they know
- sexually transmitted diseases
- pregnancy fears

Signs of CCE to look out for include, in addition to the common signs listed above:

- staying away from the host family often
- travelling frequently without reasonable explanation
- possession of unexplained money or goods
- keeping frequent company with older persons
- being secretive
- using new slang words and acquiring gang-style clothing / tattoos

“Domestic Abuse”: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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“Female Genital Mutilation”: Whilst this specific type of abuse may be less frequent given the European cultural backgrounds of the vast majority of BIS’s students, staff should nevertheless keep an open mind towards the problem. A common alarm signal is the sudden temporary removal of a female student from school with no or insufficient explanation given. Upon return, the female student may display uncommon fear of being seen naked by others, have difficulty standing or sitting, spend more time on the toilet than normally, or appear anxious, depressed and quiet. If a teacher discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police.

“Mental Health”: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

“Serious Violence”: Whilst common risk factors for being a victim of or being involved in serious violent crime include being male, frequently being absent or excluded from school, having a history of offending and having experienced maltreatment as a young child, staff and families should nevertheless look out for the following signs among all pupils:

- frequent absences from school
- change in relationships
- relationships with older individuals or groups
- significant decline in performance
- signs of self-harm
- significant change in wellbeing
- unexplained injuries
- signs of assault
- unexplained gifts and new possessions

Role Definition

Designated Safeguarding Lead (DSL): Nigel Flude, 07789 673147, nigel@southenglandexchange.org; Deputy DSL and Prevent Lead: Juliet Clifflin Cassells, 07796 997780 (24 hour hotline), juliet@southenglandexchange.org

The DSL and Deputy DSL

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- act as sources of support and advice to all students, staff members and host families
- refer all cases to the LADO and LSP where necessary
- liaise with LADO and LSP in all safeguarding matters
- ensure all records are accurate, complete and kept confidential
- request information about existing child protection and welfare concerns in the student's home country from the partner agencies abroad
- liaise with partner agencies abroad and where necessary, request that they co-ordinate approaches with the natural parents, schools and safeguarding authorities in the student's home country
- work with CEE staff to facilitate relocations (new host families)

Tutors are the first and usual contact for students within school, but students must be made aware of the possibility to contact a different person. This can be the DSL and his Deputy. Cultural Experience England Ltd (CEE), SEI's partner organisation, is responsible for all host family placements and employs staff who look after the students' wellbeing and act as an additional port of call in case of difficulties. A student can also contact CEE's national manager and Deputy DSL, Eve Crow (07795 842565; email: eve@southeastexchange.org).

Talking to the organisation in their home country, natural parents, guidance counsellor, social services is often not the most effective route but it may never be discouraged.

Response

The way we respond when young people confide is crucial. Staff are required to remain sensitive and calm, reassure the student, keep them that they are safe, were right to tell, are not to blame and are being taken seriously. They must keep the student safe, let them talk, ensure a positive experience and tell the student what will happen next. Staff should never question unless for clarification, make promises they cannot keep, rush into actions that may be inappropriate, make/pass a judgment on alleged abuser, take sole responsibility. Staff must never give the impression that the student is creating a problem by reporting the situation.

Considerations of confidentiality will not be allowed to override the rights of children or young members to be protected from harm. Discretion will always be applied.

Any unusual incidents must be reported immediately and in writing to the DSL or Deputy DSL. Families, staff and students can do so by email or post, although an initial phone conversation is encouraged. Staff members use the

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unusual incident form. All fields on this form are encrypted for added security when they are being stored in Zoho's database. If a child is in immediate danger, the reporting person must call 999 without delay.

SEI will inform and take advice from LSP, LADO or police. Where SEI feels it wants to differ from this advice, the reason for the deviation must be documented. Further help can be sought from organisations such as the NSPCC.

Decisions must take into account the position of the host family and school, where applicable. The safeguarding of the student will be the paramount factor. The student's wishes and feelings must be taken into account when deciding which action is to be taken and which services are to be provided. SEI will work closely with the local authorities involved in the case. Together, they will decide

- how to protect the victim (risk assessment)
- if other individuals are at risk and how to protect them (risk assessment)
- how and if to investigate
- whether to approach the alleged perpetrator
- whether other authorities such as the police should be informed
- which information can be shared
- how to manage public interest, if any
- resulting actions regarding the perpetrator
- how to support the victim (including early help, referral to social care)

The DSL must decide whether to inform the partner organisation abroad, natural family, host family, police and enter that decision and the reason for it on the unusual incident report. Any further developments must be communicated without undue delay to all parties who have been informed of the issue.

It must be remembered that SEI has a duty of care not only towards its students but also towards all employees.

One student should never be aware of another student's affairs.

For allegations against a member of staff, please see the Staff discipline and sanctions policy and the Whistleblowing policy.

Reporting

If a crime is alleged to have been committed, SEI will involve the police.

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If a person in regulated activity has been dismissed due to a safeguarding issue or would have been had they not resigned, it is SEI's legal duty to refer this to the Disclosure and Barring Service. If the person in question is a teacher, SEI will consider referring the case to Secretary of State via the Teaching Regulation Agency (TRA).

Specific procedures for child-on-child abuse

SEI aims to prevent child-on-child abuse by educating students through the delivery of the school's PSHE curriculum. All students are made aware of the school's safeguarding policy, anti-bullying policy and behaviour policy. Host families are equally informed about the relevant policies on the website and through the Host Family handbook.

SEI has a no-tolerance approach to child-on-child abuse. It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. It is recognised that males are more likely to be perpetrators and females victims, but all forms of abuse are unacceptable and will be dealt with. Everyone is encouraged to come forward and report incidents. Abuse often goes unreported because victims and bystanders feel they will not be supported.

