Budapest British International School

Safeguarding and Child Protection Policy

September 2023

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Version	Date	Author	Comments

Key Contacts

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Designated Safeguarding Governor	David Rowsell	**Contact details**	David.rowsell@bbis.hu
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Acronyms

CAHMS	Children and Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CL	County Lines
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education

DSL	Designated Safeguarding Lead
EHE	Elective Home Education
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
KCSIE	Keeping Children Safe in Education
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub
OCSE	Online Child Sexual Exploitation
PSHE	Personal, Social, Health and Economic education
SCR	Single Central Record
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Co-ordinator

Terminology

Child protection	is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Early help	means the provision of support as soon as additional needs and support emerge or are identified at any point in a child's life.
Staff	refers to all those working for or on behalf of the School, full or part time, temporary or permanent, in either a paid or voluntary capacity.
Child	includes everyone under the age of 18. On the whole this will apply to students at our School; however the policy will extend to visiting children and students from other establishments.
Young person	refers to students over the age of 18.
Parents	refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Contents

1. **Purpose and Aim**

Budapest British International School (BBIS) fully recognises its responsibility to safeguard, promote and protect the safety of all students in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at **BBIS**. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. **BBIS** has an attitude of 'it could happen here'. **BBIS** expects all Staff to share this commitment.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child- centred. This means that they should consider, at all times, what is in the **best interest** of the child.
Keeping Children Safe in Education – 2022

The purpose of this Policy is to provide staff, trustees, volunteers and the wider school community with the framework needed in order to keep children safe and secure in **BBIS**. The Policy also informs parents and carers how we are safeguarding their child whilst in our care.

This Policy applies to the whole of **BBIS** and all on and off-site activities by students whilst they are the responsibility of the school.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2022
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations against Adults Policy
- Low Level Concerns Policy

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education, 2022 as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

BBIS in particular will:
- provide an environment which fosters a supportive school community and an open culture where all feel able to share concerns about another's wellbeing, know that those concerns will be listened to and acted upon effectively and sensitively;

- provide an ethos of care whereby class teachers, specialist teachers and support staff get to know students such that they are more readily aware of a child in need of support or 'changes' which may indicate abuse or a safeguarding concern;

- raise awareness for Staff of the need to safeguard students and of their responsibilities to identify and report possible cases of abuse, neglect, or a child in need through guidance and training;

- provide a systematic means of monitoring children known to be in need, or who have suffered or are at risk of suffering harm;

- ensure that all vulnerable children are provided with appropriate support in School and that their needs are identified and responded to effectively;

- develop and implement procedures to be followed by all staff in cases of suspected abuse or other child welfare concerns;

- develop and promote effective working relationships with other agencies including the Hungarian Police and Children's Services;

- to work in partnership with parents and carers in the best interests of students;

- ensure that all adults within the school who have access to children have been checked as to their suitability to work safely with children;

- emphasise the need for good communication about safeguarding issues between all members of staff.

The school's commitment to safeguarding children is communicated to all governors, professional staff, parents, and others who have an interest in our school. The names of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) are displayed in school along with their contact details.

A helpline telephone number for children is displayed in our school. This gives access to a confidential and reliable advice service which operates independently of the school.

2. Our Safeguarding Pledge

Children will:

- Get the help they need when they need it;
- Be seen by a professional such as a teacher, doctor or social worker to make sure children are alright and not put at more risk;
- Be listened to seriously, and professionals will use their power to help children;
- Be able to discuss issues in private, if and when children want to.

Professionals will:

- Be involved with children and help them understand decisions made about their lives;
- Provide children with a named adult to help them;
- Share information to protect children;
- Minimise disruption to other parts of children's lives;
- Work together effectively on children's behalf;
- Be competent, confident, properly trained and supported;
- Work to continually improve how and what is done to help children.

3. Statutory Duty

This policy has been drafted to have regard to Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015.

<u>Other key legislation and guidance (this is not an exclusive list)</u>

- Children Act (1989)
- Children Act (2004)
- Keeping Children Safe in Education (2022)
- Working Together (2018)
- Education Act (2002)
- Counter - Terrorism and Security Act (2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Children and Social Work Act (2017)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (2018)
- Data Protection Act (2018)
- What to do if you're worried a child is being abused (2015)
- Searching, screening and confiscation (2018)
- Preventing and Tackling Bullying (2017)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (2018)

4. Equality Statement

Some children have an increased risk of abuse and/or neglect and may face additional barriers to disclosure. We are committed to ensuring every child remains safe and has the same level of protection. Owing to this we give special consideration to children who:

- Are a young carer;
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Are frequently missing/goes missing from care or from home;
- Are at risk of modern slavery, trafficking or exploitation;
- Are at risk of being radicalised or exploited;
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Are misusing drugs or alcohol themselves;
- Have returned home to their family from care;
- Are privately fostered children;
- Are asylum seekers or lack permeant accommodation;
- Use English as an additional language;
- Have special educational needs or disabilities (SEND);
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.

5. Roles and Responsibilities

At our school key safeguarding roles are:

Designated Safeguarding Lead	David Wheatley	**Contact details**	+353852818495 David.wheatley@bbis.hu
Deputy Designated Safeguarding Lead	Jonathan Spinks	**Contact details**	06203901020 Jonathan.spinks@bbis.hu
Designated Safeguarding Governor	David Rowsell	**Contact details**	David.rowsell@bbis.hu
Child protection officers	Neil Best Hilary Porritt Joshua Coupland	**Contact details**	Neil.best@bbis.hu Hilary.porritt.bbis.hu Joshua.coupland.bbis.hu

All school staff

Child protection and safeguarding is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play in safeguarding children. It is essential that everybody working in a school understands their safeguarding responsibilities. Therefore, all Staff have a duty and responsibility to:

- have a child-centred approach by considering at all times what is in the best interests of a child;
- understand the systems the school has in place to support safeguarding including understanding this Policy and its procedures and the school's other policies and documents;
- read Part 1 and Annexes A and B of Keeping Children Safe in Education' 2022 (KCSIE) and other pertinent policies as directed by the DSL;
- be aware of and understand the types and indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection or who are suffering, or likely to suffer, significant harm;
- understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and that in most cases, multiple issues will overlap with one another;
- understand that a child is considered to have been abused or at risk of abuse when the basic needs of that child are not being met. Harm can include neglect, ill-treatment, physical, sexual, or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development.
- be prepared to identify children who may benefit from Early Help and understand their role in identifying emerging problems and sharing concerns with the DSL;
- have an understanding of specific safeguarding issues that can put children at risk of harm and in particular Children Missing Education, Child Criminal Exploitation, Child Sexual Exploitation; Children missing from Home or Care; County Lines; Violence Against Women and Girls, Honour Based Abuse, Female Genital Mutilation, Serious Youth Violence and Radicalisation;
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they

are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report;

