

Safeguarding & Child Protection Policy



MALVERN
COLLEGE SWITZERLAND

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Introduction

Every pupil should feel safe and protected from any form of abuse and maltreatment which could adversely affect his or her mental and/or physical health or development. In this policy, this means any kind of physical, emotional or sexual abuse or ill-treatment, or neglect.

There are a wide range of adults to whom pupils can turn to for help. These include:

- house staff
- counsellors
- teaching staff
- the designated safeguarding lead (DSL)
- the deputy DSL

Malvern College Switzerland (MCS) aims to raise pupils' awareness of safeguarding issues through induction processes, the curriculum, and PSHE lessons as well as through the tutorial system and within the boarding community. Pastoral care and school policies ensure that pupils have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

In performing its safeguarding duties and when responding to safeguarding situations, MCS will consider at all times what is in the best interests of the pupil.

This policy is updated annually. In keeping with our British roots it reflects best practice in the UK, whilst being aligned with Swiss legislation. It draws heavily on the UK government's latest iteration of [Keeping Children Safe in Education \(KCSiE\)](#), September 2022. It is ratified by MCS's advisory board at the first meeting of each academic year.

Who's who in safeguarding

| Person | Role | Contact |
|-----------------|---|-------------------------------|
| Mr Chris Watts | Designated Safeguarding Lead (DSL) Mr Watts has responsibility for the wellbeing and protection of pupils at MCS, for ensuring staff are recruited and trained safely and for monitoring the progress of any pupil needing additional support or protection. Mr Watts is the single point of contact for concerns about radicalisation and child sexual exploitation (CSE). He is also responsible for online safety. | c.watts@malverncollege.ch |
| Mr Paul Shelley | As the permanent member of onsite staff Mr Shelley will act as the Deputy DSL. When Mr Watts is off campus he will be available as a single point of contact for pupils and is constantly supporting and monitoring pupils in the boarding house. | Housemaster@malverncollege.ch |
| Mr Joe Rikley | As MCS's Director of Operations Mr Rikley has a significant role to play in | j.rikley@malverncollege.ch |

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| | safeguarding. Specifically, he is responsible for maintaining the single central register of employees and for ensuring that recruitment processes are followed. Mr Rikley is the Deputy DSL, acting in the DSL's absence. | |
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Scope of the policy

MCS recognises its moral and statutory responsibilities for safeguarding and for promoting the welfare of pupils.

Our policy applies to all full-time and part-time teaching and support staff, governors, temporary staff and volunteers working at MCS.

The policy applies wherever staff, supply staff or volunteers are working with pupils even where this is away from MCS, for example at an activity centre or on an educational visit. By way of further clarification, this document applies to:

- All young people under 18 at MCS, and to all pupils on the school roll who are 18 and over.
- Anyone coming into contact with our pupils or visiting the MCS site.
- Everyone working at MCS as a member of staff, supply teacher or volunteer
- Visitors (e.g. visiting speakers) and contractors.

Valuing diversity

Diversity is a strength, and we promote inclusive behaviours and respect for all people and groups. Discrimination can be a safeguarding issue and we will take appropriate action if pupils' behaviour or comments are discriminatory or racist, working with other agencies if necessary. If staff or volunteers behave in a way that discriminates against particular groups, or is racist, we will act immediately to rectify the issue in line with [MCS's Code of Conduct](#).

Further information

In addition to this Safeguarding Policy, the following documents are relevant and are linked to below:

- [UN Convention of the Rights of the Child](#) (1989)
- [Working Together to Safeguard Children](#) (July 2018)
- [Keeping Children Safe in Education](#) (January 2021)¹
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#) (April 2020)
- [MCS's Code of Conduct](#)

¹ Note it is an MCS requirement, in line with statutory guidance in the UK, for all staff to have read and understood Part 1 of this document.

References

MCS is a British curriculum school and as such this policy has been developed in line with UK best practice. MCS falls under Swiss legal jurisdiction, however, and so care has been taken to ensure that this policy meets or exceeds the expectations of the Swiss authorities.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with the following UK-government publications:

- [Teachers' Standards](#) (July 2011)
- [Working Together to Safeguard Children](#) (July 2018)
- [Keeping Children Safe in Education](#) (January 2021)
- [UN Convention of the Rights of the Child](#) (1989)

In addition, several organisations have English-language advice on the child safeguarding landscape in Switzerland:

- [Save the Children](#)
- [International Social Service Switzerland](#)
- [Humanium](#)

Both the UK and Switzerland are signatories of the UNCRC.

Structure of policy

There are five main elements to our policy:

1. Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with pupils;
2. Raising awareness of child protection issues and equipping our pupils with the skills needed to keep them safe;
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed child protection support plan;
5. Establishing a safe environment in which our pupils can learn and develop.

Our policy is to take all reasonable measures to improve the well-being of each pupil in our care. We will carry out our safeguarding and child protection responsibilities in accordance with local inter-agency procedures and any guidance received from the Swiss authorities.

We recognise that because of the day-to-day contact with pupils, MCS staff are well placed to identify concerns early and to observe the outward signs of abuse.

