



## **TBS Safeguarding Children Policy & Procedure**

### **Aims of the Safeguarding policy**

The British School Kathmandu fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to pupils.
- b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of day-to-day contact with children, school staff are well placed to observe the outward sign of abuse.
- c) Support to pupils who may have been abused.

Our policy applies to all staff and volunteers working in the school, and governors. Learning Support Teaching Assistants, Teaching Assistants, Ground and Administrative staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

### **Safeguarding at TBS: Prevention**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

- a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to;
- b) Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- d) Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

### **Safeguarding Procedure: Key points**

- a) The school has a designated senior member of staff, who has undertaken appropriate child protection training. ***This is currently Gemma Caines who chairs the safeguarding group and will be the liaison with the BGN child protection group. The Principal and the Vice Principal are also trained. In addition, designated staff from Primary and Secondary and the school nurse, have also received Level 2 training.***
- b) Ensure every member of staff and every governor knows the name of the designated person and her/his role.
- c) Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- d) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in this policy and in other key literature. Mention the policy and refer to it at appropriate points.
- e) Provide appropriate training for all staff. A Safeguarding/ Child protection update should be carried out yearly and as part of new staff induction.
- g) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at any case conferences, core groups and child protection review conferences. The school is likely to have to be a driving force in such meetings for non-BGN children.
- h) Keep written or electronic records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to parents or other organisations.
- i) Ensure all records are kept secure.
- j) Ensure the criminal background of applicants for vacant posts are checked in accordance with DfES circular 11/95 'Misconduct of Teachers and Workers with Children and Young People'. This is done through the COBIS DBS service.
- k) Designate a governor for child protection to oversee the school's child protection policy and practice.
- l) Although every case may be different, the general checklist attached will be used to guide action.
- m) Apply the safer recruiting policy, which includes police checks for all staff and two references from previous employers.
- n) Encourage parents to let school know about any change in circumstances, injuries or accidents and where there may be temporary care in place so we can monitor students and offer support.

### **TBS Safeguarding: Supporting the pupil at risk**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- a) The content of the curriculum to encourage self esteem and self motivation
- b) The school ethos and behaviour policy which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued
- d) Liaison with other agencies who support the student such as BGN, relevant embassies or organisations such as DFID, our Educational Psychologist, Health professionals & authorities in Nepal.
- e) Keeping records and monitoring in case there is a recurrence of a concern. When pupils who represent a significant Safeguarding risk leave, we will endeavour to transfer information to the new school.

*NB – For all pupils we will look for opportunities to ensure they can keep themselves safe, recognise abuse and encourage communication. This may be in PSHE, Mentor group discussions, e-safety reminders and in assemblies.*

### **Children with Statements of Special Educational Needs**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment, emotional or behaviour problems will be particularly sensitive to signs of abuse.

### **Final points**

Do not hesitate to talk to the designated child protection officer if you have even the slightest concern about a child's well-being. Whilst many concerns will be unfounded, it is necessary to 'think the unthinkable'.

There are four recognised forms of abuse:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

If you suspect any of the above it is your responsibility to report it immediately.

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### **Related forms:**

[Child protection Concern - Reporting Form - BLANK.docx](#)

### **Child Protection Procedure Checklist for the Designated Child Protection Officer**

*All concerns should be written down and handed to the Designated Child Protection Officer or entered as a concern in Engage (which automatically go to the CPO). Then, depending on the case, a blend of the following actions will be taken and the date of the action noted (either on this form or on the engage system).*

Pupil name: \_\_\_\_\_ Year group/Mentor group: \_\_\_\_\_

Possible actions	Date
Record the incident and ask a small group of relevant staff to monitor	
Consult with colleagues for advice such as school nurse, heads of key stages, Vice Principal, Mentor. Link up with any agencies in Nepal.	
Sensitively interview staff	
Talk to all staff involved with the child and ask for close monitoring	
Speak to the child sensitively	
Sensitively interview peers	
Call one or both parents to discuss disclosure	
Ask parents to take the child to hospital for tests	
If the concern is about the parents, contact the organisation of the parents and report findings to the company's nominated welfare officer	
If the concern is about a BGN child, contact the designated officer at BGN to raise concerns	
In the case of all serious concerns inform the Chair of Governors and (once appointed) the Governor with responsibility for Child Protection	
Keep records of all discussions and conversations (preferably signed by parents).	
Provide extra levels of staffing/vigilance as appropriate	
Recommend counselling or contacting CWIN to those who may need support	
Use the resources that may be available in Nepal such CWIN and/or hospital resources such as the Psychotherapy Centre Kathmandu or the Transcultural Psychosocial Organisation	

***ALWAYS REMIND THOSE INVOLVED IN DISCLOSURES OF CONFIDENTIALITY***

Yearly reminders	Date
Schedule child protection as part of annual refresher (Autumn INSET)	
Put item on Governor's agenda as an annual reminder (Autumn Governors meeting)	
Ensure there is an assembly on e-safety which includes child protection reminders	
Give all students information about how to communicate concerns and key people who they can disclose to	
Give all students details of the Child Helpline number in Nepal (1098) and log-in details for Tootoot disclosure website	
Regularly remind parents of school policies and ensure that the location of the child protection policy is given to all new parents	
Regularly remind teaching staff and parents of confidentiality and maintaining boundaries	