- understand the legal requirement upon them to follow statutory mandatory reporting guidelines if they suspect a girl has undergone, or is at risk of FGM;
- know what to do if a pupil discloses /alleges abuse or neglect;
- understand and implement the procedures to report concerns and work with Children's Services and external agencies when necessary;
- seek guidance from the DSL if they are unsure how to proceed in a potential Child Protection situation;
- understand the types of child-on-child abuse and specific procedures to follow to report any disclosures/allegations to the DSL in accordance with this Policy;
- understand the duties to share information about safeguarding concerns whilst maintaining an appropriate level of confidentiality. This means only involving those who need to be involved such as the DSL or DDSL;
- be aware of relevant data protection principles (DPA 2018 and GDPR legislation in Hungary), but understand that information must be shared where there is a need to safeguard or promote the welfare of a child and that fear about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children;
- keep detailed records of any safeguarding conversation or event in accordance with the Record Keeping and Confidentiality section of this Policy;
- in accordance with the Whistleblowing section of this Policy, understand the duty to raise concerns about the inappropriate attitude or actions of colleagues and about poor or unsafe practice and potential failures in school's safeguarding procedures.
- if it is found that an allegation is unsubstantiated, unfounded, false, or malicious, the DSL should investigate whether the child who has made the allegation is in need of additional support or may have been abused by someone else.

Early help

Early help means providing support to a child as soon as a problem emerges. All staff should be prepared to identify children who may benefit from Early Help. Mental Health and Behaviour in Schools, November 2018 highlights that *'early intervention to identify issues and provide effective support is crucial'*.

The school role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

Identification: recognising emerging issues as early and accurately as possible;

Early support: helping students to access evidence based early support and interventions; and

Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

All staff are to be aware of the importance of being alert to the potential need for Early Help for a child who:

- is disabled and has specific educational needs;
- has special educational needs;
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol themselves;
- is a privately fostered child;
- has a parent/carer in custody;
- is self-harming;
- is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

Local Academy Committee ('LAC')

The LAC ensures there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This includes ensuring there is an effective Safeguarding and Child Protection Policy in place that describes procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners.

The BBIS Trustee Board will:

- support the school's self review of this Policy and its effectiveness annually; and will
- nominate a Safeguarding Trustee to act as the lead Trustee for child protection and safeguarding issues in the school;
- expect the Principal to report on the regular updated safeguarding training for staff (including online safety);
- ensure that the Safeguarding Trustee **Mr David Rowsell** will liaise with the Local Authority and/or external agencies in the event an allegation or safeguarding concern is made against the Principal;
- expect the Principal to report on mechanisms which are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of Keeping Children Safe in Education 2022.
- expect the Principal to remedy any deficiencies or weaknesses in regard to child protection policies or procedures that are brought to its attention without delay.
- expect the Principal to comply with safeguarding duties under legislation and ensure that the policies, procedures and training in the school are effective and comply with the law at all times;
- expect the Principal to report on ways in which the school contributes to inter-agency working in line with statutory guidance; ensure that students are taught about safeguarding (including on-line safety) and that this teaching is integrated, aligned, and considered as part of the whole school safeguarding approach and has regard to Teaching Standards.
- expect the Principal to report on ways in which the school contributes to inter-agency working in line with statutory guidance;
- expect the Principal to report on ways in which the students are taught about safeguarding (including on-line safety).

Designated Safeguarding Lead

*"Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.*

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children."

Keeping Children Safe in Education – September 2022

The school has nominated a Designated Safeguarding Lead. The person who leads the Safeguarding Team is **David Wheatley.**
The Deputy DSL ('DDSL') is **Jonathan Spinks**, who may act in the DSL's absence.
The Designated Governor for safeguarding is **Mr David Rowsell**
The names and contact details of the Safeguarding Team along with contact details for Children's Services and other agencies are to be found in Section 5. These are prominently displayed in staff offices and workrooms.

The DSL will:

- take lead responsibility for safeguarding and children protection (including online safety) at the school;

Manage referrals

- refer cases of suspected abuse to the Local Authority Children's Services in accordance with this Policy;
- liaise with Children's Services over suspected cases of child abuse or radicalisation. In **BBIS** this means working with the District 12 Children's Services team if intervention criteria are reached and the Early Help Services where intervention criteria are not reached;
- following the Early Help procedures when a child is deemed to be in need of additional support then to work as part of the Team Around the Child;
- support staff who make referrals to Children's Services;
- refer cases to the Police where there is a radicalisation concern;
- support staff who make referrals to the Police where there is a radicalisation concern;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- refer cases where a crime may have been committed to the Police.

Work with others

- to act as a point of contact and to develop effective working relationships with external agencies and services;
- liaise with the Principal to inform him/her of safeguarding issues especially when there are ongoing enquiries under section 47 of the Children Act 1989 and/or police investigations;
- liaise with the "case manager" and the designated officer(s) at the Local Authority for child protection concerns in cases which concern a staff member;

- liaise with Staff (especially pastoral support staff, the school nurse, IT Technicians, and SENCo,) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- be the main point of contact for external agencies pursuing child protection investigations and to attend conferences and submit reports when required;
- be the main point of contact for all in matters relating to Prevent;
- act as a source of support, advice and expertise on safeguarding issues for all staff;
- ensure the school has effective recruitment procedures, including checking all new staff to make sure they are safe to work with children and young people;
- Notifying the DfE and Hungarian Education Services of the name of any member of staff considered to be "unsuitable to work with children" in accordance with statutory regulations.

Training

- ensure that the Safeguarding Team undergoes training to provide them with the knowledge and skills required to carry out their roles;
- to undertake Prevent awareness training;
- to understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- ensure suitable training for staff about the risks of radicalisation;
- to ensure staff receive all appropriate training in safeguarding to develop their understanding of the signs and indicators of abuse;
- to ensure that Staff have the appropriate training on online safety in this area and that students and their parents are provided with advice and guidance on online safety;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care referral arrangements;
- 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;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the GDPR legislation of the EEA and Hungary;
- understand the importance of information sharing, both within the school and with the external agencies, organisations and practitioners;
- to keep detailed, accurate, secure written records of concerns and referrals;
- to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- to recognise the additional risks that children with SEND and disabilities face online and to be confident they have the capability to support SEND children to stay safe online;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- to refresh knowledge and skills at regular intervals.

