



## Child Protection Policy

Date	Review Date	CPO	Deputy CPOs
<b>September 2017</b>	<b>September 2018</b>	<b>Dr. Byron Wood</b>	<b>Mrs Kathy Smith Mr Andrew Polwarth</b>

We believe this policy should be a working document that is fit for purpose, represents the BISR ethos, enables consistency and quality across the school and to ensure consistency in practice, is related to the following UK legislation:

- Children Act 1989
- Education Act 2002
- FGM Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Principals, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)

- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the UK DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone at BISR. At all times we will ensure what is best in the interests of all students.

Safeguarding and promoting the welfare of children is best defined as:

*'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'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015))*

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

At BISR we work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves; □ developing their confidence and their interpersonal skills

We recognise that the safety and protection of students is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are

undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We understand abuse to be the maltreatment of a child. While:

- physical abuse is a 'form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child';
- emotional abuse is the 'persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.';
- sexual abuse 'involves forcing or enticing a child 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';
- neglect is 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.'

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016))

We have a duty to ensure school personnel have the skills, knowledge and understanding to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

We are aware that sexual exploitation 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will address any concerns we may have regarding a student being possibly sexually exploited.

We will inform the Child Exploitation and Online Protection Centre (CEOPS) of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within KSA who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in student's behaviour. Any concerns will be reported to the Child Protection Officer.

We are aware that under the UK 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting the BISR Mission and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the Child Protection Officer. Online general awareness training will also be provided for all school personnel which provides support to those who have been identified as being vulnerable to being drawn into terrorism.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously. The School's confidentiality policy is based on 'Gillick Competency'. The ruling effectively guarantees confidentiality to children of senior school age when talking to a member of staff as long as they or another student are not at risk. Confidentiality cannot be promised to primary school children and Primary school children may not meet with the counsellor unless their parents approve.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures, including 'criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information' to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We aim to ensure that in all school inspections safeguarding will be judged as outstanding in leadership, in outstanding personal development, behaviour and welfare and outstanding in the standards across the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equal Opportunities policy.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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## **Aims**

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidentially to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe
- To protect children from the risk of radicalisation and extremism.
- To build students' resilience to radicalisation and extremism by promoting BISR values and for everyone to understand the risks associated with terrorism.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant UK legislation connected to this policy.
- To work with other schools and agencies to share good practice in order to improve this policy.
- To be alert to the additional safeguarding challenges to children with special educational needs and disabilities

## **Roles and Responsibilities**

The Board of Governors has:

- responsibility to ensure that all governors are fully aware of their safeguarding responsibilities;
- ensure that the SLT appoints staff to act as the Children Protection Officers;
- has delegated powers and responsibilities to the Principal to ensure everyone connected with the school is aware of and complies with this policy;
- responsibility to ensure this policy is effective and updated annually;
- responsibility to ensure other linked policies are up to date and reviewed when required;
- to use the experiences and expertise of school personnel when writing and reviewing safeguarding and student protection policies;
- in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- responsibility to ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- responsibility to ensure governors have Enhanced DBS checks;
- in place procedures to deal with allegations of abuse against members of staff and volunteers;
- nominated the Chair of Governors to deal with any allegations of abuse made against the Principal;
- undertaken appropriate training about the ways of safeguarding children;
- responsibility to ensure that the Child Protection Officer attends appropriate training;
- responsibility to ensure that the Principal, school personnel and volunteers undertake regular safeguarding training;
- responsibility to ensure students are taught about safeguarding as part of a broad and balanced curriculum;

- responsibility to regularly review all safeguarding policies and procedures;
- responsibility to undertake periodic checks to ensure all safeguarding procedures are working effectively;
- the duty to receive annual reports from the Principal on safeguarding students in the school;
- the duty to receive immediate reports of any weaknesses to this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy; ▪ responsibility for ensuring all policies are made available to parents;
- has responsibility for the effective implementation, monitoring and evaluation of this policy.