MCS will therefore:

- Establish and maintain an environment where pupils feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to and their points of view valued;
- Ensure pupils know that there are adults at MCS whom they can approach if they are worried;

- Have regard to the Swiss and UK statutory guidance on how best to equip pupils to stay safe from abuse and incorporate this into the curriculum²

We seek to ensure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect pupils from harm. To this end we will:

- Ensure there are systems in place for pupils to express their views and give feedback e.g. through student councils, safety/pastoral questionnaires, participation in anti-bullying and e-safety events etc.;
- Ensure that the pupils' thoughts, wishes and feelings are sought and recorded on all referrals.

Principles and procedures

We will follow safeguarding best practice in relation to systems and procedures, working closely with other schools in the Malvern Family to keep up to date.

Specifically, MCS will:

- Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
- Ensure it has at least one member of staff who will act in the absence of the DSL (deputy DSL);
- Ensure it has a nominated member of the advisory board responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff and volunteers) and the advisory board knows the name of the DSL and any deputies and understands their role;
- Ensure that the DSL and/or a deputy DSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
- Ensure all staff and volunteers are alert to the potential need for early help and aware of those pupils whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Peer-on-Peer abuse, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Children Missing Education (CME), Radicalisation and Extremism (Prevent), Serious Youth Violence, and Sexual Violence and Sexual Harassment, and maintain an attitude of 'it could happen here';
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL, deputy DSL in a timely manner and are aware that they may raise concerns directly with the relevant Swiss Authorities if they believe their concerns have not been listened to or acted upon;
- Ensure that parents have an understanding of the responsibility placed on MCS staff for child protection by publishing this policy on the MCS website;

² PHE's 'Rise Above' resources are helpful in this regard, as is the DfE publication [Relationships Education, relationships and sex education and health education](#) (June 2019)

- Operate a vetting policy which ensures the suitability of adults working with pupils on the MCS site at any time;
- Ensure that community users organising activities for pupils are aware of, and understand the need for compliance with, MCS's child protection guidelines and procedures;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;
- Be aware of and follow the procedures for making an allegation of abuse against a member of staff or volunteer, including making a referral to the relevant authorities;
- Ensure that a referral is made to the relevant authorities if a person in regulated activity has been dismissed or suspended or removed from regulated activity where the harm criterion is met, or would have been had they not resigned;
- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite relevant staff to contribute to and shape this policy and the associated safeguarding arrangements.

Reporting principles

A member of staff needs only reasonable cause for concern in order to act. One sentence from a child indicating abuse or non-accidental injury provides reasonable grounds and is sufficient need to act. This may also apply if clear information comes from another child or adult.

The member of staff must report the matter to the DSL (or, in her absence, to the Deputy DSL) as soon as possible, unless it is an allegation against a member of staff or volunteer in which case the procedures set out in this document should be followed. The [Logging Concerns Form](#) should be used. The member of staff may refer a matter to the Swiss authorities directly in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

If a pupil is in immediate danger or at risk of harm, the DSL must be informed, and a referral made (preferably by the DSL) to the Swiss Child Care Services and/or the police immediately or within 24 hours.

Training

When staff join MCS they will be informed of the safeguarding arrangements in place. All staff will be given:

1. A copy of this policy including its Appendices
2. Part 1 KCSIE 2022, including Annex A

All staff will receive induction in safeguarding children and will also be familiar with the following policies:

1. Safeguarding

2. Promoting Good Behaviour and Discipline
3. Staff Code of Conduct
4. Children Missing from Education (CME)

Staff will also be informed about the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

The induction programme will include basic child protection information relating to promoting pupils' welfare, including their mental as well as their physical health, recognising signs and symptoms of abuse, how to manage a disclosure from a pupil, when and how to record a concern about the welfare of a pupil and advice on safe working practice.

All volunteers, temporary staff and regular visitors to MCS will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the College's procedures in reporting concerns.

All staff will receive training in child protection and safe working practice, updated at least once every three years, in line with UK guidance. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, CCE, FGM, Prevent, serious crime, on-line safety and peer on peer abuse (including sexting and sexual violence and sexual harassment). Training will also include how to record and report abuse both within College and to Swiss Children's Social Care.

In addition, they will receive safeguarding and child protection refresher training and updates from the DSL as required, but at least annually.

Staff with specific responsibility for safeguarding pupils will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via briefings, newsletters, and safeguarding seminars or conferences, at regular intervals, at least annually.

Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP training), Sexual Violence and Sexual Harassment, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

DSL/Deputy DSL training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working (to understand the processes, procedures and responsibilities of other agencies) and will attend refresher training at two-yearly intervals 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 assessments;
- have a working knowledge of how the Swiss 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 MCS's 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

Responsibilities

The Advisory Board will nominate at least one member to take leadership responsibility for safeguarding children and liaise with the DSL and/or Head on matters relating to safeguarding. It will ensure that:

- the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
- the DSL and Deputy DSL role is explicit in the role holders' job descriptions, which reflect KCSIE guidance;
- safeguarding policies and procedures are in place, available to parents on the MCS website or by other means and are reviewed at least annually;
- safeguarding responses are put in place in cases where pupils go missing from education
- an annual report on the effectiveness of MCS's safeguarding procedures is presented to the Advisory Board and any returns requested by the Swiss authorities are completed in a timely manner;
- any weaknesses brought to its attention relating to safeguarding are remedied without delay;
- it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.