Raise awareness

- ensure staff are aware of the role of the DSL(s) and Safeguarding Team;
- ensure that this Policy is known, understood and used appropriately;

- to make sure staff are aware of the procedures to follow when they have a concern or a disclosure to report;
- ensure that this Policy has effective procedures for dealing with allegations of abuse against members of staff;
- ensure Trustee bodies and proprietors should ensure that those staff who work directly with children read Keeping Children Safe in Education Part 1 and ensure that those staff who do not work directly with children read either Part one and Annexes A and B.
- to make an appropriate assessment, alongside the Governors, as to which guidance will be most effective for Staff to safeguard and promote the welfare of children.
- ensure all new members of staff are made aware of systems within the school which support safeguarding and these should be explained to them as part of their induction to the school.
- ask all new members of staff and Trustees to confirm they have read and understood this Policy and Appendices and Part 1 and Annexes A and B of 'Keeping Children Safe in Education' 2022 (KCSIE), as part of their induction into the school.
- in conjunction with the Safeguarding Team and Governing Body, to ensure that this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- ensure that this Policy is available publicly on the school's website and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made to external agencies and the role of the school in this.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers.

Child protection file

MyConcern is the school's simple to use, safe and secure software for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that the DSL(s) have been automatically notified. It also equips the DSL to assess each concern and manage any ongoing action that needs to be taken. **MyConcern** is used for safeguarding concerns only. Records should include:

- to keep all concerns confidential and secure on **MyConcern** in accordance with GDPR legislation of the EEA and Hungary and for these records to be kept separate from pupil records;
- to maintain a comprehensive summary of the concern;
- provide details of how the concern was followed up and resolved;
- to transfer child protection files to a new school or college in accordance with this Policy.

Availability

- The DSL and/or DDSL will be available during school hours.
- For out of school hours arrangements (such as overnight school trips), contact details of the DSL will be provided to the lead member of staff prior to the trip itself and the DSL or DDSL will be available to be contacted if required. See Appendix 6.

Induction

All new staff to the school will undertake safeguarding training and training on the use of **MyConcern** as part of their induction programme. They are also required to read and

understand this Policy and its procedures, the Staff Handbook and Code of Conduct, Keeping Children Safe in Education Part 1 and will be required to have read and understood the procedures for managing children missing education.

Staff and the Principal will receive regular safeguarding and child protection training no less than once an academic year and updates as required, such as statutory changes.

Staff and the Principal will undertake the awareness course on radicalisation by Channel through the Educare training system.

6. What to do if a pupil discloses/alleges abuse

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct or leading questions
- Not criticize the alleged perpetrator
- Explain what has to be done next and who has to be told
- Raise the concern on MyConcern
- Pass information to the DSL (or Deputy) without delay.

The staff member should respond to a child raising a concern of abuse:

- Show acceptance of what the child says
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know
- Be aware that the child may have been threatened, coached or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you.

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the DSL or DDSL or in emergency situations the appropriate external agency (police, doctor, ambulance or District 12 Children Services)
- Consider your own feelings and seek pastoral support if needed.

7. Procedures

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse.

If a member of staff has any concerns about a child (including concerns regarding possible Child- on-Child abuse) they must report this immediately to the DSL or DDSL.

If a member of staff has reported a concern or disclosure to the DSL and is not satisfied with the action taken by that person, the Staff member with concerns should speak with the DSL again or the Principal.

In exceptional circumstances such as an emergency or where there is a concern that the appropriate action has not been taken by the school, staff should make a direct referral to Children's Services the contact details of which are in key contacts.
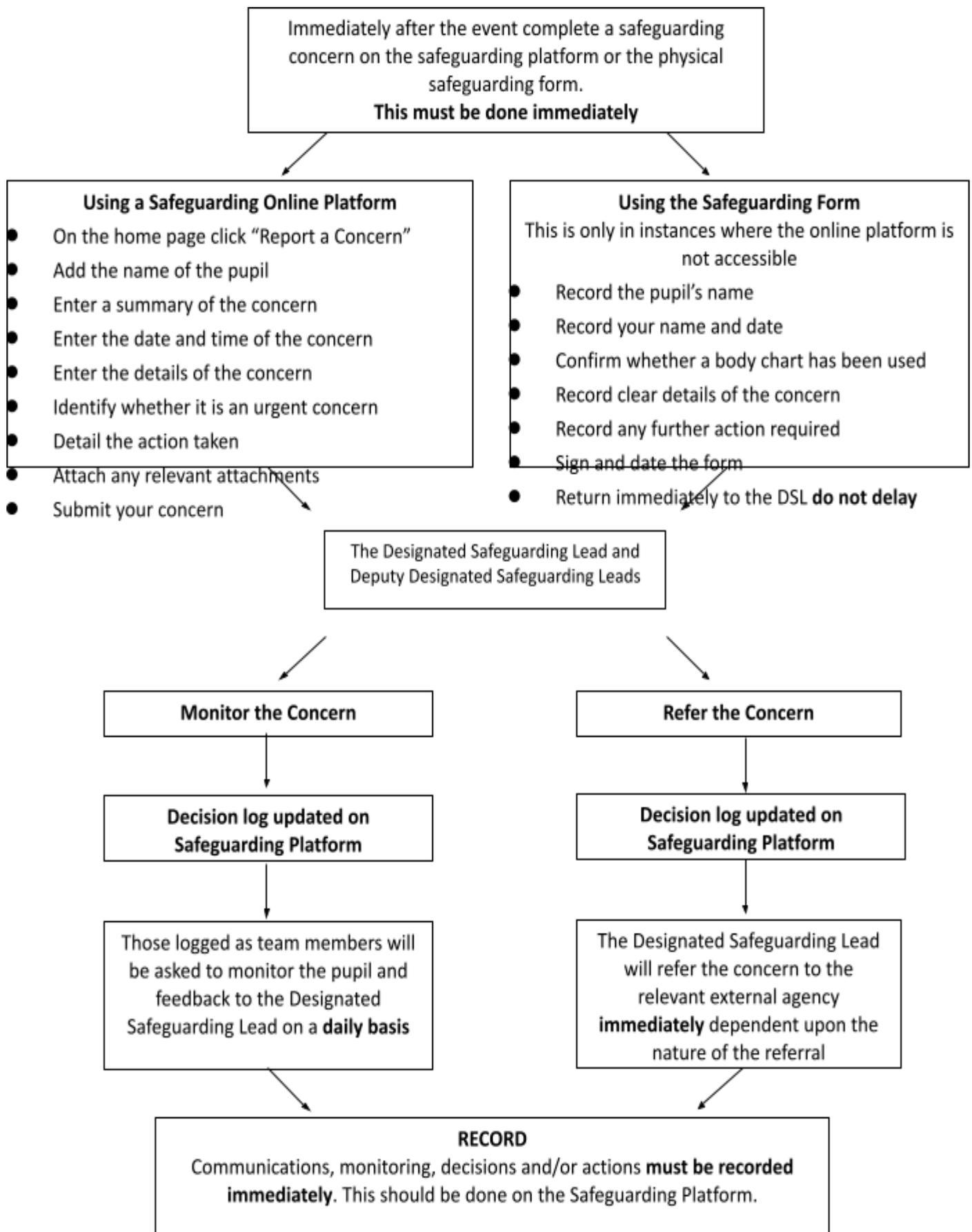
It is the school's Policy for staff to raise concerns or report disclosures to the DSL in the first instance save for in exceptional circumstances such as an emergency or where there is a concern that the appropriate action has not been taken.

