



# The British School of Bahrain

## Whole School Policy Safeguarding and Child Protection Policy

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## Rationale

The School is committed to safeguarding and promoting the welfare of children and young people, from Foundation Stage to Year 13. We expect all Staff (teachers, administrators, clerical and support staff, directors) to share this commitment in their attitudes and actions. Such a commitment is firmly based on the fact that child protection and safeguarding are everyone's responsibility. Parents are made aware of the policy: it is on the School website and used in the BSB Parent Workshops. The policy will be amended and improved, without delay, in the light of experience, learning from implementation and any changes arising from serious case reviews.

Child protection and safeguarding & promoting Welfare Child protection, safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. In this connection, safeguarding is an overarching term which encompasses all activities regarding the safety and wellbeing of children under the age of 18 years. Consequently, staff should not see child protection and safeguarding as isolated concepts but as features that run across a wide range of policy areas. These include:

- IT acceptable use;
- Behaviour and sanctions;
- Anti-bullying;
- Health and safety;
- Admissions and attendance;
- Staff code of conduct.<sup>1</sup>

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<sup>1</sup> <http://www.workingtogetheronline.co.uk/chapters/intro.html>

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## Introduction

1.1 This policy is based on best practice in UK and comparable British international Schools and in line with benchmark publications on Child Protection: “Working Together to Safeguard Children - WTTSC” (2018), “Framework for the Assessment of Children in Need and their Families” (2000), “Keeping Children Safe In Education” (2018). A copy of part 1 of KCSIE and Annex A can be found here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

This policy is also in accordance with all Bahraini laws and regulations on child welfare and child protection. The following websites provide links to Child welfare and protection services in Bahrain:

<http://www.social.gov.bh/node/348>

<http://www.hellobahrain.com/content/emergency-numbers>

In the absence of specific statutory provision on safeguarding and local government agencies, the School will work with local non-governmental agencies in the area of child welfare and child protection.

1.2 This policy has been prepared in consultation with the Leadership Team and the Education Committee of the Board of Trustees at BSB. The Board of Trustees will review the policy on an annual basis and the efficiency with which child protection duties have been carried out. The review should involve knowledge of any live cases and how the policy was applied to them.

1.3 The Board of Trustees takes seriously its responsibility to protect children from harm, safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support children who are suffering harm (whether actual or likely), children in need and children at risk.

The designated Board member for safeguarding is Mr Jeff Smith.

1.4 We recognise that all adults, including Staff and Board members, have a full and active part to play in protecting pupils from harm, and that the child’s welfare is our paramount concern. Wherever the word “Staff” is used, it covers ALL Staff on site, including Support Staff working with children. To this end, this policy has been translated from English to Arabic and Safeguarding training has occurred with all ancillary, security and administrative staff.

1.5 All Staff have a duty to promote a caring, protective and safe environment that fosters the social, physical and moral development of the individual child.

## Aims

The aims of this policy are:

2.1 To support each child's development in ways that will foster security, confidence and independence.

2.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties, believing they will be effectively listened to. 2.3 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.

2.5 To emphasise the need for good levels of communication among all members of Staff.

2.6 To develop a structured procedure within the School, which will be followed by all members of the School, in cases of suspected abuse or where there are significant concerns about the wellbeing of a child. This means that any disclosure or suspicion of abuse will be reported to the Child Protection Officer (CPO), who is in turn responsible for informing the Head of School (HOS). Where there is reasonable cause and abuse has been suspected, the HOS will ensure that the Chairman of the Board (COB) is informed and that relevant external agencies (see 2.7 below) are contacted within 24 hours.

2.7 To develop and promote effective working relationships with other local welfare agencies

2.8 To ensure that all adults within the School who have regular access to children have been checked as to their suitability to work unsupervised with children.

## Procedures

3.1 Our School procedures for safeguarding children have been prepared in accordance with guidance issued by the Secretary of State for Education in the UK government. As such, we ensure that:

3.1.1 All members of the Board of Trustees understand and fulfil their responsibilities.

3.1.2 We have Designated Safeguarding Senior Persons (DSP) in the Infants, Juniors and Seniors, known at BSB as the Child Protection Officer (CPO). Each CPO has undertaken relevant child protection training, updated every two years. Given the importance of the role, each CPO has the status of Assistant Head or above.