The Head will ensure that:

- The safeguarding policies and procedures are fully implemented and followed by all staff;
- Sufficient funding, support, time and resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection;
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with whistleblowing procedures;
- All allegations of abuse involving members of staff are reported to the Swiss Authorities in a timely manner.

The DSL coordinates action and risk assessments for safeguarding and promoting the welfare of pupils within MCS, and:

- The DSL is a senior member of staff – on the SLT once MCS's size necessitates such a body, with the ear of the Head and Advisory Board whilst it does not.
- The DSL will work closely with teachers to promote educational outcomes where they have safeguarding or child protection concerns.

The DSL is responsible for:

- Providing a mechanism to ensure that all staff understand and are able to discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education
- Undertaking, in conjunction with the Head and appointed members of the Advisory Board, an annual audit of safeguarding procedures

- Making professional judgements about the need to report cases of concern to the relevant Swiss authorities
- Keeping records of concerns about pupils, including the use of body maps, even where there is no need to refer the matter immediately
- Monitoring unauthorised absence, particularly where pupils go missing on repeated occasions, and reporting concerns in line with 'missing children' procedures
- Developing effective links with relevant agencies and other professionals, and co-operating as required with their enquiries regarding safeguarding matters
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible
- Liaising with other staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Liaising with the other staff to coordinate a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships and staying safe on-line
- Acting as a source of support, advice and expertise for all staff
- Helping to promote educational outcomes by sharing with teachers and the Head information about the welfare, safeguarding and child protection issues that pupils are experiencing or have experienced. This is to ensure an understanding of factors affecting pupils' academic progress and attainment, to aid identification of additional academic support and adjustments that could be made to support these pupils and to maintain a culture of high aspirations for this cohort.

Any steps taken to support a pupil who has a safeguarding vulnerability must be reported to the DSL or deputies.

Staff will be informed of relevant details regarding a safeguarding incident or circumstances only when the DSL feels that their having knowledge of a situation will improve their ability to support an individual pupil or family.

Mental health

KCSiE 2022 also emphasises the impact of abuse, neglect or other potential adverse childhood experiences on mental health, behaviour and education in children and young people.

All staff will be made aware that mental health problems can sometimes be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff will take immediate action and speak to the DSL or Deputy DSL, as well as the relevant member of the boarding staff, if they have a mental health safeguarding concern about a pupil.

Procedures for managing concerns

Every member of staff, including volunteers working with pupils at our school, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

When concerned about the welfare of a pupil, staff members should always act in the interests of the pupil and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to the DSL, in accordance with this policy, to allow the DSL to build up a picture and access support for the pupil at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of MCS staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the College who receives a disclosure of abuse or suspects that a pupil is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior/experienced member of staff on site.

All concerns about a pupil should be reported without delay and recorded in writing using the agreed template (available from the DSL and as an [appendix to this policy](#)).

Following receipt of any information raising a concern, the DSL will consider what action to take and seek advice from the relevant Swiss authorities as necessary. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to the Swiss authorities immediately. Anybody can make a referral. If the pupil's situation does not appear to be improving, or the concern is not addressed, the staff member with concerns should press for reconsideration by raising the matter again with the DSL and/or the Head or directly with the Swiss authorities. Concerns should always lead to help for the pupil at some point.

Where unmet needs have been identified for a pupil but there is no evidence of significant risk, the DSL will oversee the delivery of an appropriate response. This may include a multi-agency response and/or ongoing school-focused support.

Staff should always follow the reporting procedures outlined in this policy in the first instance.

However, they may also share information directly with the Swiss childcare authorities, or the police if:

- the situation is an emergency and the DSL, their deputy and the Head are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Specific safeguarding issues

Peer on peer abuse (including sexual violence and sexual harassment)

We recognise that pupils are also vulnerable to physical, sexual and emotional abuse by their peers or siblings.

MCS recognises that abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the

support for the child or young person exhibiting the harmful behaviour. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

MCS also recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Staff should be aware that some groups are potentially more at risk, for example, pupils with SEND and LGBT pupils.

The different forms peer on peer abuse can take include but are not limited to:

- sexual violence (such as rape, assault by penetration and sexual assault);
- sexual harassment (such as sexual comments, remarks or jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse);
- abuse within intimate partner relationships;
- up skirting, which typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence. Anyone of any gender can be a victim;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- bullying (including cyber bullying)
- [gender-based violence/sexual assaults and sexting](#)
- initiation/hazing type violence and rituals.

Staff must never tolerate or dismiss concerns relating to peer-on-peer abuse.

All staff are made aware of the school’s policy and processes in dealing with instances of peer-on-peer abuse.