It is noted however that any member of staff can make a referral to Children's Services at any time. If a member of staff makes a referral directly, he or she should inform the DSL as soon as possible.

In addition to the procedures in this Policy, staff are also directed to the non-statutory guidance, "*What to do if you're worried a child is being abused, advice for practitioners*".

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL or DDSL.

BBIS flow chart for Dealing with Safeguarding disclosures

Immediately after the event complete a safeguarding concern on the safeguarding platform or the physical safeguarding form.
This must be done immediately

Using a Safeguarding Online Platform

- On the home page click "Report a Concern"
- Add the name of the pupil
- Enter a summary of the concern
- Enter the date and time of the concern
- Enter the details of the concern
- Identify whether it is an urgent concern
- Detail the action taken
- Attach any relevant attachments
- Submit your concern

Using the Safeguarding Form

This is only in instances where the online platform is not accessible

- Record the pupil's name
- Record your name and date
- Confirm whether a body chart has been used
- Record clear details of the concern
- Record any further action required
- Sign and date the form
- Return immediately to the DSL **do not delay**

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

Monitor the Concern

Decision log updated on Safeguarding Platform

Those logged as team members will be asked to monitor the pupil and feedback to the Designated Safeguarding Lead on a **daily basis**

Refer the Concern

Decision log updated on Safeguarding Platform

The Designated Safeguarding Lead will refer the concern to the relevant external agency **immediately** dependent upon the nature of the referral

RECORD

Communications, monitoring, decisions and/or actions **must be recorded immediately**. This should be done on the Safeguarding Platform.

Upon receipt of a report of abuse of a pupil by an adult or another child/other children, or upon receipt of a concern, the DSL will:

- call 112 (Police) if the child is in immediate danger;
- consult with the Principal concerning the most appropriate course of action;
- decide whether or not to report the concern or report of abuse to Children's Services. Where a child has suffered or is likely to suffer significant harm and/or there are concerns about maltreatment, the DSL should make an immediate referral to Children's Services and if appropriate, the police;
- in the case of abuse by one or more students against another pupil, there should be a referral to Children's Services where there is reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm. In such cases, all the children involved (whether perpetrator or victim) should be treated as at risk;
- if in doubt as to whether a referral should be made, the DSL may consult with Children's Services or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral should be made without delay;
- the DSL will ordinarily contact the child's parent(s)/carer(s) to obtain their consent before a referral to Children Services is made. However, if the concern involves alleged or suspected sexual abuse, honour based abuse, fabricated or induced illness or the DSL has any reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer aPrincipal of the referral. The rationale for the decision to progress without consent should be provided with the referral;
- if the DSL makes the initial referral by telephone, the DSL will confirm the referral in writing to Children's Services within 24 hours. If no response or acknowledgment is received within one working day, the DSL will contact Children's Services again;
- the DSL will report concerns regarding radicalisation immediately to Children's Services. The DSL will also act as the Prevent Coordinator and is available for consultation if necessary before the referral is made;
- if the school becomes aware that a child under the age of 13 is, or may be, sexually active, the DSL will make an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with **David Wheatley**. This will determine how and when information will be shared with parents and the investigating agencies.
- the DSL will support staff in liaising with the Local Authority and help set-up inter-agency assessment as appropriate including s17 or s47 Children Act 1989 investigations or enquiries.

8. Types of abuse and neglect

What is abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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.

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse 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.

Child sexual exploitation

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.

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:

1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
2. Protect a child from physical and emotional harm or danger;
3. ensure adequate supervision (including the use of inadequate care- givers);
4. ensure access to appropriate medical care or treatment.

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

9. Safeguarding Issues

Our DSL and deputy DSL conduct safeguarding mapping exercises to identify any trending safeguarding threats within our school community. All staff have an awareness of contextual safeguarding issues that may put children at risk of harm.

The below definitions have been taken directly from Keeping Children Safe in Education 2020.

Child Criminal Exploitation (CCE)
CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.
Some of the following can be indicators of CCE:

· children who appear with unexplained gifts or new possessions;
· children who associate with other young people involved in exploitation;
· children who suffer from changes in emotional well-being;
· children who misuse drugs and alcohol;
· children who go missing for periods of time or regularly come home late; and
· children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)
CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

· children who have older boyfriends or girlfriends; and
· children who suffer from sexually transmitted infections or become pregnant.

Child-on-Child abuse
Children can abuse other children. This is generally referred to as Child-on-Child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
Serious Violence

Female Genital Mutilation
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health

and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriage
Forcing a person into a marriage is a crime in some countries - for example: England and Wales. Furthermore, Article 37 of the 2011 Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) obliges to criminalise the intentional conduct of forcing a person to enter into a marriage. Forced marriage is a grave violation of human rights. Even if it is uncommon and Hungary has committed to end any form of child marriage by 2030, Hungarian children can be vulnerable to child, early and forced marriage, as Hungarian law allows for the marriage of children at the age of 16 with the guardianship authority's prior consent.

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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk

Domestic Abuse
The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Sexual Harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of Child-on-Child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - o non-consensual sharing of sexual images and videos;
    - o sexualised online bullying;
    - o unwanted sexual comments and messages, including, on social media;
    - o sexual exploitation; coercion and threats;
    - o downblousing
    - o upskirting

Upskirting
The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting' is where someone takes a picture under a 'persons 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. It is a criminal offence. Anyone of any gender, can be a victim.

Honour Based Abuse
So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Sexual Violence
When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.

10. Prevent

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk should is fundamental to our schools' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces;

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Our school DSL (and any deputies) are aware of local procedures for making a Prevent referral.

The Prevent duty
Our school has a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the 'CTSA 2015'), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

11. Confidentiality

Through staff safeguarding training confidentiality has been discussed and fully understood. It is understood that a member of staff must never guarantee confidentiality to anyone about a safeguarding or child protection concern (including parents, carers or students), or promise to keep a secret.

In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL or DDSL and may require a further referral to and subsequent investigation by the appropriate authorities. Information on individual child protection cases may be shared by the DSL or DDSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Relevant and proportionate information must be shared with professional agencies. Fears about sharing information and Data Protection must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only who may be invited to be part of a 'Team around the Child' on MyConcern. Confidentiality cannot be promised to a pupil following a disclosure. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

12. Promoting mental health and wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and a referral made to the designated safeguarding lead.

Our schools actively promote positive health, wellbeing and resilience for our young people and staff including the appropriate use of social media, forming positive relationships, smoking and alcohol.