The CPO in the Infants is Julie Anne Gilbert (Head of Infants [infantsheadteacher@thebsbh.com](mailto:infantsheadteacher@thebsbh.com))

The Assistant CPO in the Infants is: Matt Brant (Assistant Head [brantm@thebsbh.com](mailto:brantm@thebsbh.com))

The CPO in the Juniors is Robert Howe (Head of Juniors [juniorsheadteacher@thebsbh.com](mailto:juniorsheadteacher@thebsbh.com))

The Assistant CPO in the Juniors are: Shelly Mohi (Assistant Head [mohis@thebsbh.com](mailto:mohis@thebsbh.com)); Hannah Marie Halpin (Assistant Head [halpinh@thebsbh.com](mailto:halpinh@thebsbh.com))

The CPO in the Seniors is Jeff Smith (Executive Head of Seniors [executivedirector@thebsbh.com](mailto:executivedirector@thebsbh.com))

The Assistant CPOs in the Seniors are: Lucy Jones (Assistant Head [jonesl@thebsbh.com](mailto:jonesl@thebsbh.com)); Daniel McHugh (Assistant Head [mchughd@thebsbh.com](mailto:mchughd@thebsbh.com))

The CPO in the Infants has coverage of FS1 to Y2 The CPO in the Juniors has coverage of Y3 to Y6 The CPOs in the Seniors have coverage of Y7-13 The CPOs support one another and deputise for one another if necessary.

3.1.3 All members of Staff are provided with relevant Child Protection Awareness information, to develop their understanding of the signs and indicators of abuse, along with individual responsibilities. Training of School Staff (full and part-time) occurs at regular intervals and in line with any changes to statutory guidance. The annual induction programme covers the Child Protection Policy and procedure for all new Staff, it also includes a copy of part 1 and Annex A of KCSIE (May 2018). The School does use volunteers from time to time. In such cases we endeavour to obtain safeguarding checks. In any case volunteers are only allowed to work with children under the supervision of a BSB teacher. A common example of this is a school trip where volunteers are used as additional supervision.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741315/Keeping\\_Children\\_Safe\\_in\\_Education\\_2018\\_Part\\_One\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf)

3.1.4 All members of Staff and the designated Board member are advised on how to respond to 'Disclosures of Abuse' through relevant training. (APPENDIX 6 and 7)

3.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Safeguarding Policy, and reference to it in our introductory School pack. Parents have access to the policy on the School website and are made aware of its impact at Parent Workshops.

3.1.6 Our lettings policy ensures the suitability of adults working with BSB children on School site at

any time; e.g. the relevant checks. Failing this, the Head of School will insist that checks are carried out in advance or deny permission for use of School facilities.

3.1.7 Community users organising activities for children must present evidence that they have carried out checks on Staff. Failing this, the Head of School will insist that checks are carried out in advance or deny permission for use of School facilities. The Head of School directs Staff (e.g. Director of PE) to ensure that necessary checks have been carried out for PE fixtures etc. away from School. Where non-BSB parents are hosting our pupils, the school seeks assurances that safeguarding checks are being made by partner schools.

3.1.8 We ensure that our selection and recruitment of Staff includes checks for their suitability with the Disclosure & Barring Service (DBS), at an enhanced level when sourcing Staff from the UK. All teachers will be required to have the following checks:

- enhanced DBS check or local police check;
- Three written references followed by a process of verification, that involves at least one phone call with a referee
- copy of passport or identity card,
- statement of medical fitness;
- up-to-date application form.

Where a DBS check is not possible, in cases where teachers have not been in the UK for more than 3 years, staff will be required to submit to a police check from the country they are leaving.

Where Staff are sourced from non-UK areas, equivalent checks will be made and recruitment agencies will be expected to perform DBS style checks and referees will be asked to comment explicitly on a candidate's suitability vis-à-vis child protection matters. All references will be requested before interview.

3.1.9. We ensure that any member of Staff found not suitable to work with children will be reported to the appropriate bodies i.e. Bahrain visa department, the LMRA, the ISA, the DBS and the DFE, COBIS and BSME. This will occur as soon as possible and/or within one month of them leaving the School.

3.2 Our procedures and the way they have been implemented are reviewed annually by the Board.

3.3 The name of each CPO is clearly posted in the staff room, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.

3.4 All new members of staff are given a copy of our Safeguarding Policy, with the CPO's name clearly displayed, as part of their induction into the School. All staff are required to read and sign the policy annually.

3.5 Adults should not be taking images of children unless they fall within the framework of our school policies. (Please see IT acceptable use policy)

3.6 The designated Board Member and Head of School will contact local welfare agencies, if necessary, (including the appropriate law enforcement agency) within 24 hours of a disclosure or suspicion of abuse. [Police Tel: 999]

## Responsibilities

The Board of Trustees are responsible for the appointment, liaison and monitoring of CPOs, in conference with the Head of School. This will include periodic review, to ensure that effective training has occurred.