## **Role of the Principal**

The Principal must:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone in the school community is fully aware of this policy;
- ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education';
- publish this policy:
  - on the school's website
  - on the VLE
- ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely with the Child Protection Officers and nominated governor for child protection;
- ensure Child Protection Officers undertake training in their role;
- ensure Child Protection Officers undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- organise, in conjunction with both Child Protection Officers, regular awareness training on a wide range of safeguarding topics for all adults in the school community;
- keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session;
- provide evidence for external evaluators that training has been effective and has been implemented;
- provide adequate resources for the Child Protection Officer to undertake his/her role;
- ensure a safer recruitment process is in place;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- complete prohibition checks for everyone in teaching work and to check that no one is restricted from working as a teacher in another country;
- ensure all visitors are suitably checked and monitored;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage;

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- ensure school personnel and students do not take photographic images without consent or management permission;
- ensure that all classroom doors have windows and that these windows are not covered.
- ensure that regular checks of the school premises take place especially of changing areas by the Facility Manager for hidden cameras;
- ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- ensure the following procedure is undertaken if a covert camera is found:
  - will contact the Principal and Security Manager outlining all known details
  - will not touch the device
  - will not look at any images on the camera
  - will close off the area where the device was found as this is now a crime scene
  - will not move or remove any articles etc in the crime scene
  - will inform the local authority Designated Officer
  - will write an incident report
- ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
  - areas of expected privacy
  - mirrors
- ensure risk assessments are in place regarding physical intervention, personal care, intimate care, students changing for sporting activities, school personnel working 1:1 with a student, overnight stays and staying with hosting families on exchange visits;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage students to assess risks to themselves;
- ensure school personnel are constantly encouraging students to assess risks to themselves;
- ensure school personnel have the skills, knowledge and understanding to keep looked after children safe;
- ensure school personnel are aware of the additional safeguarding challenges to children with special educational needs and disabilities;
- ensure that there is a smooth transition of responsibilities and information when a new Child Protection Officer takes over the role;
- regularly report to the Board of Governors and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- ensure all school personnel are familiar with all relevant policies.
- support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident;
- monitor the effectiveness of this policy;
- report to the Board of Governors on the effectiveness of the policy as requested.

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## **Role of the Child Protection Officers**

The Child Protection Officers (CPOs) will:

- ensure the implementation of this policy;
- Ensure that ALL staff know who the CPOs are.
- ensure everyone connected with the school is aware of this policy;
- work closely with the Principal and the nominated governor;
- be trained in child protection policy procedures; ▪ renew training regularly in order to;
  - understand the assessment process
  - understand the procedures of a child protection case conference and child protection review conference
  - understand the specific needs of children in need
  - understand the specific needs of children with special educational needs and those of young carers
  - have in place a secure and accurate record system of all concerns and referrals
- receive appropriate annual updates;
- undertake Prevent awareness training (Workshop to Raise Awareness of Prevent);
- train school personnel in Prevent awareness;
- make school personnel aware of the increased number of cases of sexting among under-16 year olds and the damaging effects that it is having;
- work with the PSHE coordinators and curriculum leaders to ensure sexting becomes an important topic for discussion with students;
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide';
- raise awareness of the need to protect students who might be vulnerable to radicalisation and involvement in terrorism;
- keep a confidential Student Protection List of all those students known to be at risk
- regularly review and monitor the list of vulnerable students and especially those who received early help;
- ensure all confidential child protection information is stored securely in central place;
- Decide if Child Protection details are to be forwarded to a child's new school on a case by case basis;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
- record all child protection referrals;
- co-ordinate action within the school;
- seek advice from the British Embassy when the need arises;
- liaise with social care and other agencies;
- provide support for any child at risk;
- follow the school's policy on confidentiality;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;

- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential; keep all records up to date; report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Child Protection Officer takes over the role;
- annually review the policy with the Principal.