In the alleged case of child-on-child abuse, SEI will make an immediate risk and needs assessment, taking into account the risk to the victim, their protection and support, the risk to the alleged perpetrator and to all other school or host family members. The needs of all persons concerned, including their physical and mental wellbeing and their continued education, will be taken into account. Cases involving sexual violence or harassment require particular sensitivity. On this basis, it will be decided how to process whilst the case is being investigated. For example, it may be expedient to separate alleged perpetrator and victim in the classroom and outside.

Decisions are taken after considering the following factors: the wishes of the victim, the nature of the incident (is it a crime?), the respective ages of the students, any imbalance between the children (such as age, maturity, confidence, ability), the fact whether the incident is a on-off case or part of a pattern of abuse, the presence of continued risk to the victim or other persons and the wider community context).

Sanctions may include ending the programme for the aggressor.

Reporting: it may be felt that the case can be managed internally if the persons involved do not need early help intervention but would benefit from pastoral support provided by the DSL or another member of staff. If this is not deemed sufficient, early help must be sought from the local authorities. Where a child has been harmed, is at risk of harm or is in immediate danger, SEI's DSL will inform the LADO (see contact details at the end of this policy). If a crime

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has been committed, SEI will inform the police in cooperation with the LADO. Only where a child is in immediate serious danger, staff are encouraged to call 999 themselves.

The victim will be supported throughout the process and after by the school's pastoral care team working closely with the local authority's social services.

Specific procedures for allegations against staff

If allegations are made against a member of staff, the procedure set out in the Staff discipline and sanctions policy of will apply. Please also see the Whistleblowing policy and Low level concern policy.

Allegations of harmful conduct against a member of a host family fall into CEE's responsibility and will be dealt with according to their Safeguarding and Child Protection Policy.

Investigations will be conducted by senior staff members. Both the source of the allegation and the target will be given the opportunity to present their view. Where possible, SEI will hear witnesses and take into account other evidence to establish the facts.

If the allegation can be dealt with under the Low level concern policy, please see there.

Records

SEI keeps the following records:

Type	To include	Where kept	Retention period
Safeguarding policy	All policy changes	Current: on website Old versions: on Google Drive	10 years
Concerns and incidents	Summary of concern How was it followed up? Decision taken Reasons for decision Outcome	Unusual incident form on Zoho, paper records in safe.	10 years unless concern is found to be false or malicious in which case the record will be deleted

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Staff and HF training	Date Level Renewal training	Zoho Database (host families) Google Drive (staff)	10 years
DBS and Barred List Checks	Date Level Risk assessment if certificate has an entry	In CEE's account on www.ukcrbs.co.uk Summary of outcome on Zoho HF database Risk assessments on Google Drive Central Recruitment Record	10 years for date, certificate number, type of check and result; DBS certificates and details of convictions never more than 6 months. UKCRBS has own retention period
Prohibition from teaching checks	Date checked	Central Recruitment Record	10 years but can be deleted when staff member leaves SEI employment

For data protection relating to records please see SEI' and CEE's Data protection policy.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

SEI will share information with CEE. This is necessary because the latter is responsible for the placement in the host family and needs to be aware of any safeguarding concerns which have an impact on the placement.

Information will also be shared with the local authorities and the police if and when they are fulfilling a legal obligation to investigate and support.

Host families and staff will be informed only if there is an immediate need to know. The recipient of such information shared by CEE must keep their knowledge confidential.

Proprietor: South England Exchange Ltd.

Registered office: 12 Russell Mews, Brighton, BN12HZ

24 hour hotline: 07796997780

DSL: Nigel Flude 07789673147 nigel@southenglandexchange.org;

Deputy DSL: Juliet Cassells 07796997780 juliet@southenglandexchange.org

info@southenglandexchange.org

South England International School

URN: 18591

DfE Registration: 846/6030

www.southenglandinternational.com

Known as Brighton International School until January 2023



Site Safety

SEI requires every visitor to the site to sign in at reception. Visitors will never be left unsupervised unless the visitor can demonstrate recent (no older than 3 years) clearance by the Disclosure and Barring Service.

List of defined terms

- Child / Young Person- anyone under the age of 18
- Child protection - preventing and responding to violence, exploitation and abuse against children
- Safeguarding - action that is taken to promote the welfare of children and protect them from harm, e.g.: protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care.
- "DSL" – Designated Safeguarding Lead: a senior member of staff who takes lead responsibility for safeguarding. The DSL receives regular specialist training to enable them to carry out their duties. The DSL or their deputy is available 24h on the phone. It is the DSL's duty to provide advice to staff, host families and students, to liaise with authorities and to make decisions for the safety of students such as relocations, seeking medical help, organising support of any kind. SEI's DSL is Nigel Flude: 07789673147, nigel@southenglandexchange.org; Deputy DSL: Juliet Clifflin Cassells (24 hour hotline: 07796 997780, juliet@southenglandexchange.org).
- "LSP" – Local Safeguarding Partner
- "LADO" Local Authority Designated Officer"

List of LSP contact details

West Sussex

- West Sussex Safeguarding Children Partnership – Integrated Front Door
- Email: wschildrenservice@WestSussex.gov.uk
- Telephone: 01403 229900; out of hours: 0330 222 6664 and 07711 769657

East Sussex

- East Sussex Safeguarding Children Partnership, East Sussex County Council, County Hall, St Anne's Crescent, Lewes, East Sussex, BN7 1SG
- ESSCP.Contact@eastsussex.gov.uk; Telephone: 01273 481544

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List of LADO contact details

West Sussex

- Miriam Williams and Donna Tomlinson
- 0330 222 6450 or 01403 229900
- LADO@WestSussex.gov.uk

East Sussex

No name given, all referrals to made through contact form: <https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/referrals/form-lado-referral/>

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