13. Supporting children

BBIS recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

BBIS may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, we work closely with the (Operation Encompass Lead) with regards to domestic violence incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our students' homes.

BBIS also recognises that children are capable of abusing their peers. Child-on-child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our school's zero tolerance approach to unacceptable behaviour. No Child-on-Child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Therefore, **BBIS** will endeavour to support all its students through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and which reflect the values espoused within the IB.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the values espoused within the IB, and the PHSCE Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A whole school approach to online safety that considers the four areas of risk;
  - **Content** - being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  - **Contact** - being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.
  - **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
  - **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- A coherent management of Behaviour Policy and Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

BBIS recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has

additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools should consider extra pastoral support for children with SEND and certain medical conditions.

BBIS also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

14. Recording and sharing information

Records
The DSL will maintain a record of every incident involving suspected or actual issues in child protection. These records are confidential and ordinarily they are accessible only by the DSL and the DDSL. Where it is in the best interests of a child for any record to be disclosed to other agencies, then that record will be carefully disclosed. The duty to refer information to the Independent Safeguarding Authority under the Safeguarding Vulnerable Groups Act 2006 is paramount.

The school keeps a single record, listing all of the adults who work at the school as employees or as volunteers and the date and outcome of any disclosure check(s) made in relation to each person. If no check has been made, the record shows why no check was necessary in that case.

Information Sharing
Is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for Trustee bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies.

Sharing information includes ensuring arrangements are in place that set out clearly the processes and principles for sharing information. Please refer to our Information Sharing Policy for further detail.
The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

15. Safer Recruitment

The commitment of our school to safeguarding children is communicated from the beginning of the recruitment process.

All new teachers and other employed staff, all school governors and all volunteers and parent helpers arriving to work regularly with children are first subject to Disclosure and Barring Scheme procedures under the Safeguarding Vulnerable Groups Act 2006 and must be registered with the Independent Safeguarding Authority. No person on the Independent Safeguarding Authority's children's barred list will work at our school in any capacity.

Disclosure checks are essential but not comprehensive and can soon be out of date. Existing staff will register with the Independent Safeguarding Authority as and when required by law to do so. References and identity checks will be sought for new employees and risk assessments and ongoing performance monitoring also have an important role in safeguarding children.

Staff or volunteers who are alleged to be involved in misconduct with children may be prosecuted and/or be subjected to staff-disciplinary or similar proceedings and must be referred to the Independent Safeguarding Authority under the Safeguarding Vulnerable Groups Act 2006. The Principal will decide whether the staff member must immediately be suspended from work and barred from the school pending the outcome of investigations. If the allegation is against the Principal, then the Chairman of the LAC will make that decision. In making this decision, the welfare of the child and of other children in the school will be paramount.

If an accused person admits to abusive misconduct or is found to be guilty of it by a court and/or in a staff disciplinary hearing, his or her name will, in addition to any other outcome, be referred to the Police and/or to the local Children's Services department and the Independent Safeguarding Authority. Staff who leave the school in circumstances where possible child protection issues remain unresolved must be referred to the Independent Safeguarding Authority under the Safeguarding Vulnerable Groups Act 2006 and, in the case of relevant teachers, to the General Teaching Council for England.

Please see our **Safer Recruitment Policy** for further detail.

16. Physical contact with children

Generally, physical contact with the school's children should be minimised. Very young children may seek physical reassurance from a teacher, such as a brief hug when upset, but this should be initiated by the child, not by the adult.

There are occasions when physical contact between a teacher and a child is necessary. A very young child may need to hold an adult's hand while crossing the road. A child of any age may need to be physically restrained from damaging property or from hurting another child. In either case, the adult should use only the absolute minimum of physical contact needed to secure the child's safety. Very often, a note in an incident book will prevent any later misunderstandings. Ideally, another adult should witness all such contact. This witnessing is for the protection of the child, but it also may reassure the adult.

Physical or corporal punishment is of course illegal in school or in connection with the school.

Please see our **Positive Handling Policy** for further information.

17. Use of mobile phones and cameras

The school will ensure:

- Mobile phones **must not** be brought into the EYFS area. Any mobile technology that is being used to record information about the students progress will be taken on school equipment
- Parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications). This will happen annually at the start of each year
- Photo and video consent for trips and visits will be requested as required
- Parental consent must be confirmed before any 'Google Classroom/Zoom' recordings are made.
- Children will be appropriately dressed in all images
- Images taken will not be emailed or posted on social media as it may not be secure.

- Parents and carers do not take photographs of the children unless prior consent has been obtained for example for a special event, such as a school play
- If photographs or videos of children are to be taken in school, Trust equipment will be used and is in line with the annual agreement letter sent home to parents/carers
- All equipment used is open to scrutiny
- Mobile phones must not be used in an around the communal areas in the school
- Mobile phones must be stored before viewing any early years areas

18. Allegation about members of staff

Please see our **Whistleblowing policy** for full guidance.

All staff members understand the definition of appropriate behaviour and professional boundaries. The school has a process in place for reporting any concerns about a member of staff (or any adult working with children).

Any concerns about the conduct of a member of staff will be referred to the Principal (or the Deputy Principal in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential, and the school operates within statutory guidance around Data Protection and GDPR. Where the concern involves the Principal, it should be reported direct to the Chair of the LAC.

Inappropriate relationships

Under no circumstances should inappropriate relationships happen or be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed an attachment to him or her, it should be reported to the DSL. Social exchanges with the pupil which are in any way different from those of the rest of their peers are not permitted.

Staff working alone with children

Staff are made aware that special care must be taken in any circumstances where a child works on a one-on-one basis with a child. The following guidelines should be considered by Staff:

- Let another member of staff know that they are alone with a child;
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door and/or windows to the outside and/or a viewing hole that looks into the room;
- Where the above is not possible; CCTV cameras have been fitted to ensure that students and staff are protected. Recordings will be stored for a maximum of 30 days on a separate server and only viewed if an allegation is made. Staff members will be consulted if the footage is needed for another reason.
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation;
- Should anything happen during the session that makes the Staff member uncomfortable, this should be reported to the DSL immediately;
- Children should only be given lifts in cars with the express permission of either the students' parent(s), DSL or the Principal.

With regard to allegations made against staff

- The procedures outlined in this section are applicable to members of staff regardless of where the alleged abuse took place;
- Allegations against a teacher who is no longer teaching will be referred to the police by the DSL;
- If an allegation is made against a member of Staff (including supply or agency Staff or contracted Staff and volunteers) the person receiving the allegation must immediately inform the Principal;
- If it is not possible to report to the Principal, then a report should be made immediately to DSL or DDSL who in turn will inform the Principal;
- Any allegations relating to the Principal must be reported to the Safeguarding Trustee or direct to the Owner.
- Neither the Principal nor the DSL will investigate the allegation itself, or take written or detailed statements, but will immediately contact the Safeguarding Alliance to assist in the assessment of the allegation. The Police will be contacted as soon as possible and within one working day at the latest;
- For students in the Early Years Foundation Stage, the school will also inform Children Services as soon as practicable and no later than 14 days of any allegations of serious harm or abuse by any person working or looking after children on school property (whether that allegations relates to harm or abuse committed on school property or elsewhere) or any other abuse which is alleged to have taken place on school property and the action taken in respect of allegations.

The Principal, with advice from the Safeguarding Alliance, will consider whether the member of Staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved toward a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If the conclusion is that the member of staff has or may have done any of the above, a Strategy meeting will be arranged chaired by the Child Protection Coordinator, appointed by the Safeguarding Alliance to exchange information and decide on formal investigation processes.

The Safeguarding Alliance will advise the Principal on the next steps, including whether to refer to Children's Services and/or the Police. She/he will also advise on how to manage talking about the allegation with the member of staff and the child's parent(s) or carer(s) and the school will look to implement this advice.

Please see our **Whistleblowing and Low-Level Concerns Policy** for further information.

19. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or
member of the wider school community) raises a concern about danger or illegality that affects others, for example students in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct and **Whistleblowing Policy**.

We want everyone to feel able to report any child protection or safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

20. **Contextual safeguarding**

The school understands that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or within.

All staff, but especially the DSL or Deputies, understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.

The school understands that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.

This will allow any assessment to consider all the available evidence and the full context of any abuse.

21. APPENDIX 1 – SAFEGUARDING FLOW CHART

Immediately after the event complete a safeguarding concern on the safeguarding platform or the physical safeguarding form.
This must be done immediately

Using a Safeguarding Online Platform

- On the home page click "Report a Concern"
- Add the name of the pupil
- Enter a summary of the concern
- Enter the date and time of the concern
- Enter the details of the concern
- Identify whether it is an urgent concern
- Detail the action taken
- Attach any relevant attachments
- Submit your concern

Using the Safeguarding Form
This is only in instances where the online platform is not accessible

- Record the pupil's name
- Record your name and date
- Confirm whether a body chart has been used
- Record clear details of the concern
- Record any further action required
- Sign and date the form
- Return immediately to the DSL **do not delay**

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

Monitor the Concern

Refer the Concern

Decision log updated on Safeguarding Platform

Decision log updated on Safeguarding Platform

Those logged as team members will be asked to monitor the pupil and feedback to the Designated Safeguarding Lead on a **daily basis**

The Designated Safeguarding Lead will refer the concern to the relevant external agency **immediately** dependent upon the nature of the referral

22. NG FORM (AVAI

CERNS FORM
t to the DSL if you h

Form number				
Body Chart Attached	Yes		No	

Pu	
Da	
Sta	

RECORD
Communications, monitoring, decisions and/or actions **must be recorded immediately**. This should be done on the Safeguarding Platform.
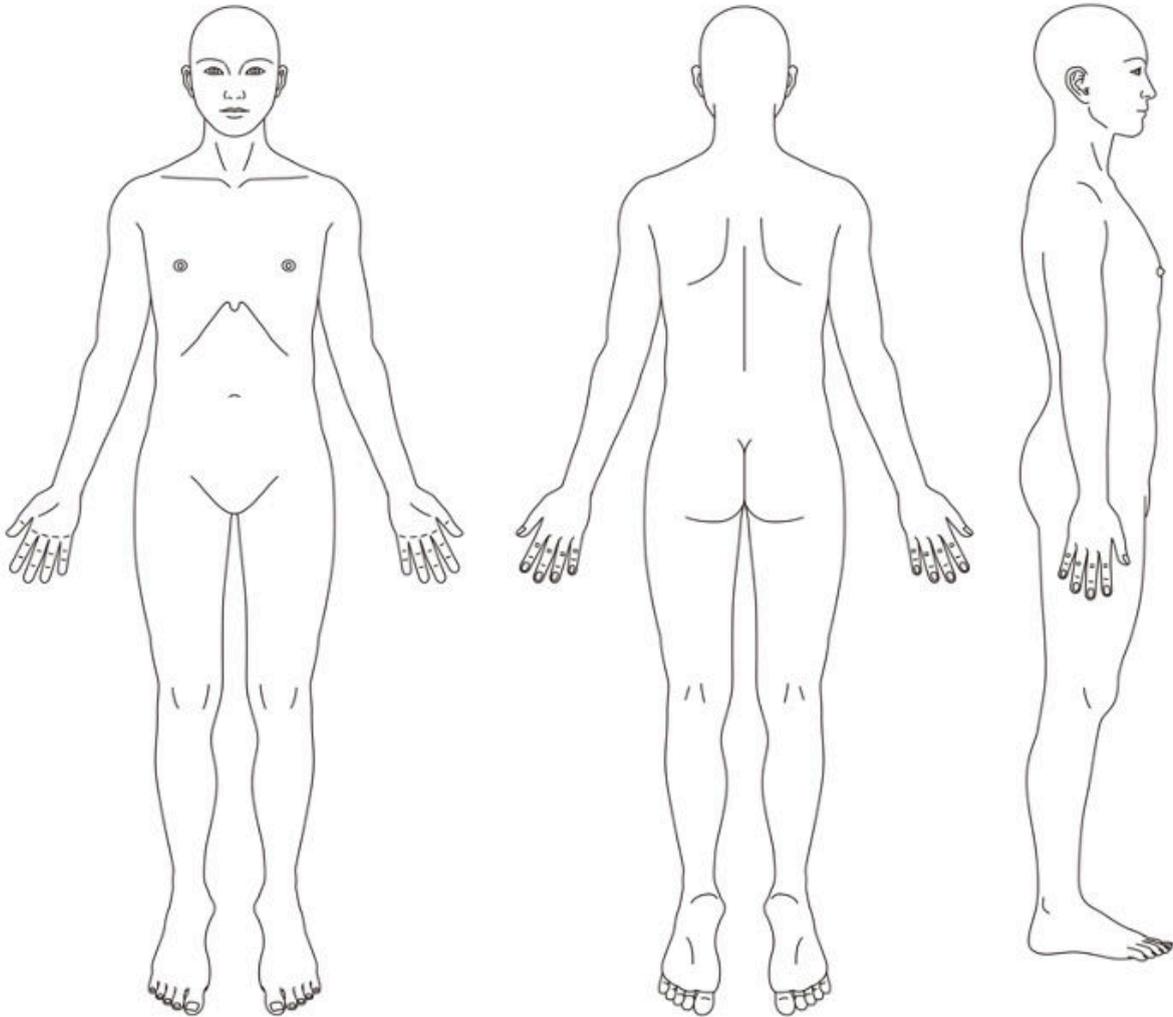
Concern (Provide as much detail as possible)

CONCERNS FORM
Please complete this form and return it to the DSL if you have a concern about a pupil

This chart must be attached to the concerns form. Clearly mark the location of your concern and label each concern with a number for referencing purposes.

Child's Name	
Observations made by	
Signed	
Date	

23. APPENDIX 4 – MyConcern GUIDANCE

A guide to using MyConcern

Enter the student's name. You are able to add at least 3 characters and a list of names of students on roll will appear.

MYCONCERN® Budapest British International

My Concerns   Dashboards ˅   Profiles ˅   Audi

Report a Concern

Name(s) of Pupil(s)

Please enter at least 3 characters to search 🔍

ⓘ Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Name(s) of Pupil(s)

ben 🔍

:5 · **Registration Group** 5AW - Palm

/06/2013 · **Year Group** ncyear:4 · **Registration Group** 4RD - Lapacho

/2010 · **Year Group** ncyear:8 · **Registration Group** MYP2 - ETC

oup ncyear:2 · **Registration Group** 2VB - Maple

/2008 · **Year Group** ncyear:10 · **Registration Group** MYP4- HS

Add Body Map | Add Involvement Type

If you are reporting an injury or a mark on a child, please click on the body map. This will bring up an additional screen allowing you to mark with X any injuries or marks you have noticed. These will be numbered so you can link them to the report you will write in the details of concerns box below.

Add Body Map
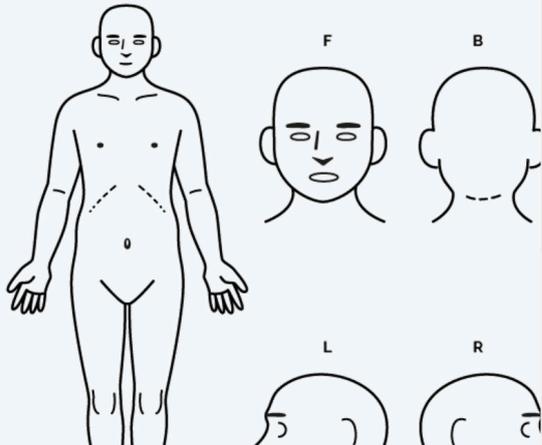
This Body Map will be attached to the Profile of the following (Pupil):

Bence Csábi ⌄

Body Map Annotation

Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Concern Date/Time

DD/MM/YYYY HH:MM

Ensure you record the time and date of the incident you are reporting. This enables us to build the chronology accurately.

Details of Concern

There is no need to repeat the Concern Summa

Put in full details of the incident you are reporting and where appropriate, put the words which were spoken in speech marks.

Location of Incident

Not Applicable

Action Taken

Note any immediate actions taken here.

Attachment

ⓘ Please attach any media that is relevant to this c

Any file which may accompany this, including screenshots of emails, scanned letters or reports for meetings, can be added here.

TOP TIPS

· Do NOT save your password on any device which can be accessed by another person; as with all technology, you are responsible for the security of your login details and these should not be accessible to anyone else.

· If you receive an email notification, please ensure you check the incident.

· Ensure you have linked a student if you are entering an incident for a family - it is important you have linked all siblings.

· When other children are included in your report, please use their initials.

· Enter only facts as you know them; avoid giving opinions but if you feel you have to, ensure that you state "In my professional opinion…"

· Record all incidents professionally; consider if this incident was later included in a chronology which was used as evidence in proceedings that your report may be viewed and considered as evidence.

· Ensure all incidents are reported on the same day and recorded for the day/time at which you were notified/reported to you.

· If reporting an incident when a child has a visible injury, please ensure you use the Body Map function and cross-reference the number with the injury.

· When you have taken action on an incident you have had reported to you, it is important this is recorded in the 'Add Action' box. The same principles from above apply.

· If in doubt about reporting, report it anyway. If it is not important/relevant, you will be given feedback.

· Any urgent safeguarding incidents (e.g. disclosures, marks) find a DSL and verbally report the incident **immediately**, record the incident on CPOMS after. Some incidents may be time critical and will require swift response from a DSL – do not wait.

· Make sure if you have added an incident on a school device, that you log out of CPOMS after.

· Ensure that CPOMs is not displayed on your interactive WB whilst you are adding information.

· This way of reporting now replaces all paper based reporting systems.

24. APPENDIX 5 - OUT OF HOURS SAFEGUARDING PROCEDURE

During the school holidays and times when the school is closed during the academic year, you MUST still inform the DSL/Safeguarding Team of any child protection and safeguarding concerns you may have.
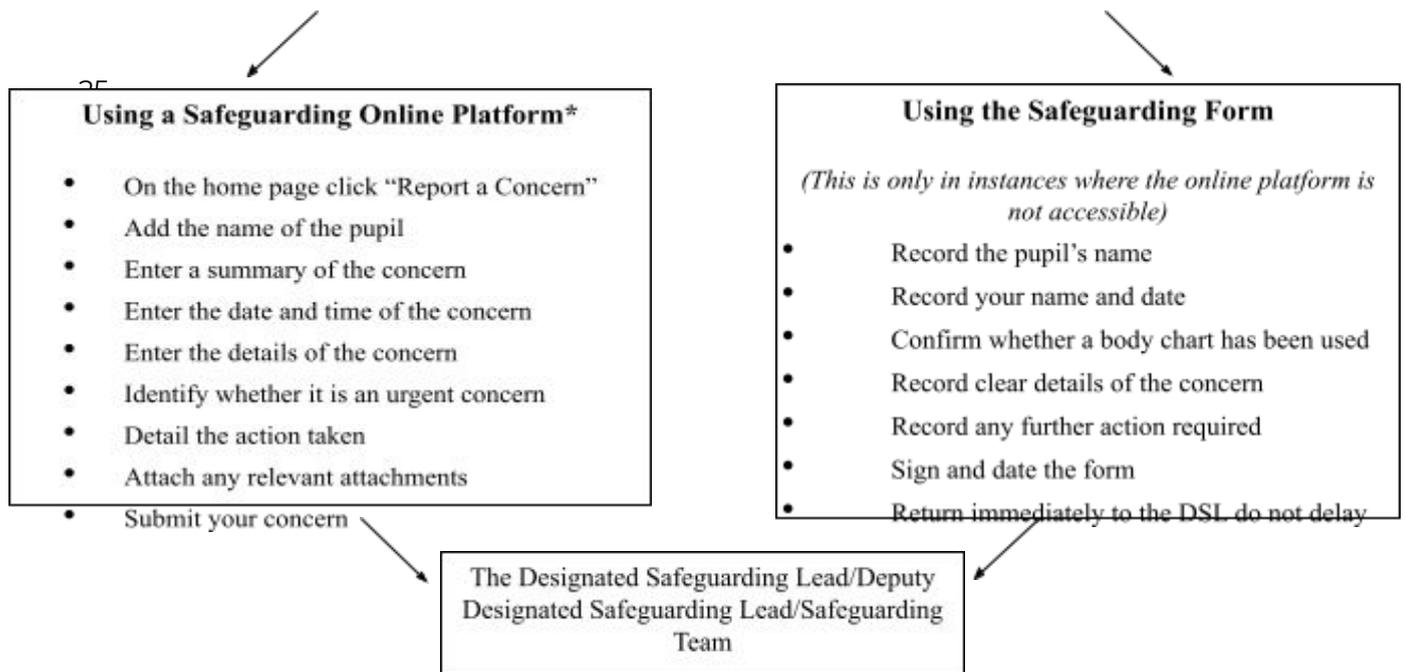
Key contacts:

Position	Name	Contact details
Principal	David Porritt	**+36703158982**
Designated Safeguarding Lead	David Wheatley	**+353852818495**
Deputy Designated Safeguarding Lead	Jonathan Spinks	**+316203901020**
Deputy Designated Safeguarding Lead	Neil Best	**+36709085030**
Deputy Designated Safeguarding Lead	Hilary Porritt	**+36301268919**
Deputy Designated Safeguarding Lead	Joshua Coupland	**+36702398930**

Rota:

Week beginning	Staff member to contact
19th December 2022	**David Wheatley**
26th December 2022	**Jonathan Spinks**
2nd January 2023	**David Wheatley**
20th February 2023	**David Wheatley**
10th April 2023	**Jonathan Spinks**
17th April 2023	**David Wheatley**
26th June 2023	**David Wheatley**
3rd July 2023	**Neil Best / David Wheatley**
10th July 2023	**Jonathan Spinks**
17th July 2023	**Hilary Porritt / Neil Best**
31st July 2023	**Joshua Coupland / Jonathan Spinks**
7th August 2023	**David Wheatley**

Procedure to raise a concern:

Immediately after the event complete a safeguarding concern on the safeguarding platform or the physical safeguarding form.
This must be done immediately

Using a Safeguarding Online Platform*

- On the home page click "Report a Concern"
- Add the name of the pupil
- Enter a summary of the concern
- Enter the date and time of the concern
- Enter the details of the concern
- Identify whether it is an urgent concern
- Detail the action taken
- Attach any relevant attachments
- Submit your concern

Using the Safeguarding Form

(This is only in instances where the online platform is not accessible)

- Record the pupil's name
- Record your name and date
- Confirm whether a body chart has been used
- Record clear details of the concern
- Record any further action required
- Sign and date the form
- Return immediately to the DSL do not delay

The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/Safeguarding Team

*Please also alert the staff member on duty that you have submitted a safeguarding concern via the online platform.

If you have an immediate concern and feel that a child is at risk of significate harm or danger, please contact the police.

25. APPENDIX 6 – LEGISLATION AND GUIDANCE

Legislation:

Children Act 1989 and 2004 https://www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002, section 157 https://www.legislation.gov.uk/ukpga/2002/32/section/157

Education Act 2011 https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted

Education and Inspections Act 2006 https://www.legislation.gov.uk/ukpga/2006/40/contents

Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents

Sexual Offences Act 2003 (and in particular sections 16-24) https://www.legislation.gov.uk/ukpga/2003/42/contents

Voyeurism (Offences) Act 2019 https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted

Section 29 of the Counter-Terrorism and Security Act 2015 (para 57-76 – Prevent Guidance)https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_978011133309_en.pdf

Statutory and non-statutory guidance:

Keeping Children Safe in Education, 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Working Together to Safeguard Children" July, 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/942454/W orking_together_to_safeguard_children_inter_agency_guidance.pdf

Information Sharing Advice for Practitioners Providing Safeguarding Services to children, young people, parents are carers (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

DfE guidance, Disqualification under the Childcare Act 2006
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

School attendance; Departmental advice for maintained schools, academies and independent schools and local authorities (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076127/School_attendance_guidance_May-2022_.pdf

Abuse

What to do if you're worried a child is being abused – DfE advice
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being- abused--2

Domestic abuse: Various Information/Guidance - Home Office (HO)
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Faith based abuse: National Action Plan - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Relationship abuse: disrespect nobody - Home Office website
https://www.disrespectnobody.co.uk/

Bullying

Preventing bullying including cyberbullying - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/374850/Cyberbullying_Advice_for_Principals_and_School_Staff_121114.pdf

Preventing and Tackling Bullying, DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/623895/Preventing_and_tackling_bullying_advice.pdf

Children missing from education, home or care

Children missing education - DfE statutory guidance
https://www.gov.uk/government/publications/children-missing-education

Child missing from home or care - DfE statutory guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

Children and adults missing strategy - Home Office strategy
https://www.gov.uk/government/publications/missing-children-and-adults-strategy

Children with family members in prison
https://www.gov.uk/support-for-families-friends-of-prisoners

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service
https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison

Child Exploitation

Trafficking: safeguarding children -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Drugs

Drugs: advice for schools - DfE advice
https://www.gov.uk/government/publications/drugs-advice-for-schools

Drug strategy 2017 - Home Office strategy
https://www.gov.uk/government/publications/drug-strategy-2017

Information and advice on drugs - Talk to Frank website https://www.talktofrank.com/

"Honour Based Abuse" (so called)

Female genital mutilation: information and resources- Home Office guidance
https://www.gov.uk/government/collections/female-genital-mutilation

Female genital mutilation: multi agency statutory guidance -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O__Leaflet_A4_FINAL_080321_WEB.pdf

Health and Well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview

Medical-conditions: supporting students at school - DfE statutory guidance
https://www.gov.uk/government/publications/supporting-students-at-school-with-medical- conditions--3

Mental health and behaviour - DfE advice
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Homelessness

Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance
https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities

Online

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Private fostering

Private fostering: local authorities - DfE statutory guidance
https://www.gov.uk/government/publications/children-act-1989-private-fostering

Radicalisation

Prevent duty guidance- Home Office guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Educate Against Hate website - DfE and Home Office advice
https://educateagainsthate.com/

Prevent for FE and Training - Education and Training Foundation (ETF)
https://www.et-foundation.co.uk/supporting/professional-development/inclusion/prevent/

Upskirting

Upskirting know your rights – UK Government
https://www.gov.uk/government/news/upskirting-know-your-rights

Violence

Gangs and youth violence: for schools and colleges - Home Office advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Violence against women and girls: national statement of expectations for victims - Home Office guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/522166/VAWG_Strategy_FINAL_PUBLICATION_MASTER_vRB.PDF

Sexual violence and sexual harassment between children in schools and colleges - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Serious violence strategy - Home Office Strategy
https://www.gov.uk/government/publications/serious-violence-strategy