4.1 The designated Senior Person, CPO, is responsible for:

4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

4.1.3 Ensuring that all such records are kept confidentially and are kept separate from pupil records. Such records include concerns passed to the CPO.

4.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.

4.1.5 Liaising with other colleagues.

4.1.6 Ensuring that either they or the class/form teacher attends relevant case conferences with other agencies and provides a report which has been shared with the parents (if appropriate).

4.1.7 Organising Safeguarding training for all School Staff.

4.1.8 Providing, with the Head of School, an annual report for the Board, detailing any changes to the policy and procedures; training undertaken by the CPO, and by all Staff and Board members; the number and type of incidents/cases, and the number of children on the safeguarding register (referred to anonymously). This information will be used by the Board in conducting its annual review of the policy, procedures and operation.

4.1.9 Staff are aware of the policy and have signed to this effect.

4.1.10 liaising with local safeguarding agencies, obtaining: updates on local regulations and requirements, seeking advice and support from an expert, local agency

## Supporting Children

5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that BSB may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

5.4 BSB supports all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst attempting to counteract aggression and bullying.
- Promoting a caring, safe and positive environment within the School. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Providing access to trained nurses and our school counsellors.

## Confidentiality

6.1 The Head of School or CPO discloses any information about a pupil to other members of staff on a need to know basis only, and in accordance with relevant DFE guidance “Safeguarding Children and Safer Recruitment in Education”.

6.2 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.3 All Staff are made aware that they cannot promise a child to keep secrets which might compromise the child’s safety or wellbeing. In addition, Staff are aware that leading questions must not be asked of children, as this could affect the reliability of statements made.

## Supporting Staff

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

7.2 We support such Staff by providing an opportunity to talk through their anxieties with the CPO and our school counsellor and to seek further support as appropriate.

## Types of harm and action to be taken where concern arise regarding the wellbeing or safety of children

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Staff will be aware that Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school’s policy and procedures with regards to peer on peer abuse (Please see anti-bullying policy).

School leaders and staff that work directly with children will read Part 1 and Annex A, of *Keeping Children Safe in Education (2018)* of which contains additional information about specific forms of abuse.

### 8.1 Categories of harm

8.1.1 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.” Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. It is not the School’s

responsibility (nor must they) to investigate whether abuse is occurring, but we are required to act on any concerns and report them to the appropriate parties. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The health, safety and protection of the child must be paramount. It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

8.1.2 Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. The definition of Abuse also covers abuse by a child as well as an adult. Such abuse can translate itself into many forms – for example, the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.

8.1.3 Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Placing inappropriate age-related expectations on children, including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning. It may also include preventing the child participating in normal social interaction.
- Making a child feel frightened or in danger on a frequent basis or the exploitation or corruption of a child.
- A child seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying).

Signs of possible emotional abuse might include very low self-esteem, continual self-depreciation, fear of new situations, fear of new situations, inappropriate emotional responses to a painful situation, self-harm, compulsive stealing, drug abuse, neurotic behaviour, eating problems, abnormal attachment between child and parent, aggressive behaviour towards others, attention-seeking behaviour and being withdrawn and socially isolated – often known as 'frozen watchfulness'. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

8.1.4 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 can also include non-contact activities such as involving children in looking at, or the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Signs of possible sexual abuse might include explicit or frequent sexual preoccupation in talk and play, sexualised behaviour or sexually provocative behaviour with adults, self harm and an anxious unwillingness to remove clothes for sports etc. Other possible signs might include scratches, abrasions or persistent infection in the anal passage, pregnancy, frequent (public) masturbation, attempts to teach others about sexual activity, withdrawal from friends and aggressiveness, anger, anxiety or tearfulness.

8.1.5 Physical abuse can include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or causing any form of physical abuse 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.

Signs of possible physical abuse might include unexplained bruising or injury, including cigarette burns, bites, scalds and burns (especially to parts of the body where accidents are unlikely, such as thighs, back and abdomen). Signs of physical abuse can also be seen in behaviour and might include being sad, withdrawn or depressed, displaying untreated injuries or lingering illness, admission of punishment which seems excessive, shrinking from physical contact, having trouble sleeping, being aggressive or disruptive, showing fear of certain adults and fear of returning home or parents being contacted, fear of undressing or of medical help, over compliant behaviour, running away, deterioration in work, unexplained patterns of absence, having a lack of confidence or low self esteem and use of drugs or alcohol.