We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer-on-peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside MCS and can occur between children outside the school. Staff, and particularly the DSL, should always consider whether pupils are at risk or abuse or exploitation in situations outside their families.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Promoting Good Behaviour and Discipline and Anti- Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should seek advice from the Swiss authorities before commencing their own investigation or contacting parents. This may mean, on occasions, that MCS is unable to conduct its own investigation into such incidents. All such incidents will be recorded carefully by the DSL.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2022 and guidance from the Swiss authorities.

Support for the victims of abuse will be in line with support outlined in MCS's Behaviour and Anti-Bullying policies. For victims of sexual abuse, MCS should follow advice given by the relevant Swiss authorities and consider enlisting the help of counsellors and other support services as appropriate.

Depending on the nature of abuse, MCS may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

Special educational needs and disability (SEND)

MCS recognises that pupils with special educational needs (SEN) and disabilities can face additional safeguarding risks and challenges. Specific challenges exist in recognising abuse and neglect in this group of pupils. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration;
- being more prone to peer group isolation than other children; the potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We will always consider extra pastoral support for pupils with SEND to address these additional challenges.

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

We recognise that CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a pupil into sexual or criminal activity:

- a. in exchange for something the victim needs or wants and/or
- b. for the financial advantage or increased status of the perpetrator or facilitator.

Victims can be male or female. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a pupil into any criminal activity

- a. in exchange for something the victim needs or wants, and/or
- b. for the financial or other advantage of the perpetrator or facilitator and/or
- c. through violence or the threat of violence. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

MCS addresses the risks of exploitation in the Life Skills (PSHE) Curriculum. A common feature of exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff, volunteers and governors are made aware of the indicators of sexual exploitation, the fact that the victim may have been sexually exploited even if the sexual activity appears consensual and that it does not always involve physical contact but can occur through the use of technology. All concerns of CSE are reported immediately to the DSL.

Pupils who are at risk/vulnerable to Exploitation, Trafficking, or so called 'Honour-based' Abuse – including Female Genital Mutilation, Breast Ironing and Forced Marriage: In line with best practice in MCS will report cases where there is a suspected risk of honour-based violence to the Swiss Police. Any staff who become aware that a pupil might be at risk must report this to the DSL who will then make the referral as is deemed necessary.

All staff are kept up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around:

- Forced marriage
- FGM
- Honour-based abuse
- Trafficking
- Criminal exploitation & gang affiliation

MCS will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.

Radicalisation and extremism

In the UK, under the 'Prevent Duty' all staff are expected to have due regard to the safety of pupils around terrorism. At MCS we similarly take this responsibility seriously. Staff are made aware of the dangers of radicalisation amongst young people and of the potential for young people to be drawn into violence.

MCS values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk reduction

The Advisory Board members with oversight of safeguarding, Head and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include (but is not limited to) consideration of the school's PSHE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to MCS's profile, community and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to MCS.

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting pupils from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist and extremist Animal Rights movements) is part of our safeguarding duty.

All staff are alert to changes in a pupil's behaviour or attitudes which could indicate that they are vulnerable to exploitation or radicalisation and/or need help or protection.

MCS staff are also aware of and vigilant regarding the role of social media in encouraging travel to unstable territories where radicalisation may take place.

MCS reserves the right to monitor online activity to ensure that inappropriate sites are not accessed by pupils or staff, and there are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies. MCS has in place appropriate ICT filters to enable us to identify and, where appropriate, limit pupil's exposure to

online extremist material. However, we aim to ensure that “overblocking” does not lead to unreasonable restrictions that could compromise learning.

We will use relevant information, tools and resources to help our staff and parents recognise and address extremism and radicalisation in young people, for example:

<https://educateagainsthate.com/>

Domestic abuse

All pupils can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on pupils. In some cases, a pupil may blame themselves for the abuse or may have had to leave the family home as a result.

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like through, for example, the PSHE curriculum and through assemblies.

Children missing education (CME)

A pupil going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

We hold two or more emergency contact numbers for each pupil. Form tutors and house staff register pupils regularly throughout the day and with the DSL, adapt attendance monitoring on an individual basis to ensure the safety of each pupil. We will take, and be able to demonstrate that we have taken, reasonable enquiries to ascertain the whereabouts of pupils considered “missing” and will work closely, where appropriate, with the parents and with the Swiss authorities.

Work around attendance and pupils missing from education will be coordinated with safeguarding interventions.

MCS will notify the Swiss authorities of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school’s permission for a continuous period of 5 days or more.

MCS will also contact the relevant authorities in the home country of a pupil if a pupil:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Has been displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period;

- Has been permanently excluded.

Criminal exploitation and gang affiliation

Criminal exploitation interlinks with multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.

It is important that pupils who are criminally exploited are seen as victims and not treated as criminals. They should be treated with care and respect through the normal safeguarding and child protection procedures.

MCS will work closely with the Swiss authorities to resolve any instances of CCE.

Racist incidents

Our policy on racist incidents is set out within the Anti-Bullying Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents at MCS which is held with the DSL.

Anti-bullying

Our stance on bullying is set out in a separate policy and we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. The DSL maintains a log of bullying incidents at MCS.

