C. School Welfare

SAFEGUARDING AND CHILD PROTECTION POLICY

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Section I: Policy

1. RATIONALE AND PRINCIPLES

a. Rationale: The importance of safeguarding and child protection:

The school recognises its duty and responsibilities to protect and safeguard the interests of all children. It recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

This policy document provides the basis for good practice within the school for safeguarding and child protection work. The procedures provide a framework to ensure that all practices in the area of safeguarding and child protection are consistent and that the school takes every reasonable measure to ensure every child is healthy and safe.

This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met. All staff members should be aware of systems within the school which support safeguarding. This includes the Staff Code of Conduct and the role of the designated safeguarding lead and deputies.

All staff should also receive appropriate child protection training which is regularly updated as detailed further in this policy.

This policy has been established with reference to the document **Keeping Children Safe In Education (2019)** issued by the UK Department of Education.

b. What school staff should know and do:

1. Safeguarding and promoting the welfare of children includes protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. "Children" includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, **immediate** action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. A policy of "Early Help" is important. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.
4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
6. All school and college staff have a responsibility to provide a safe environment in which children can learn.

7. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.
8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Role of The Designated Safeguarding Lead and Deputies

The Designated Safeguarding Lead is responsible for ensuring that school policy and procedures for safeguarding are shared, understood and followed consistently.
The DSL has final say on actions related to the welfare of students including online safety.
The role of the Designated Safeguarding Lead and deputies are defined in a clear job description but can be summarised as follows:

Managing referrals:
To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

To receive all cases of suspected abuse from staff members and ensure that records are maintained appropriately.
Where necessary make referrals to:

- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
- Police (cases where a crime may have been committed).
- the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Social Care authorities

Training
The designated safeguarding lead and deputies should receive annual appropriate training in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessment
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead and deputies should ensure the school or college's policies are known and used appropriately:

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the external agencies to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

c. Guiding principles

The school is committed to the following principles:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- All staff must complete formal safeguarding and child protection training as part of their induction and revisit school procedures regularly in order to help to protect children.
- All staff members are aware of the Staff Code of Conduct and are expected to adhere to it.
- It is the professional responsibility to report all concerns or allegations of abuse in connection with a member of staff to the DSL immediately.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

2. MEASURES

a. **Staff recruitment** (please see Safer Recruitment Policy for further detail)

When recruiting new members of staff the school follows the guidance given in Safeguarding Children: Safer Recruitment in Education (2006), and school guidelines as replaced and amended by the Keeping Children Safe in Education (2014) (2018) and (2019)

The following checks take place;

- Employment history through standardised application forms to easily spot any gaps in employment or training
- Proof of the candidate's identity that is verified
- Verify professional qualifications by seeing original copies
- Ensure that a candidate is not subject to a prohibition order
- Disclosure and Barring Service (DBS) checks enhanced with barred list (List 99) and/or the International Child Protection Certificate information are undertaken with original copies viewed and evidence of checks provided by another country for an applicant who has worked abroad (if applicable)
- References (not open) are taken up and obtained and must include the most recent employer. References should be from a supervisor and be sent from a professional email address. All references must be signed. References are followed up with telephone calls where this is considered desirable.
- Making contact with the school at which the applicant last worked, if he or she is not currently working in a school (in order to confirm employment details and reasons for leaving)
- For individuals who have lived or worked outside of the UK, they must undergo the same checks. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Obtain a medical declaration of mental and physical suitability for the post in question
- Complete checks with local authorities

A Single Central Record (SCR) is maintained and kept in a secure place with limited access within the administration department. The SCR will remain a confidential document.

All Governing Board and Management Team members are required to provide proof of identity, police checks, safeguarding training certifications and conflict of interests document to each school as part of their safe recruitment and child protection procedures. These are kept on file in each school rather than centrally so that schools can monitor and track accordingly.

<u>Other Adults in Contact with Children</u>

Volunteers or contractors/outside service providers are sometimes engaged by the school.
If unsupervised by a regular member of staff, then a DBS check enhanced with barred list must be obtained or appropriate criminal records check in that country.
If supervised at all times, no such check is required. A risk assessment is completed for all volunteers or contractors.

In instances where children are off-site (for example, residential trips, FOBISIA trips, enrichment activities and external providers) risk assessments are carried out which include checks on whether the company have carried out child protection and disclosure checks on all adults that children will carry out activities with apart from school staff. Depending on the outcome of these checks, action points are put in place. (For further information please see Educational Visits Policy and Procedures).

House Stays
If students are housed with a host family, the school will make every effort to ensure hosts are suitable and safe. If staying in the UK, an enhanced DBS check is required. If staying abroad than a local police check may be required for any adults over 18 who live or are staying at the house during the visit.

b. Training

All staff will receive guidance during induction to include:

- Staff Code of Conduct
- Pupil Behaviour Policies
- Online Safety Policy
- Safeguarding and Child Protection Policy including the role of the DSL and deputies

All Newly appointed and established staff will have annual training in safeguarding and child protection as part of their induction programme, to be carried out by a reputable training provider such as Kidscape or Educare. It includes:

- Understanding broad definitions of child abuse and neglect
- Dealing appropriately with disclosures
- Having an awareness of how a child's race, culture, gender and ability inform an assessment of their needs
- Knowing how to make a referral
- Acting appropriately on suspicion/knowledge that a child may be suffering harm
- Understanding the Child Protection system and professional roles within it
- Understanding how discrimination can impact on children and families
- Understanding both victim and offender behaviour

Designated Safeguarding Leads, Deputies and members of School Leadership Teams should receive and update advanced Child Protection training annually in order to:

- Develop an advanced understanding of Child Protection issues
- Develop enhanced understanding of cultural attitudes and values with regard to safeguarding children.
- Refresh & enhance their knowledge of signs and symptoms of abuse
- Understand the need for robust evidence in child protection issues
- Understand that some children may see abuse as 'normal' behaviour
- Receive recent information about Child Protection processes.
- Identify good practice and reflect on their settings policies and procedures

In addition the school will run basic safety awareness sessions for long term adult volunteers and staff who join the school midyear.

School Policy and Procedures are revisited throughout the year during staff meetings to maintain staff confidence and awareness.

Staff are expected to read Part One and Annex A of the document **Keeping Children Safe in Education** (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

And the following websites:
www.everychildmatters.gov.uk and www.teachernet.gov.uk

c. Dealing with allegations of abuse

Any allegations or suspicions of abuse must be referred immediately to the Designated Safeguarding Lead within the school who will initiate a case. A written record of concerns should be made using the school's internal recording forms. The Designated Safeguarding Lead will then make the decision whether the case is serious and needs to be brought to the attention of the Headteacher. The Headteacher and the Designated Safeguarding Lead may consult with the child's parents or guardians in order to reach a decision on whether the matter needs referral to the relevant outside agency.

d. Referrals

The decision to refer a case to an outside agency is to be made with consultation between the Headteacher, Designated Safeguarding Lead at at least one member of the board. Final say rests with the DSL.

The school will take all appropriate measures to pass on information regarding those who have been convicted of abuse to the authorities in the UK charged with ensuring that unsuitable individuals do not come into contact with children.

e. Child in Need

Referral should be considered when a child shows evidence that her/his health, development or achievement may be adversely affected.

- Age appropriate progress is not being made and the causes are unclear.
- He/she is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority or outside agency.
- His/her health or development is likely to be impaired, or further impaired without the provision of such services.

f. Child Requiring Protection

It should be considered a child protection matter for referral if:

- A child is at risk or suffering significant harm.
- A child is suffering the effects of significant harm.
- Serious health problems are in evidence.

It is the 'significant harm' threshold that justifies statutory intervention into family life, in this case immediate referral. A professional making a child protection referral must therefore provide information that clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events that are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Children missing from education
All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence procedures and report any concerns regarding children missing education to the DSL

Where reasonably possible, school records should hold more than one emergency contact number for each pupil or student in order to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

g. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

A guarantee of confidentiality should never be given to a child as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts in the UK. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law where possible in the UK and locally.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

UK law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. In the event of any conflict with local law in this instance the advice of the school's legal team will be sought.

h. Dealing with allegations of pupil peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships.
Incidents of peer on peer abuse can lead to psychological and/or physical harm, both short and long term and as such It is unacceptable in or outside school.

However, we do not accept any form of abuse and believe that it should never be ignored or passed of as “banter” or “an acceptable part of growing up”.

Peer on Peer Abuse can take many forms including:

Sexual violence and sexual harassment
Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. Staff are offered additional guidance on how to report a case of sexual violence and harassment (See appendix 4)

Sexting
Sexting is the exchange of sexual messages or sexually explicit images or videos. Young people may think sending sexual messages and imagery is normal behaviour, but they may not understand that once sent, it is no longer private.

Upskirting
Upskirting 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. Upskirting is a criminal offence.

Coercive control
Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten a victim.

Serious Violence
Serious Violence refers to crime that involves guns, knives or any form of weapon intended to hurt main or kill. Early indicators that children may be being coerced or exploited to take part in serious violence include increased absences, changes in friendship groups, significant decline in performance, signs of self- harm, injury or deterioration in well being. New possessions or gifts may indicate an association with criminal action.

Bullying/cyber bullying (See Anti Bullying Policy)
Cyber bullying may take place on phones, instant messaging, email, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

Initiation or Hazing
An initiation ceremony is where a potential new member is expected to perform a task, and on completion they will be accepted into a gang, team or group. Initiation ceremonies may be experienced in sports teams, boarding schools and street gangs.

Minimising Incidents
We believe that by developing a school ethos in which any form of peer on peer abuse, is regarded as unacceptable and by promoting excellent values, positive behaviour and relationships between all members of the community, we can minimise incidents.

In particular we advocate that:

- All school staff members act as positive role models, demonstrating the highest possible standards of personal conduct in their interactions with all members of the school community.
- All members of the school are expected to treat each other with consideration and respect and to support children who experience peer on peer abuse to make them feel safe again, rebuild their confidence and self-esteem.
- The school will always react firmly and promptly to allegations and educate children to understand that peer on peer abuse is not acceptable and may lead to psychological damage and/or physical harm.

Dealing with Incidents
Any alleged incidents will be dealt with promptly and referred to the designated safeguarding lead or deputies.
Evidence will be gathered from all sources in a sensitive manner and records of conversations kept and signed in Student Welfare Files.
Disciplinary action, in line with the school's established range of sanctions, will be taken where necessary. Such action may include letters or meetings with parents, internal suspension or exclusion from school.

Supporting Victims and Perpetrators of Peer on Peer Abuse
It is important that the victim is fully supported and feels safe and comfortable. It is also important that the (suspected or confirmed) perpetrator have a fair hearing and once an issue is dealt with that they are given an opportunity to atone for their actions in a positive way.

It is therefore crucial that all parties affected by any incident of peer on peer abuse are monitored closely by the teaching team and school leadership to ensure that there are no further incidents or negative impact.

If any further incidents do occur, detailed records are maintained and appropriate actions in line with this policy are taken by the school leadership.

i. Dealing with allegations of abuse against a professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation of abuse is received by any member of staff, it must be referred immediately (including an allegation to oneself) to the DSL. Under no circumstances should a member of staff investigate such an allegation.

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Allegations of abuse made against staff, whether historical or contemporary, should be handled by the designated safeguarding lead in consultation with the the Headteacher.
If the allegation is against the Headteacher then the DSL should immediately inform the Chair of Governors, without notifying the Headteacher first.

When an allegation of abuse is made against staff, it is referred **directly** to the relevant external agency (See Appendix 1) and their advice followed. This initial conversation will establish the validity of any allegation and if a formal referral is needed, then contact will be made within 24 hours with the relevant local agency. If this is the case a strategy meeting will be called that the Headteacher/Chair of Governors should attend.

The decision of the strategy meeting could be:

- Police investigation if there is a criminal element to the allegation
- Single agency investigation completed by the school

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

It is the responsibility of the Designated Safeguarding Lead to ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of any person (whether employed. contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. For more information on making a referral:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442338/DBS__Barring__Making_a_refferal_A5_8pp.pdf

j. Resources

Safeguarding and Child protection is a matter for all members of staff.

The Whole School Leadership Team have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly, including attending meetings, collating and writing assessment reports, staff training and making contact with outside agencies.

Child protection awareness will be addressed through the curriculum as appropriate to ensure all pupils understand what is meant by child protection and how they can be safe.

k. Updating

This policy will be reviewed annually by the Board of Directors in consultation with the Headteacher and academic management team. It is advised that in doing so they consult with an expert child protection agency in the UK. Any changes will be submitted to the Board for approval.

Any significant deficiencies and weaknesses in the policy will be remedied without delay with prior approval of at least one member of the Board.

Safeguarding and Child Protection training is reviewed and updated annually for all staff including the Designated Safeguarding Lead and deputies or whenever a significant change in standard practice or legislation requires it.

The Governing Board will complete Child Protection in International Schools and Safer Recruitment for International Schools training with Kidscape, Educare or equivalent annually.

3. LOCAL LAW

Implications of local law on the school's child protection policy
The school's policy on safeguarding and child protection draws principally from UK statutory guidelines and best practice. However, local laws and regulations may be binding on schools and schools should ensure they have consulted locally and are fully compliant and up to date on any applicable local laws. Schools should also ensure they are aware of which local agencies should be notified in cases of child protection matters.

Local laws regarding the protection of children are usually similar to those in the UK in that there is usually a statutory obligation to refer instances of abuse to the local child protection agency.

Further information is available in Appendix I. Local Inter-Agency Procedures

Section II: Guidelines & Procedures

1. GUIDELINES

a. Responsibility

Every member of staff at the school is responsible for contributing to the safety and well being of pupils at the school. Being aware of the information below and following the guidelines contained here is a part of that responsibility. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

b. Recognising when a child may be at risk

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

If any member of academic staff has significant concerns about the welfare of a child they should make them known to a Designated Safeguarding Lead at the school. These concerns may include:

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. They may be abused by an adult or adults or another child or children.

Physical abuse: 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 persistent adverse effects on the child's emotional development. It may involve conveying to children 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 expectations being imposed on children. These may include interactions that are beyond the 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 Cyber Bullying), 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, though it may occur alone.

Neglect: 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 supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Sexual abuse: Involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (e.g. 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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

c. Signs and symptoms of child abuse and neglect

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be considered if a child shows a number of these symptoms, or any of them to a marked degree.

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Annex A of the KCSIE (2018) provides detailed guidance on specific forms of abuse such as: Child Sex Exploitation, Child Criminal Exploitation, Domestic Abuse, Honour Based Abuse and Preventing Radicalisation.
All members of staff are expected to be aware of this section and refer to it should incidents arise.

d. Guidelines for listening and talking to children

If a child chooses to disclose, you SHOULD:

- Be accessible and receptive;
- Ensure that the environment is quiet and suitable for the child to disclose in a private manner;

- Listen carefully and uncritically at the child's pace;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you must pass this information on;
- Make a careful record of what was said verbatim
- Avoid leading the students with your questions
- Use open questions "Tell me, describe to me, show me, explain to me"

You should NEVER:

- Take photographs or examine an injury;
- Investigate or probe aiming to prove or disprove possible abuse – **never ask leading questions**;
- Make promises to children about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions or react with shock, anger or horror;
- Speculate or accuse anybody;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or about the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass the information on to the correct person;
- Ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

If any child requests confidentiality during a disclosure, it is important to state that this is not possible for their own welfare. If they refuse to disclose further, this must be reported to the Designated Safeguarding Lead immediately.

e. Guidelines for record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- State who was present, time, date and place;
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- Be written in ink and signed by the recorder using the school format;
- Be safely stored in a locked physical file on school premises with extremely limited access.

f. School staff and allegations of abuse

Academic staff should ensure that personal contact with children minimises the risk of any situation arising in which misunderstandings can occur.

The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards

Additional Expectations of staff:

- Must not give out personal mobile phone numbers or private email addresses
- Must not give pupils lifts home in cars
- Must not arrange to meet them outside of school hours
- Must not chat to pupils on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent. Regardless of local laws, the school will report any such instance to the authorities in the UK.

In exceptional circumstances it may be essential to physically restrain a student to protect them from physical harm or physically harming another person. Any use of physical force or reasonable restraint against pupils will be documented. If it is necessary to use physical action to prevent a child from injury to themselves or others parents must be informed.

Children will not be punished under any circumstances by any form of hitting, slapping, shaking or other degrading treatment.

For more information, please see Appendix 3: Avoiding False Allegations of Inappropriate Behaviour

g. Ensuring a secure environment

- Staff should challenge any person not showing identification or visitor badges within the school grounds.
- Staff should report and challenge any suspicious behaviour around the school perimeters.
- All staff have a professional responsibility to report any inappropriate actions or conduct by a member of staff or school community.

2. PROCEDURES

Steps to take when you suspect a child may be at risk

1. Staff should report concerns and evidence to the Designated Safeguarding Lead as soon as possible.
2. Together with the Designated Safeguarding Lead make a record of the case.

Steps to take when a child reports abuse to a member of staff

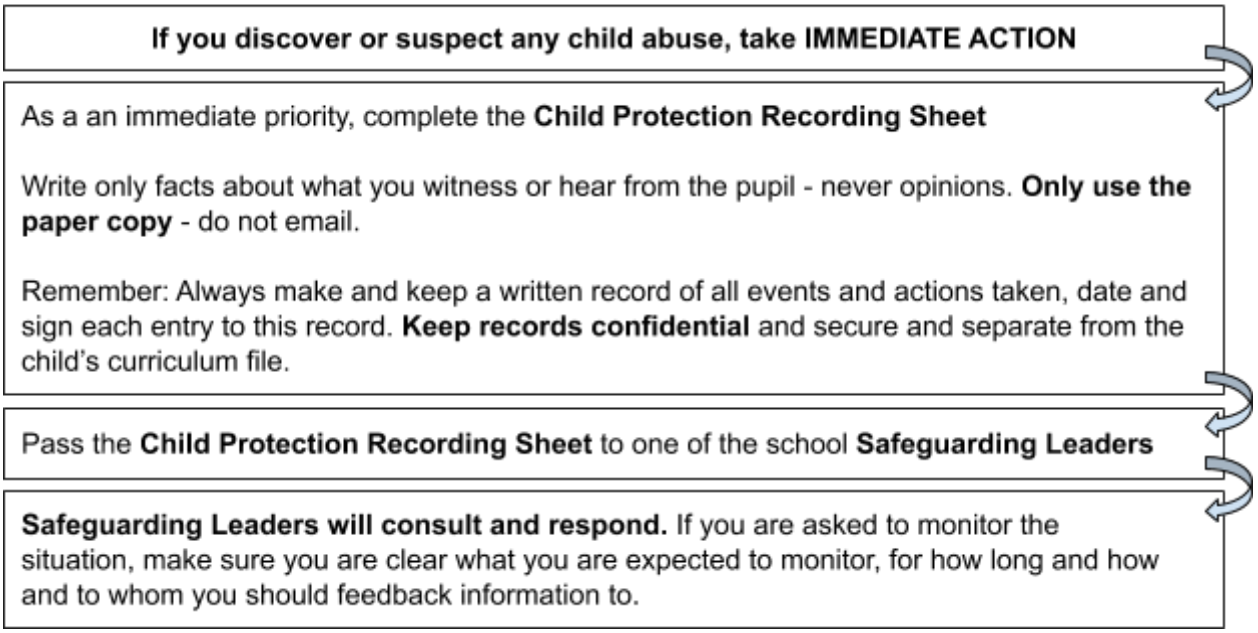
1. Speak with the child following the guidelines for talking and listening to children
2. Make a record of the conversation following the guidelines for record keeping
3. Report the instance to the Designated Safeguarding Lead with a copy of the record of your conversation.

Steps to be taken by a Designated Safeguarding Lead (DSL)

1. Collect and review evidence on the reported case. Actions may include:
    - Offer the opportunity for the child to disclose information
    - Contact parents to gather more information
    - Continue to gather information from further observations of behaviour or additional sources
    - Evaluate evidence with Deputy DSLs and or Headteacher.
2. Where an external referral is deemed necessary, consult and obtain approval from Headteacher who may in turn consult a member of the Board.

The below “Child Protection Procedure Flowchart” and “Child Protection Recording Sheet” are displayed and made available in all staff rooms.

CHILD PROTECTION PROCEDURE FLOWCHART



CHILD PROTECTION RECORDING SHEET (example)

Nature of incident or concern:

Witness

Date/s and time/s

Details of who you may have already discussed your concerns with

Name and date:

Signature

This policy has been written by the BSF Board of Governors in consultation with the Headteachers of BSF. Where necessary, the Board consults with experts in the relevant area such as ICPA. Once drafted, this policy was submitted to the Board of Governors for approval at the annual Board meeting.

Approved: November 2019 (SF, ON) **Next review**: November 2020

APPENDIX 1: LOCAL INTER-AGENCY PROCEDURES (School Specific Information that needs to be added following the example below)

IMPORTANT: Name of School **will establish clear evidence of a need for child protection before contacting local authorities.**

The DSL will contact the school's Brazilian Director, Miriam, who with contact the appropriate department when aware of a child protection issue. This is done within 24 hours of a disclosure or suspicion of abuse.

For non-Brazilian students, the Community Liaison Officer or equivalent for the relevant Embassy according to nationality will be contacted.

Brasilia Social Services Department (Conselho Tutelar)
SCS Qd. 03, bloco A, lote 11/12, loja 65, 1° Andar, Edifício Lettieri, Asa Sul - CEP: 70303-902
3224-0951 Celular: 9241-3813

Social Services Departments

Vara da Infância e da Juventude – Youth court section

Seção de Atendimento à Situação de Risco – Risk situation attendance

Address: SGAN 909 Lotes D/E – Asa Norte

Phone numbers: 3103-3316 / 3103-3317

Delegacia de Proteção à Criança e ao Adolescente (DPCA) – Minor protection police station

Address: SPO – Lote 23 Conjunto D – Ed. Do DPE – Complexo da PCDF – Brasília/DF CEP: 70.670-907

Phone numbers: 3207-4515 / Front desk 3207-4523 / SAT 3207-4525

Delegacia da Criança e do Adolescente (DCA I) – Minor police station

Address: EQN 204/205 - Asa Norte - CEP: 70.842-400

Phone numbers: 3207-5934 / 3207-5952 / 3207-5931 / 3207-5965

Delegacia da Criança e do Adolescente (DCA II) – Minor police station

Address: Academia de Polícia Civil - Praça da Estrela, Lote 1, Centro Metropolitano de Taguatinga -

CEP: 725158-010

Phone numbers: 3207-6012 / 3207-6017 / 3207-6069 / FAX: 3207-6067

Promotoria de Justiça de Defesa da Infância e da Juventude – Minor defense prosecution

Address: SEPN 711/911, Bloco B - Asa Norte

Phone number: 3348-9000

Human rights secretary

Disk report: 100

Email: disquedenuncia@sdh.gov.br

Child violence report

Disk report: 181

Brazilian Police

If you suspect that a child is being harmed, reporting your suspicions may protect the child and obtain help for the family. Please call 197 with the following information:

-address or location where the child is being abused or neglected

-type of abuse or facts of the case

-identity of the abuser or any information related to the abuser

From this information, the Agency will then redirect us to the correct police division which deals with Child Protection issues in our area.

Disclosure and Barring Service (UK)

It is the responsibility of the DSL to ensure that a report is made to the Disclosure and Barring Service (DBS) within one month of leaving the school of any person (whether employed. contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. For more information on making a referral:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442338/DBS__Barring__Making_a_refferal_A5_8pp.pdf

APPENDIX 2: Local Embassy Contacts

Argentinian Embassy

Contact: Consular Team
Number: (61) 3212-7600

Australia Embassy

Contact: Cynthia Lima
Number: (61) 3226-3111

Botswana

Contact: Mrs. Poledi Matsetse
Number: 3366-5563

British Embassy

Contact: Mrs. Alisson Barbosa
Number: 3329-2300

Canada Embassy

Contact: Mrs. Patrícia de Paula
Number: (61) 3424-5400

China Embassy

Contact: Mr. Lucas Yang
Number: (61) 2195-8200

Czech Republic Embassy

Contact: Mrs. Kanda Nehgme
Number: (61) 3242-7785

Germany Embassy

Contact: Mrs Sibele
Number: (61) 3442-7000 / (62) 3701-2733

India Embassy

Contact: Mr. Rodrigo Guerra
Number: (61) 3248-4006

Japan Embassy

Contact: Mrs. Saori Mishihata
Number: (61) 3442-4200

Kazakhstan Embassy

Contact: Mr. Darkhan (Daniel)
Number: (61) 3879-4602

Korea Embassy

Contact: Mrs Subin
Number: (61) 3321-2500

Malawi Embassy

Contact: Mr. Clemence Kabalamura
Number: 3366-1337

Malaysia Embassy

Contact: Mr. Ami Amorin
/Number: (61) 3248-5008

Norway Embassy

Contact: Mrs. Carolina Simões
Number: (61) 3521-9800

Panama Embassy

Contact: Nadiuzka Ramos
Number: (61) 3323-2885

Pakistan Embassy

Contact: Mr. Asjad Fahim
Number: (61) 3364-1632

Portugal Embassy

Contact: Thiago Rodrigues
Number: (61) 3032-9600

Sri Lankan Embassy

Contact: Mrs. Nadeesha
Number: 3541-3488

Tanzania Embassy

Contact: Mrs. Ana Claudia
Number: (61) 3364-2629

USA Embassy

Contact: US Citizen Service
Number: (61) 3312-7000

Argentinian Embassy

Contact: Ambassador's Secretary
Number: 3212-7600

Malawi

Contact: Mr. Clemence Kabalamura
Number: 3366-1337

APPENDIX 3: AVOIDING FALSE ALLEGATIONS OF INAPPROPRIATE BEHAVIOUR

It is an expectation of all school staff to act in a professional manner and adhere to the BSF Staff Code of Conduct when interacting with pupils.
It is important that all staff:

- avoid actions that may be interpreted as intending to abuse the pupil.
- avoid being overly friendly which may give the pupil the wrong impression that the member of staff is establishing an inappropriate relationship with the pupil.

New members of staff will find that they are initially more cautious in dealing with situations and experience will bring greater confidence. The advice is to err on the side of caution if you are not comfortable with a given situation.

Early Years children and primary pupils are more likely to be touched by their teachers etc. than older pupils and this will influence the response to the following points. Consider the difference between a 4 year old child who has scraped his knee on the playground and is inconsolable until the appropriate attention has been given to a thirteen year old girl who has twisted her ankle. Both require physical attention but the actions will be different.

Key Principles:

1. Do not touch pupils inappropriately.
Members of staff must be careful about how they comfort a distressed pupil or use physical action to warn a pupil of danger or prevent an accident. This is particularly pertinent when alone with a pupil. Generally do not put your arm around a pupil to comfort him/her, unless you are confident that your action will not be misinterpreted. Be aware that pupils can misinterpret well-meant actions. Generally physical contact with pupils should be avoided unless it is necessary to prevent harm or injury to them or to others. If it is necessary to touch a pupil in order to administer medical care it is helpful to ask the pupil if it is OK to “have a look at your arm” or to tell them exactly what you are going to do. If possible try to ensure that there is someone else with you. This could be another pupil if there is no other adult available. With older pupils it is better to ask them to do things for themselves.

2. When dealing with a pupil alone in a room have regard to the following conditions.
Avoid speaking to a pupil in a room with no window or where no-one else can see you
Make sure that someone else knows where you are and why you are speaking to the pupil. This is important if you need to speak about a sensitive matter. It is advisable where possible to have that person in the room with you or nearby.
Do not place yourself between the pupil and the door. A pupil must never feel that they are trapped in the room. They must be able to get out without having to go past you. Keep a record of the conversation and share with your line manager or DSL as appropriate.

3. Make sure that you know what the procedures are for your section of the school with respect to going into the changing rooms when pupils are changing.

a) In Early Years all children change in the classrooms supervised by the class teacher and classroom assistants.

b) In the Primary School, either the children change in the classroom with teacher supervision or the boys and girls go into their separate cloakrooms and change, again with teacher supervision. At the swimming pool, the boys and girls change in separate changing rooms and the teacher goes into both changing rooms to check and to hurry them along.

c) In the Senior School girls and boys go into their designated changing rooms and change on their own. PE staff go in and out as necessary and also to take the register.

4. Do not communicate with a pupil via your mobile phone including texts, landline, **personal email address or social media networks.**
Use a school mobile phone or landline where it is helpful to have a phone conversation.

- Do not give your number to a pupil.
- Do not send text messages to a pupil.
- Do not give your personal email address to pupils.
- Do not accept pupils as friends on any social networking/media sites

5. Generally speaking, it is inadvisable to give a pupil a lift in your car if that person will be the only other person in the car.
However, if it is necessary to use your car to transport pupils make sure that parents have the exact details and have given prior permission.

6. Be careful about the language that you use.
Do not use “trendy” vocabulary or young people’s language that may give pupils the wrong impression that you are trying to be friendly with them. It is important to remain professional at all times.

7. **Report children acting inappropriately.**
If any pupils appears to be inappropriately friendly or displays any form of infatuation towards you, report it to the DSL immediately.

APPENDIX 4: GUIDANCE FOR REPORTING SEXUAL VIOLENCE OR HARASSMENT

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

The immediate response to a report.

The school's or college's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be trained to manage a referral in line with reference to the following guidance:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child.
- if possible, manage reports with two members of staff present, (preferably one being the designated safeguarding lead or a deputy). However, this might not always be possible;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Once a referral has reached the DSL, he/she must consider the following:

Risk Assessment

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a

case-by-case basis. The risk and needs assessment should consider the victim, especially their protection and support; the alleged perpetrator; all the other children at the school especially any actions that are appropriate to protect them.

- The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.
- Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:
    a) the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
    b) the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
    c) the ages of the children involved and the developmental stages of the children involved;
    d) any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
    e) if the alleged incident is a one-off or a sustained pattern of abuse;
    f) are there ongoing risks to the victim, other children, adult students or school staff?

As always when concerned about the welfare of a child, all staff should act in the best interests of the child.
In all cases, the school should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

A complete set of guidelines is available in the Keeping Children Safe in Education (2018) Part 5 and it is important that this is referred to when dealing with a report of sexual violence or harassment.