8.1.6 Neglect is a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter (including exclusion from home or abandonment) and clothing, failure to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision or failure to ensure appropriate access to medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect might include being unkempt, having an uncared for appearance or having poor personal hygiene, being undernourished, underweight or constantly hungry, being poorly clothed for example with inadequate protection from the weather, having unexplained absence from or being frequently late to school, having untreated medical problems, being constantly tired and being regularly left alone, or in charge of younger brothers or sisters.

Of course all of the above may be apparent for a reason not connected in any way to abuse but they are all symptoms of possible abuse.

8.1.7 Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical

- Verbal
- Emotional

All incidents of bullying must be reported to the Head of School or Assistant Heads and will be recorded in the bullying incident log held by the Assistant Heads. A more detailed guide can be found in the School's anti-bullying policy.

BSB policy on bullying is set out in the BSB Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes religious, homophobic, racial and ethnic, and gender related bullying, and covers the different means of bullying such as cyber bullying.

Where several pupils are implicated in an act of bullying against another child (other children), procedures within the BSB Behaviour Policy will be applied in the first instance.

8.1.8 Abuse intended to radicalise pupils The school will pay due regard to the need to prevent pupils and staff from being drawn into terrorism. Such concerns will be dealt with in line with this school policy and in the context of promoting the wellbeing of children

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately)

- The DSL and senior managers ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.
- The DSL and senior managers ensure the school IT and 'e' safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.
- The Head of IT is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils.
- The Head of School ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.
- If the DSL suspects a pupil is being radicalised they may discuss the matter with parents. And seek external advice.

8.1.9 Child sexual exploitation (CSE) involves exploitative situation, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs or groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex,

sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If a teacher, in the course of their work in the profession, discovers that an act of Female 13a Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care

If any pupil goes missing or is believed to have 'run away', the protocol in the School's Missing Pupil Policy should be followed.

8.1.10 Whilst self-harm is not classed as child abuse it can be a sign that a child is being abused. If it comes to the attention of member of staff that a child is self-harming they should alert the DSL for child protection. Actions by the DSL might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Service
- Contacting external agencies for advice and support

## Dealing with Allegations of Abuse against Staff

9.1 Procedures for dealing with allegations of abuse against Staff are carried out with reference to DFE guidance "Keeping Children Safe In Education" 2018 and "Working Together to Safeguard Children" 2018. Members of Staff, the Head of School and any other adults are made aware of this guidance, the School's procedures, and other local guidance relating to this issue.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

9.2 All School Staff should take care not to place themselves in a vulnerable position with a child. Staff must also ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (see also Staff Handbooks – Professional conduct). It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Specific situations put Staff in closer work with pupils: sports coaching, email or phone communication, School trips. Staff should ensure absolute probity in these specific situations; for example, all communication should always be on a formal level. This includes professional conduct on social networking sites.

9.3 Should a pupil make an allegation against any member of Staff, our paramount concern will be for child safety and wellbeing, and the allegation will be treated in strict confidence.

9.4 If such an allegation is made, the member of staff receiving the allegation should immediately

inform the Head of School and the CPO where appropriate. The Head of School on all such occasions will discuss the content of the allegation with the Chairman of the Board and the School Solicitor. This covers all Staff, including Head of Infants, Juniors and Seniors. If the Head of School is absent, the allegation should be passed on to the School's Safeguarding Consultant (Doreen Mills).

9.5 If an allegation is made against the Head of School, the person receiving the allegation will immediately inform the Chairman of the Board without notifying the Head of School first.

9.6 An allegation of abuse will normally be referred to a Special Board Meeting, involving representatives from the LT and the Board. This also covers any urgent formal discussion which may occur between the police, social services and LT members. Should an allegation against a staff member be verified, the School will report the case to the DBS.

9.7 We follow DFE Disciplinary Procedures for Teachers when managing allegations against Staff, a copy of which is always to be available in the School (Head of School's Office). Disciplinary action will be considered in conjunction with discussions at the Special Board Meeting.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/401887/Teacher-misconduct-Disciplinary-Procedures-for-the-teaching-profession.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/401887/Teacher-misconduct-Disciplinary-Procedures-for-the-teaching-profession.pdf)

9.8 Pending such an investigation children may be sent home, unless other advice is given by the CPO or following a Special Board Meeting.