We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the relevant external authorities.

E-safety (online safety)

MCS understands the unique risks associated with online safety. Staff are trained in e-safety issues and understand and recognise the risks.

MCS recognises the additional risks that pupils with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND pupils to stay safe online.

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Pupils may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the MCS network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

Supporting pupils

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

We acknowledge that MCS may be the only stable, secure and predictable element in the lives of pupils who have been abused or who are at risk of harm.

We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.

MCS will endeavour to support all pupils by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, and challenging bullying and humiliating behaviour;
- Promoting a positive, supportive and secure environment, giving pupils a sense of being valued;
- Enforcing a consistently applied behaviour policy (known as the Promoting Good Behaviour and Discipline Policy) which is aimed at supporting vulnerable pupils. MCS will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- Liaising with other agencies that support the pupil and those agencies involved in the safeguarding of children;
- Providing continuing support to a child about whom there have been concerns who leaves MCS by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.

Data protection, information sharing & confidentiality

We recognise that all matters relating to child protection are confidential, but information sharing is vital in identifying and tackling all forms of abuse.

MCS follows the data protection guidelines in Swiss law, specifically in the [Federal Act on Data Protection](#) (FDAP), which is undergoing revisions to bring it more into line with GDPR. Staff and pupils' personal data is treated with great respect at MCS.

In relation to safeguarding, it is important to note that:

- MCS *will* share information for the purposes of keeping pupils safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of pupils
- The Head or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils.
- All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being, or that of others.
- Safeguarding and Child Protection information will be dealt with in a confidential manner.
- Safeguarding records will be stored securely, separately from academic records. Individual safeguarding files will be kept for each pupil, where relevant.

- Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.
- We will not disclose to a parent/guardian any information held on a pupil if this could put the pupil at risk of significant harm.
- If a pupil moves from MCS, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current guidance on the transfer of such records. Direct contact between the two schools may be necessary. We will record where and to whom the records have been passed, and the date.

Communication with parents

We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of pupils effectively.

We will always undertake appropriate discussion with parents prior to involvement of another agency unless to do so could place the pupil or an adult at further risk of harm or would impede a criminal investigation.

We will ensure that parents have an understanding of the responsibilities placed on MCS and staff to safeguard pupils and their duty to co-operate with other agencies in this respect.

Record keeping

Any member of staff receiving a disclosure of abuse from a pupil, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible), writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. There is [a form](#) for taking such a disclosure.

All records of a child protection nature will be passed to the DSL including case conference minutes and written records of any concerns. Child protection records are kept in a secure cabinet, with only appropriate persons having access to them.

Any referrals made to other agencies will be copied prior to sending and stored in the pupil's child protection file.

The DSL will maintain and regularly audit MCS's child protection records and ensure that each stand-alone child protection file includes a chronology of significant events, and that information and contact details are accurate and up to date.

The DSL will transfer the child protection record in a safe and timely manner when a child moves school, ensuring receipt of transfer is obtained.

The DSL may copy child protection records generated by the MCS prior to transfer and retain for as long as is necessary (normally d.o.b. + 25 years), where there is justification for believing that the records may be required as evidence of MCS's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.

Support for and supervision of staff

We recognise that staff working at MCS who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support such as counselling or regular supervision, as appropriate.

Regular supervision will be offered to the DSL and Deputy DSL, usually half-termly and may be extended to other members of staff as deemed appropriate.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Staff will be made aware of safer working practice guidance and will be given opportunities to develop their understanding of what constitutes safe and unsafe behaviour.

Safer recruitment and selection

MCS is committed to safer recruitment and follows all Malvern College International's procedures in this regard.

The recruitment process is robust in seeking to establish the commitment of candidates to support the MCS's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to pupils or are otherwise unsuited to work with them. References are requested, scrutinised and discrepancies followed up.

All staff working at MCS who have access to pupils have been checked as to their suitability. These checks include:

- identity verification (passport)
- qualifications verification (original certificates)
- reference verification (verbal confirmation with author)
- satisfactory ICPC check

All members of the Advisory Board are subject to the same checks, as recorded on our SCR.

A number of staff are safer recruitment trained. There is always a panel member who has received this training in any interviews that are undertaken.

MCS maintains a single central record of recruitment checks.

Any member of staff working in regulated activity prior to receipt of a satisfactory checks will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times. A risk assessment will be undertaken, if appropriate, to help decide whether or not a full suite of checks is required.

MCS seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.

Responding to an allegation against a member of staff

MCS has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. MCS will take action in accordance with Part Four of Keeping Children Safe in Education 2020 and the relevant employment procedures.

We acknowledge that a pupil may make an allegation against a member of staff or volunteer. This procedure must be used in any case in which it is alleged that a member of staff, Advisory Board Member, visiting professional or volunteer has:

- Behaved in a way that has harmed a pupil or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved in a way that indicates s/he is unsuitable to work with pupils;
- Behaved or allegedly behaved in a way that indicates they may not be suitable to work with pupils

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.

All staff working at MCS must report any potential safeguarding concerns about an individual's behaviour towards pupils immediately.

- Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head. The Head will liaise with the Swiss authorities, who will decide on any action required.
- If the concern relates to the Head, it must be reported immediately to the Chair of the Advisory Board. The Chair of the Advisory Board will liaise with the Swiss authorities who will then decide on any action required.
- If the safeguarding concern relates to the proprietor of MCS, then the concern must be taken directly to the Swiss authorities who will decide on any action required.

The Head(or Chair of the Advisory Board) on all such occasions will discuss the content of the allegation with Swiss authorities, *prior to undertaking any investigation*.

If it is not possible to report to the Head or Chair of the Advisory Board in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead (or his Deputy). The Deputy DSL will take action in accordance with these procedures and will as soon as possible inform the Chair of the Advisory Board.

The parents of the pupil(s) involved will be informed of the allegation as soon as possible if they do not already know of it.

Where the Swiss authorities advise that a strategy discussion is needed, or that the police or children's social care need to be involved, the DSL will not inform the accused or the parents until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

Malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the MCS's Promoting Good Behaviour & Discipline Policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the MCS on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), MCS reserves the right to contact the police to determine whether any action might be appropriate.

Whistleblowing

We recognise that pupils cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using MCS's confidential reporting (Whistleblowing) policy.

Whistleblowing concerns about the Head should be raised with the Chair of the Advisory Board. Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact [Childline International](#) for advice.

Complaints or concerns expressed by pupils, parents, staff or volunteers

We recognise that listening to pupils is an essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual pupil will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the pupil or adult who makes a complaint is informed not only about the action MCS will take but also the length of time that will be required to resolve the complaint. MCS will also endeavour to keep the pupil or adult regularly informed as to the progress of his/her complaint. MCS's complaints procedures are available on request.

Positive physical intervention - use of reasonable force

Our policy on positive handling is set out in our Policy on Promoting Good Behaviour and Discipline. It is acknowledged that staff may only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

Physical intervention of a nature that causes injury or distress to a pupil may be considered a disciplinary matter. However, there are circumstances when it is appropriate for staff in school to use a physical intervention to safeguard pupils.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

[UK government advice on this matter is available here.](#)

Staff who are likely to need to use physical intervention will be appropriately trained.

All incidences of physical intervention will be recorded and passed onto the DSL.

We recognise that touch is sometimes appropriate in the context of working with pupils and all staff have been given guidance to ensure they are clear about their professional boundaries. We do not have a no contact policy as this could leave our staff unable to fully support and protect pupils.

We acknowledge that when applying reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, it is important to recognise their additional vulnerability and make every effort to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Abuse of position of trust

We recognise that as adults working at MCS, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.

We acknowledge that the principle of equality applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

Photography and use of images

The welfare and protection of our pupils is paramount, and consideration should always be given to whether the use of photography will place our pupils at risk. Images may be used to harm pupils, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly on social networking sites.

For this reason, consent is always sought when photographing pupils using any means and including iPads, smart phones or cameras. Additional consideration given to photographing vulnerable children or those known to be caught up in situations involving domestic violence. Consent for potentially vulnerable pupils will be sought from those with parental responsibility.

Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Staff-pupil relationships

MCS provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Health and safety

Our Health & Safety Policy, reflects the consideration we give to the safeguarding of our children both within MCS and when away from the school, for example when undertaking school trips and visits.

Risk assessments are undertaken and reviewed regularly, in respect of site security, risk of pupils being drawn into terrorism or exposed to extremist behaviour, risk to and from pupils displaying harmful behaviour.

Safe environment

MCS undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with the Swiss local and national guidance and regulations concerning health and safety.

MCS has security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of normal working hours.

All visitors to MCS must sign in on arrival and sign out on departure. They are escorted at all times whilst on MCS premises by a member of staff or appropriately vetted volunteer. Prospective parents and visitors will also be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on MCS premises.

Visitors to MCS, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

All visitors to the residential areas of the school must observe the necessity to be kept under sufficient staff supervision during their visit.

Monitoring and evaluation

Our safeguarding policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit/report to the Advisory Board
- Pupil surveys and questionnaires
- Discussions with children and staff
- Scrutiny of data and risk assessments
- Scrutiny of the MCS's single central record of recruitment checks
- Scrutiny of Advisory Board minutes
- Monitoring of logs of bullying/racist/behaviour incidents
- Supervision of staff involved in child protection
- Case file audits undertaken by those Advisory Board members with specific safeguarding responsibility

The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Advisory Board as necessary.

Any child protection incidents at MCS will be followed by a review of these procedures by the DSL and a report to the Advisory Board. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

In addition, the Advisory Board will ensure that the DSL undertakes an annual review of this policy. The outcome of the annual review by the DSL will be reported to the Advisory Board who will review the policy and the implementation of its procedures, including good cooperation with local agencies, and consider the proposed amendments to the policy, from both the DSL and its own members, before giving the revised policy its final approval. Detailed minutes recording the review by the Advisory Board will be made.

Other relevant policies

The Advisory Board's responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies. The policies below are cross-referenced:

- Staff Code of Conduct
- Recruitment Policy
- Complaints Procedure
- Promoting Good Behaviour and Discipline Policy
- Health and Safety Policy
- Social Media Policy
- Staff Acceptable Use of ICT Policy
- Acceptable Use of ICT and E-Safety Policy
- Whistleblowing (Confidential Reporting)

The reality is that *all* policies and areas of school life need to take safeguarding into consideration. This means that when undertaking development or planning of any kind MCS will always consider safeguarding matters.

Appendix 1 - Logging Concerns

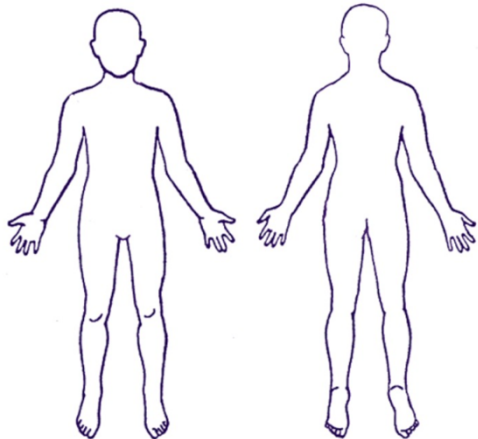
Safeguarding Concern Form



| | |
|-------------------------------------|--|
| Full name of child with concern | |
| Name of adult reporting concern | |
| Date of incident/disclosure/concern | |

Description of incident/concern/disclosure

(Remember: **Tell Explain Describe** when receiving a disclosure)



Body map
Use the images above in cases where injuries need to be located on the body.

The body map consists of two simple line drawings of a human figure. The first drawing is a front view, and the second is a back view. Both drawings show the head, torso, arms, and legs, with no facial features or internal organs. The drawings are intended for marking the location of injuries.

Please hand this form directly to the DSL, or in the absence of the DSL to the Deputy DSL. Remember it is NOT your job to investigate; it IS, however, your job to report.

Action taken (to be filled in by the DSL)

Appendix 2 - Responsibilities of the DSL & Deputy DSL

The main responsibilities of the Designated Safeguarding Lead (DSL) are:

Managing referrals

- To take lead responsibility for referring all cases of suspected abuse of any pupil at the College to children's social care.
- To take lead responsibility for referring to the designated officer at the local authority all child protection concerns which involve a member of staff or volunteer.
- To take lead responsibility for making referrals to the relevant Swiss authorities where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- To take lead responsibility for making referrals to the police where a crime may have been committed.
- Liaise with staff on matters of safety and safeguarding, and act as a source of support, advice and expertise.
- 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.
- Liaise with designated officers at the local Swiss authorities for child protection concerns and referral decisions.

Raising awareness

- Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Advisory Board regarding this.
- Ensure this policy is available publicly, and ensure it is understood and used appropriately.
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the College's role in this.
- Maintain links with the Swiss Child Protection Agencies and ensure staff are aware of training opportunities and the local policies on safeguarding.
- Where children leave the College ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken child protection training and will attend refresher training at two-yearly intervals 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 assessments;
- 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 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 may put in place to protect them and to meet the requirements and procedures of the Swiss Child Protection Authorities.

During term time the DSL or Deputy DSL should be available (during College hours) for staff to discuss safeguarding concerns.

Appendix 3 - Recognition and Identification of Abuse

What is abuse?

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 for example, via the internet. Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Indicators of abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

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.

Emotional abuse is difficult to define, identify, recognise and prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

- 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')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding

- Toddler/Pre-School – head banging, rocking, bad temper, ‘violent’, clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement

Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

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), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs. Neglect can often fit into six forms which are:

1. **Medical** – the withholding of medical care including health and dental.
2. **Emotional** – lack of emotional warmth, touch and nurture
3. **Nutritional** – either through lack of access to a proper diet which can affect in their development.
4. **Educational** – failing to ensure regular school attendance that prevents the child reaching their full potential academically
5. **Physical** – failure to meet the child's physical needs
6. **Lack of supervision and guidance** – meaning the child is in dangerous situations without the ability to risk assess the danger.

Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness

- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of commission (where a parent/carer deliberately neglects the child) and acts of omission (where a parent's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents are not ensuring their child attends school regularly.

Many of the signs of neglect are visible. However school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet

- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

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.

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;

- Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
 - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
 - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.
- Other injuries:
 - Bite marks may be evident from an impression of teeth
 - Small circular burns on the skin suggest cigarette burns
 - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
 - Red lines occur with ligature injuries
 - Retinal haemorrhages can occur with head injury and vigorous shaking
 - Tearing of the frenulum of the upper lip can occur with force-feeding.
 - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- 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
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

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 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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other activities.

The sexual abuse of children by other children is a specific safeguarding issue in education. Characteristics of child sexual abuse:

- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done in person or via the internet through chatrooms and social networking sites;
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chatrooms and social networking sites.

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

In older children behavioural changes may include:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities

- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person.

It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educational inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Appendix 4 - Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as follows:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology' (UK DfE February 2017).

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns.

Appendix 5 - Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends around. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the Every Child Matters agenda:

- be healthy;
- stay safe;
- enjoy and achieve;

- make a positive contribution;
- achieve economic well-being.

What you might see in school

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

What schools can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

For many victims, the school might be the one place that they visit without their abusive partner.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:

- Introducing a whole-school philosophy that domestic abuse is unacceptable;
- Responding to disclosures and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- Giving emotional support – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- Facilitating a peer support network – children and young people can become isolated but often welcome talking to friends about their problems;
- Offering practical support – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- Providing somewhere safe and quiet to do their homework or just to sit and think;
- Improving the self-esteem and confidence of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;

- monitoring their behaviour and setting clear limits;
- criticising the action, not the person;
- helping them to feel a sense of control in their school lives;
- involving them in decision making;
- helping them to be more assertive;
- respecting them as individuals;
- encouraging involvement in extracurricular activities.

Appendix 6 Forced Marriage

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is one entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications

Many cases of forced marriage in Western Europe involve South Asian families. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place with no overseas element, while others involve a partner coming from overseas, or a citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture

Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married.

What to do if a student seeks help

- The student should be seen immediately in a private place, where the conversation cannot be overheard.

- The student should be seen on her own, even if she attends with others.
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.
- Explain all options to the student and recognise and respect her wishes. If the student does not want to be referred to Children's Services, you will need to consider whether to respect the student's wishes — or whether the student's safety requires further action to be taken. If you take action against the student's wishes you must inform the student.
- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the student not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Swiss Authorities
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer the student with her consent to the appropriate local and national support groups, and counselling services.

What to do if the student is going abroad imminently

The Forced Marriage Unit (in the UK) advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her:

- a photocopy of the student's passport for retention — encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discreetly)
- full name and date of birth of student under threat
- student's father's name
- any addresses where the student may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family

It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy — in case another person of the same age is produced pretending to be the student.

Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should NOT do:

- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger

- contact the family in advance of any enquiries by the authorities, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety
- attempt to be a mediator

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office (UK) - November 2008, or [West Mercia regional procedures and Forced Marriage Guidance](#).

Appendix 7 - Honour-based violence

Female Genital Mutilation

What is FGM?

FGM includes procedures that intentionally alter or injure the female genital organs for non- medical reasons.

There are four known types of FGM:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).

Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'sunna'.

Why is FGM carried out? It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl's virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfills a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having

FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

Is FGM harmful?

FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health.

FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the wedding night.

Repeat urinary tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

Is it illegal?

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the Switzerland. [Various pieces of legislation](#) exist in Switzerland that prohibit FGM.

Indicators and risk factors

The following list of possible signs and indicators are not diagnostic but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- a young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities

- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

Breast Ironing

What is breast ironing?

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

Why does breast ironing happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Breast ironing is physical abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast ironing in Europe

Concerns have been raised that breast ironing is also to be found amongst African communities in Europe. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM or breast ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM or Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Appendix 8 - Sexting

What is sexting?

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexting is often seen as flirting by children and young people who think that it's part of normal life.

Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios. Sexting incidents can be divided into two categories – aggravated and experimental:

Aggravated incidents of sexting involve criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

The consequences of sexting can be devastating for young people. In extreme cases it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocent image which may have, in fact, been created for exploitative reasons.

Because of the prevalence of sexting, young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the 'cultural norms' for adults can be somewhat different. Some celebrities have made comments which appear to endorse sexting – 'it's okay, as long as you hide your face' - giving the impression that sexting is normal and acceptable. However, in the context of the law it is an illegal activity and young people must be made aware of this.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. 'Indecent' is not defined in legislation. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The laws criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011 Action to take in the case of an incident of sexting:

Step 1 – Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

1. Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
2. What sort of image is it? Is it potentially illegal or is it inappropriate?
3. Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
4. How widely has the image been shared and is the device in their possession?
5. Is it a school device or a personal device?
6. Does the student need immediate support and or protection?
7. Are there other students and or young people involved?
8. Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 – Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the Head or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an “experimental” incident is not referred to the police the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to the Swiss Authorities so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.

If the image has been shared across a school network, a website or social network:

- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the UK's Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Step 8 – Reviewing outcomes and procedures to prevent further incidents

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in school.

Further information is available from the NSPCC.

Appendix 9 - Safeguarding in the UK and Switzerland Compared

| | UK | Switzerland |
|---|---|---|
| Age of consent | 16 | 16 |
| Obligation to report? | Yes | Yes |
| Corporal punishment | <ul style="list-style-type: none"> • Not banned in the home • Banned in both state and private schools | <ul style="list-style-type: none"> • Not banned in the home • Not banned in schools (though practice is ahead of legislation) |
| Close-in-age exemption (a.k.a. Romeo and Juliet Law) | No | Yes (3-year gap or less) |
| Medical consent | Children under the age of 16 can consent to their own treatment if they're believed to have enough intelligence, competence and understanding to fully appreciate what's involved in their treatment. | Anyone can consent to medical treatment who is deemed to be 'informed' where this is decided on a case-by-case basis. |
| UNCRC signatory | Yes (1990) | Yes (1991) |