## **Role of School Staff and Volunteers**

School personnel and volunteers must:

- recognise that child protection is their main responsibility and will 'always act in the best interests of the child';
- remember to make a written record of all verbal conversations in instances of concern;
- maintain an attitude of 'it could happen here' where safeguarding is concerned';
- 'identify concerns early, provide help for children, and prevent concerns from escalating';
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;
- provide a safe environment in which children can learn;
  - ensure students:
    - feel safe and protected;
    - know how to assess risk to themselves;
    - know how to keep themselves safe;
    - know how to raise a complaint or concern;
    - know and recognise a trusted adult that they can go to and raise their concerns;
    - feel supported and protected when they raise a concern;
    - are kept informed of any actions that have been taken when they have raised a complaint;
    - feel safe from discrimination and bullying;
    - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
- treat children's welfare with utmost importance;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- attend regular awareness training on a wide range of safeguarding topics;
- be aware of the name of the Child Protection Officer;
- understand the role of the Child Protection Officer;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty;
- report any concerns that they have about students who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;

- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage students to assess risks to themselves;
- report any concerns directly to the Child Protection Officer; know what to do if a child makes a disclosure; receive support and counselling if they feel distressed from being involved with a case or incident;
- be cautious when using social networking sites and must:
  - set their profile as private;
  - not allow access to students or parents/carers;
  - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not outside school hours make contact with students or parents/carers personally or via telephone, text message, email or on social networking sites without prior approval of the Principal.;
- not give their personal details such as mobile and home telephone numbers, home or email address;
- report to the Principal any concerns they may have about another member of staff;
- report to the Chair of Governors any concerns they may have about the Principal;
- report to the SLT any concerns they may have about poor or unsafe safeguarding practices and procedures;
- be kept up to date with changes in procedures;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

#### **Staff will not:**

- Meet with students outside of school hours unless for a formal school event which is registered on GHQ.
- Meet with individual students in any room with the door closed unless their line manager has been informed.
- Cover any windows in classroom doors.
- Call or text any student without advising the Principal.
- Give any student a lift in their private car unless it is an emergency situation and the Principal is advised in advance.
- Discuss any aspects of a student's personal life with them or any other person.
- Give students sweets, chocolate or any other confectionary, or gift.
- Touch students at any time unless engaged in a legitimate educational activity, (such as demonstrating a skill in PE) or administering first aid or medical support.

#### **Role of Students**

Students must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;

- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- be kept informed of any actions that have been taken when they have raised a complaint; ▪ feel safe from discrimination and bullying;

## **Role of Parents**

Parents are:

- asked to work with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our students;
- aware that we have a duty to advise external agencies if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk; ▪ aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe; ▪ they know who talk to if they have any concerns; ▪ they feel their views are listened to and acted upon.

## **Disclosure and Barring Checks**

See Recruitment policy

## **Training**

Training organised by the Child Protection Officer will take place for school personnel, volunteer helpers and governors:

- on induction to the school;
- during NQT induction;
- throughout the academic year.

All school personnel:

- have equal chances of training, career development and promotion ▪ receive training on induction which specifically covers:
  - All aspects of this policy
  - School Personnel Code of Conduct
  - Keeping Children Safe
  - Working Together to Safeguard Children
  - Prevent Awareness
  - Safeguarding students who are vulnerable to extremism

- Child Sexual Exploitation
- Radicalisation and Extremism
- Listening to Students
- The Safe Use of the Internet and Social Media
- Equal opportunities
- Inclusion

All school personnel must undertake appropriate training in:

- Child protection issues
- Recognising signs of abuse
- Handling disclosures

All school personnel must attend additional awareness training in the following:

- What to do if a child is being abused
- Peer-on-Peer abuse
- Honour-based violence
- Understanding and knowing how to overcome the additional safeguarding vulnerabilities of learners with SEN and disabilities

### **Safer Recruitment**

See policy

### **Raising Awareness of This Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus/Website & VLE
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Principal reports to the Board of Governors

### **Monitoring the implementation and Effectiveness of this Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Principal and the nominated governor.

### **Linked Policies**

Administration of Medicines  
 Anti-bullying  
 Behaviour  
 Child Protection  
 Confidentiality

Dealing with Extremism and Radicalisation  
 Disciplinary Procedure  
 Disclosure and Barring Service Checks  
 Drugs Misuse  
 Equal Opportunities  
 E-safety  
 After School Activities  
 Health and Safety  
 Hygiene  
 ICT and Access to the Internet  
 Social Networking  
 Intruders  
 Parent Code of Conduct  
 Photographic and Video Images  
 Recruitment  
 School Security  
 School Trips  
 Sex Education  
 Special Needs  
 Sun Protection  
 Disclosure

Important Telephone Numbers	Safeguarding Contacts	Name	Home	Mobile
	<b>Child Protection Officer</b>	Byron Wood	011249 0440 x146	+966562316132
	<b>Deputy Child Protection Officer</b>	Kathryn Smith	011249 0440 x179	+966569718351
	<b>Deputy Child Protection Officer</b>	Andrew Polwarth	011249 0440 x406	+966549067951
	<b>Nominated Governor for Safeguarding</b>			
	<b>Principal</b>	Chris Mantz	011249 0440 x429	+966568382927
	<b>Head of Primary</b>	Nici Wood	011249 0440 x146	+966556464730
	<b>Head of Senior</b>	Clare Hunter	011249 0440 x283	+966508332845
	<b>Security Manager</b>	Bill Inglis	011249 0440	+966 55152 8289

<b>Principal:</b>	C Mantz	<b>Date:</b>	September 2017
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## Procedures

The Designated Lead Person for Child Protection in BISR is:

NAME: **BYRON WOOD – ASSISTANT HEAD OF SENIOR**

The Deputy Person for Child Protection in Senior is:

NAME: **BYRON WOOD – ASSISTANT HEAD OF SENIOR**

The Deputy Person for Child Protection in Primary is:

NAME: **KATHRYN SMITH – DIRECTOR OF SUPPORT SERVICES**

The Deputy Person for Child Protection at Salwa is:

NAME: **ANDREW POLWARD – ASSISTANT HEAD SALWA SCHOOL**

### When To Be Concerned

All staff should be aware that the main categories of abuse are Physical, Emotional, Sexual and Neglect.

All staff should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

### Dealing With A Disclosure

If a student makes a disclosure then the member of the school personnel must:

If a child discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief
- remain calm
- accept what is being said without challenge;
- not offer opinion or criticise or lay blame;
- not ask the student to remove or adjust clothing if bruises are observed;
- record observed injuries or bruises on a map of the body;
- allow the child to talk freely
- reassure the child, but do not make promises which it might not be possible to keep
- not promise confidentiality – it might be necessary to refer to a Head of School or counsellor
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- listen, only asking questions when necessary to clarify
- do not ask leading questions.
- not criticise the alleged perpetrator

- explain what has to be done next and who has to be told
- reassure the student at the end of the disclosure telling them that they have done the right thing;
- pass the information to a CPO without delay
- record accurately and factually what the child has said in note form;
- submit a completed Serious Concern Form (See Appendix 2) to the Child Protection Officer who will seek advice from the Principal;

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form on the ‘Something Not Quite Right form – hard copy only. (See Appendix 2).
- submit a completed critical incident sheet to the Child Protection Officer;

Following submission of either the Something Not Quite Right Form or Serious Concern Form Child Protection Officer will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral that the matter is being addressed.
- prepare in readiness for a case conference/core group meeting the following information on the child:
  - attendance and punctuality data
  - academic achievement
  - child’s behaviour and attitude
  - relationships and social skills
  - appearance and presentation
  - any known incidents in or outside school
  - school contact with parents/carers

If a parent makes a disclosure to school then the Child Protection Officer:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Principal about the disclosure; ▪ will get back to the parent when a decision has been taken and how to proceed.

### **Support for adults and children**

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

If necessary and appropriate, the school counsellor can be contacted to offer support for children.

### **Confidentiality**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff at BISR, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with the CPO and one of the SLT within the professional context.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only with a member of the safeguarding team within appropriate professional contexts.
- The Counsellor and CPO will apply the Gillick Competency principal in making a decision about whether information can be shared with parents:  
□

**The key guideline on confidentiality is that the UK interpretations Gillick competency will apply: Children in the primary school are not Gillick Competent. In the senior school students are considered to be Gillick competent if, in the opinion of the Principal, CPO or Counsellor, they display the *intelligence* to understand the implications of the information disclosed, and have the *maturity* to consider the consequences.**

**However, confidentiality must never be promised to a child. The key factor is determining whether a child's conversation will be shared is the degree of risk – to themselves or other. As long as a student is considered to be Gillick competent, they will be told:**

***'Whatever you say to me will be kept confidential unless someone is hurting you, you want to hurt someone else, you want to hurt yourself. In these circumstances, I may need to share this information but I will tell you first.'***

## **Record Keeping**

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use either the SNQR or serious concern form wherever possible. (See appendices) □□
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child □
- Indicate on the 'body map' diagram the position of any injuries if present, (see appendices) □
- Record statements and observations rather than interpretations or assumptions □

All records need to be given to a CPO promptly. No copies should be retained by the member of staff or volunteer. The safeguarding team member will then be responsible for any follow-up or action. Do not expect any further communication unless the safeguarding team member requires more detail. Do not discuss the disclosure with any other person in or out of school.

## **Sharing Information**

The Registrar will write to the previous school of all students who have been newly admitted. The letter template included as Appendix 3 will be used.

### **The BISR Response to letters from other schools requesting information:**

Our response if we receive a letter from a school requesting a Child Protection and Safeguarding records:

- The response is drafted only by a School Protection Officer.
- The Response letter in Appendix 4 is used, and the information sent is at the discretion of the CPO.
- The CPO completes the letter who then pass it to the counsellor via the Director of Student Services who will either write 'None' after 'Additional Information' heading or add information which he/she feels ought to be shared. **The letter will be sealed and mailed from the counsellor's office.**
- If no request is received and the school holds details of Child Protection issues, a decision will be made by the CPO in consultation with the Counsellor whether to forward that information, or part of that information to the child's new school.

### **Allegations Involving School Staff/Volunteers**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child ☐
- Possibly committed, what would be classed as a criminal offence in UK or KSA, against/related to a child ☐
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children ☐

This applies to any child the member of staff/volunteer has contact with in the personal, professional or community life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification, it is important not to make assumptions. **Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.**

Actions to be taken include making a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to one of the Heads of School.

If the concerns are about the Principal, then the Chair of Governors should be contacted.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Designated Lead Person will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Head of School who will consider the appropriate course of action, e.g. joint evaluation meeting, internal investigation.

The Principal should, as soon as possible, **following briefing** from the Head of School, inform the subject of the allegation and decide on the next course of action.

### **Support**

- BISR will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- BISR personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

### **Case Conference and Core Group meetings**

The Child Protection Officer will attend:

- all Child Protection Case Conferences with the appropriate member of staff; ▪ all Group meetings once a child has been placed on the Child Protection Register.

## APPENDIX 1

### INDICATORS OF HARM

#### 1. PHYSICAL ABUSE

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.

#### Indicators in the child

##### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

##### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures □
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement□

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet
- A child getting into too hot water of his or her own accord will struggle to get burned but there will be splash marks

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

## **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

## **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorises attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child

- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **2. EMOTIONAL ABUSE**

Emotional abuse is 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 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.

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing

- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse

### **Indicators of in the family/environment**

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder (hypochondria) or false allegations of physical or sexual assault or a culture of physical chastisement

## **3. NEGLECT**

**Neglect is 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 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 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.**

### **Indicators in the child**

#### **Physical presentation**

- Failure to thrive or, in older children, short stature

- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite □ Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

### **Development**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self harming behaviour

### **Indicators in the parent**

- Dirty, unkempt presentation Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community.

- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating □ Lack of opportunities for child to play and learn

#### **4. SEXUAL ABUSE**

**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 (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 (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.**

##### **Indicators in the child**

##### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Emotional/behavioural presentation

##### **Makes a disclosure**

- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE (which is not associated with developmental, cultural or religious reasons)
- Running away from home
- Poor attention / concentration (world of their own)

- Sudden changes in school work habits, become truant Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in the parents**

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse is a sex offender
- Grooming behaviour
- Parent is a sex offender
- Indicators in the family/environment
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender



**Appendix 1**

**CONFIDENTIAL**

**Something Not Quite Right (SNQR) Form**

**Please use this form when you have concerns about a student. When completed please hand to the appropriate Child Protection Officer.**

*Student name.....Year group.....*

*Concerns:*

Your name (please print).....

Date.....



**Appendix 2**

**CONFIDENTIAL**

**Serious Concern Form**

If you suspect that a student may be suffering abuse or chronic neglect, or you have received a disclosure of abuse from a student or you have heard about an allegation of abuse, you must complete this child protection serious concern form with as much detail as possible and hand it to a member of the safeguarding team today.

Student's full name		Class or tutor group	
Your name and position		Date	
Does the student know this form has been completed?		YES	NO

Why are you concerned about this student?

[Provide a description of any incidents/conversations and the dates that they occurred. Try to be as accurate as possible when recalling conversations; try to remember exact phrases and words that were used. Only record FACT in this description; do NOT record opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.]

Does the student have any visible injury, or have they told you they have been injured?	
YES	NO
If you have seen an injury, please record this on the Body Map and describe any medical intervention the child has received.	
Do those with parental responsibility know this form has been completed? [ <b>NOTE:</b> those with parental responsibility should <b>not</b> be contacted by anyone in the school if this could place the student at risk. Speak to one of the safeguarding team first.]	
YES	NO
<b>Written By:</b>	<b>Date:</b>
<b>Received by (CPO)</b>	<b>Date:</b>



**British International School Riyadh**  
[www.bisr.com.sa](http://www.bisr.com.sa)

**PRINCIPAL: Chris Mantz M.Ed.**

**Appendix 3**

To:

Date:

Dear

The BISR Safeguarding and Child Protection Procedures require me to seek any child protection records that you may have for:

Name:

Date of Birth:

I believe that the above named child enrolled with us from your school. If you have any child protection records for this these student(s) please send them to me in a sealed envelope marked Strictly Confidential. A nil return to the Principal ([cmantz@bisr.com.sa](mailto:cmantz@bisr.com.sa)) would be appreciated.

If there any particular concerns I would be happy to discuss them in order to ensure that we can provide appropriate support as requested. My contact details are:

Tel: [00966568382927](tel:00966568382927)

email: [principal@bisr.com.sa](mailto:principal@bisr.com.sa)

Any records passed to me will be kept confidentially and only accessed by our designated safeguarding officer. However, if I receive further information or disclosures it may be necessary to share these records with other agencies.

Yours sincerely

**Mr. C. Mantz Principal**



#### **Appendix 4**

To:

Date:

Dear

Thank you for your request for child protection records for the student named below:

Name of student:

Date of Birth.

Our policy at BISR is that the school's Child Protection Officer submits any documentation considered relevant and appropriate.

Please see below for details of the response to your request for information:

**Part A**

**From the CPO**

There is no record of any incident or concern for the child named above:

Signed \_\_\_\_\_ (BISR CPO)

A copy of the Child Protection records for the above mentioned child are attached.

Signed \_\_\_\_\_ (BISR CPO)

**Additional information**