9.9 Suspension of the member of Staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek advice from the School Solicitor, before deciding on the course of action to be taken. Suspension should be viewed as a neutral act by the School.

9.10 In the event of an allegation against the Head of School, the decision to suspend is made by the Chairman of the Board with advice as in 8.9 above.

## The Duty to Report Concerns

10.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. All Staff have a duty to raise confidentially any concerns with the CPO. The school also operates a whistle-blowing policy to enable staff to report concerns without prejudice.

10.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

10.3 All Staff have a duty to raise concerns related to the abuse of children beyond BSB e.g. in a situation where a member of staff has allegedly abused a minor who is not a student at BSB.

10.4 Staff must only ever use physical intervention as a last resort, when a child is endangering

him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.5 Such an event should be recorded and signed by a witness should there be one. If there was no witness, the CPO must be informed immediately.

## Specialist subject considerations

### 11.1 PE /Sport/Music

The teacher should only use physical contact if the aim is to:

- develop sports / instrument skills or techniques;
- treat an injury;
- prevent an injury;
- meet the requirements of the sport / instrument.

More widely, all Staff will inform the child of any necessary contact they intend to take (e.g. “I am going to move your foot into the correct position” or “I am going to move your hands into the correct position”).

## Prevention

12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The School community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty;

12.2.3 Include opportunities across the curriculum, including PSHE, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;

12.3 Training: CP Officers and designated Board liaison will train every two years. All other staff will train every three years. New members of BSB staff will be given training through the Safeguarding Policy upon their arrival (responsibility of CPOs).

## Health & Safety

13.1 The BSB Health & Safety Policy, sets out in a separate document, details the measures being taken by the School to promote the health and safety of all children and Staff within the School's

environment. Procedures for phone, internet and email use and School trips are set out in this and/or other School policies.

## Policy Review

13.2 Any weakness or deficiencies in the policy, uncovered in its operation, will be tackled without delay. This policy, and all Safeguarding procedures, including the efficiency with which related duties have been discharged, are reviewed annually by the Board of Directors and signed off by the Chairman.

# Appendix 1 - BSB Policy Statement: Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information

## General principles

The BSB complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request. Storage and access Disclosure information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

## Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it. Usage Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given. Retention Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail. Disposal Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

## Appendix 2 - BSB Policy Statement: Recruitment of Ex-Offenders

BSB complies fully with the DBS Code of Practice on the recruitment of ex-offenders.

In accordance with both regulatory and non-statutory advice issued by DFE (to supplement KCSIE) we do not employ ex-offenders to work with children under the age of 8 years.

## Appendix 3 - Definitions and Signs

**NEGLECT** – the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Signs to be aware of include:

Physical effects of neglect may include:

- poor muscle tone/prominent joints
- poor skin: sores, rashes, flea bites
- thin or swollen tummy
- poor hygiene, like being dirty or smelly
- untreated health problems, such as bad teeth
- unwashed clothing
- inadequate clothing, like not having a coat in winter

Emotional and behavioural effects may include:

- difficulties with school work
- missing school
- being anxious about, or avoiding, people
- difficulty in making friends
- being withdrawn
- anti-social behaviour
- early sexual activity
- drug or alcohol misuse.

**PHYSICAL ABUSE** – a form of abuse which 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. Signs to be aware of include:

Physically abused children may have problems with:

- Relating to their peers and the adults around them
- Instances of overwhelming emotional responses to everyday situations
- Academic achievement

- Physical development and coordination
- Developing friendships and relationships
- Aggression and anger management
- Depression, anxiety and low self-esteem.

SEXUAL ABUSE – Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Signs to be aware of include:

Sexually abused children exhibit a range of behaviours, including:

- Withdrawn, unhappy and suicidal behaviour
- Self-harm
- Aggressive and violent behaviour
- Bedwetting, sleep problems, nightmares
- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Be particularly reluctant to undergo normal medical examinations
- Eating problems e.g. anorexia nervosa and bulimia nervosa
- Mood swings, or display unusual behaviour after an absence from school or college
- Ask for help, but may not be explicit about the problem due to embarrassment or fear
- Detachment
- Pains for no medical reason
- Sexual behaviour, language, or knowledge too advanced for their age

EMOTIONAL ABUSE – the persistent emotional maltreatment of a child such as to cause severe and 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, although it may occur alone. Signs to be aware of include: Emotionally abused children exhibit a range of specific signs. They often:

- appear more withdrawn and emotionally disengaged than their peers
- find it difficult to predict other people's behaviour
- feel unhappy, frightened and distressed
- behave aggressively and anti-socially, or they may act too mature for their age
- experience difficulties with academic achievement and school attendance
- find it difficult to make friends
- show signs of physical neglect and malnourishment
- experience incontinence and mysterious pains.

**CHILD SEXUAL EXPLOITATION** Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the world and are not restricted to particular ethnic groups.

Signs to be aware of include:

- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and alcohol
- displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
- they may also show signs of unexplained physical harm such as bruising and cigarette marks.

N.B. All child abuse involves some emotional ill treatment. These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. Other The school is alert to all issues which impact pupils and will always take account of the particular need of pupils in relation to the school's population and local community, at all times. The school will respond to any additional issues identified in accordance with our school procedures.

## Appendix 4 - Procedures for Children Going Missing

The safety of all students will be given our highest priority. A missing pupil should be an extremely rare happening. This part of the policy is designed to put into place swift and effective actions to locate any missing pupil and to notify and involve relevant persons.

### **During the school day :**

- A register is taken at the beginning of the day by the tutor/classteacher.
- An email detailing names of children who are absent is sent to all school teachers during period 2.
- For Nursery-Y4 students are escorted from lesson to lesson by their teacher or TA.
- For Y5-Y13 students make their own way from lesson to lesson.
- A register is taken at the start of every lesson.
- If there is a discrepancy between the register and the list of those absent, staff are required to email the following people:

The attendance officer; tutor; music peripatetic secretary; medical centre; PA to the Head of I/J/S; HoYs. The PA to HoS of Infants/Juniors/Seniors then coordinates the search. It is expected that these people will reply as soon as possible. Failure to locate this child should be reported to Head of School immediately.

### **At the end of the school day:**

- Students are dismissed at the end of the final lesson or the end of their activity.
- Pupils (Nursery to Y4) are escorted at the end of the final lesson or the end of their activity to the parent collection point or to the School bus. Foundation Stage – Y2 pupils are collected at the end of their final lesson by the parent or nominated carer from the classroom.
- For nursery to Y4 class teachers pass the child to the carer or bus supervisor.
- For Y5- 13 students find their own way to their carer or bus.
- The Head of Transport and / or his designated assistant as well as the bus supervisors ensure that pupils are placed on the correct bus.
- There are members of staff on duty to supervise these procedures.

If a pupil goes missing at the end of the school day, the teacher in charge must ensure that the remaining students are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the pupil is not found quickly the Head of School notified.

### **During trips:**

On an outing or trip If a pupil goes missing during an outing or school visit, the teacher in charge must ensure that the remaining students are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the pupil is not found quickly the head teacher notified.

## Appendix 5 - Safeguarding (Child protection) Summary of Procedures for Staff:

### Do

- React professionally, and remember that you are not carrying out an investigation, (which is a task for specialists);
- Take what the child says seriously, and calmly, without becoming emotionally involved;
- Make it clear why unconditional confidentiality cannot be offered. Explain that any adult member of staff is obliged to inform the CPO, if child protection or safeguarding issues are involved;
- Be available to the child, but gently encourage the pupil to speak directly to the CPO;
- Explain that only those who have a professional 'need to know' will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse;
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused;
- Listen carefully to what the child has to say;
- Allow the child to tell his or her own story, without asking detailed or leading questions;
- Record what has been said as soon as possible after the conversation. Include date, time, location and make an accurate record of what was said in the child's own words;
- Refer to the relevant Child Protection Officer.

### Do not

- Offer absolute confidentiality or make promises that you cannot keep;
- Jump to conclusions;
- Ask leading questions;
- Speculate or accuse anybody;
- Discuss the matter with anyone but the CPO.

## Appendix 6 - BSB Cause for Concern Form (Safeguarding Referral)

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Class/Year Group: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Any disability or special needs: \_\_\_\_\_

1. *What are your concerns about the pupil? Please provide a description of any incidents or observations including dates and times.*
2. *What have you observed and when? Include anything you have personally witnessed. Be clear about what is fact and what is your opinion.*
3. *What have you been told and when? Include anything the child or another person has told you. Use exact words if possible. Be clear about who has said what.*
4. *What have you heard and when? Include any information you have heard from a third party relating to the concern.*
5. *What action have you taken in response to this concern? Have you contacted anyone else in relation to the concern? If the parent(s)/carer(s) have not been contacted, please explain why.*
6. *If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?*

**Date and time of this record:**

**Your name (please print):**

**Your position or job title:**

**Your signature:**

*Now give this record to the CPO or Equivalent.*

Date and time received by the CPO: