



SAFEGUARDING AND CHILD PROTECTION POLICY

RPE-PL-10

POLICY OWNER	Education Quality and Accountability Office
MONITORING AND EVALUATION	Principal and Senior Leadership Team
APPROVED BY	School Board
APPROVAL DATE	
DATE POLICY CAME INTO EFFECT	
PERIOD OF REVIEW	1 year
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1 RPE Mission and Vision

Mission

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

Vision

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

2 Introduction

This policy was prepared by RPE Education Quality and Accountability Office, to meet the requirements of the schools in accordance with the following acts: [Keeping Children Safe in Education Act \(2023\)](#).

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with the following policies: Whistleblowing, Behaviour, Staff Handbook, Staff Code of Conduct, Disciplinary Policy and Procedures, Low level concern policy, Complaints, Health and Safety, Attendance, Online Safety, Acceptable Use, Visitors and Volunteers, Toileting and Intimate Care Policy, Safer Recruitment, Risk assessment, First Aid, Curriculum, PSHE, Anti-Bullying and Equality.

3 Rationale

Richmond Park International School, Sarajevo (hereinafter: the School), in partnership with our parent community, is committed to safeguarding and promoting the well-being of our young people. We expect all school community members including administrators, faculty, staff, trustees and volunteers to share this commitment. We believe that our children have a right to grow in a supportive, caring and safe environment, which includes the right to protection from all types of abuse and other safeguarding concerns. School personnel are vigilant for signs of any young person in distress, and are confident about applying our safeguarding processes to intervene when necessary.

Our child safeguarding policy and procedures are in accordance with the recommendations of the International Task Force on Child Protection, endorse the UN Convention on the Rights of the Child, of which Bosnia and Herzegovina is a signatory, and in accordance with all relevant laws in Bosnia and Herzegovina.

The School is committed to providing a safe and secure environment for pupils, staff and visitors and to promoting a climate where children and adults feel confident about sharing concerns they have about others or their own safety and well-being.

The school has analysed the alignment of the mission and vision statements with the UN

Convention of the Rights of the Children. “Providing an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally” aligns with Article 19 of the UN Convention. Our vision for “students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world” is aligned with Article 21 of the UN Convention. The School points out that our values of “CHOICE” (Curiosity, Honesty, Openness, Integrity, Cooperation and Empathy) have been proposed to and adopted by the School community with UN Convention Articles 2, 12, 13 14, 29, and 30 in mind.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding children. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. In order to fulfil this responsibility effectively, all professionals should make sure their approach is vigilant and child centred. This means that, at all times, we will act in the best interest of the child.

4 Aims

With this policy, our School aims to ensure that:

- appropriate action is taken in a timely manner to safeguard and promote children’s welfare,
- all staff are aware of their statutory responsibilities with respect to safeguarding,
- staff are properly training in recognising and reporting safeguarding concerns,
- a vigilant attitude of “it could happen” is maintained by all staff.

5 Definitions

Safeguarding and promoting the welfare of children means:

- 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others which is particularly relevant in relation to all forms of domestic abuse. Appendix 3 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 3 defines neglect in more detail.

Children include everyone under the age of 18. Young People aged 18 or above who attend final grades of the Secondary School will be safeguarded according to the principles of this policy recognising that in some instances they may need to be signposted to adult services.

Wherever the word “**staff**” is used, it covers all staff on site, including support teams, ancillary, volunteers, contractors, School Board and Richmond Park Education Board members.

5 Equality Statement

The welfare of the child is paramount. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We recognise that certain factors may indicate that a child could benefit from an early help therefore we give special consideration to children who:

- may experience discrimination due to their sex, race, ethnicity, religion, gender identification or sexuality,
- have special educational needs or disabilities (SENDs),
- are looked after or previously looked after,
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence,
- are at risk of FGM, forced marriage, so-called honour-based violence,
- are at risk of radicalisation,
- are asylum seekers,
- are at risk due to either their own or a family member’s mental health needs,
- are young carers,
- have a family member in prison or are affected by parental offending,
- have English as an additional language,
- have health conditions such as diabetes.

6 School Context

We recognise that in order for safeguarding to be effective in our schools their local context must be understood in terms of families, the wider community, and its location.

We recognise the impact of Adverse Childhood Experiences on the mental and physical health of their children and provide targeted support through a range of internal and external support workers who have been trained to assess and promote children’s good emotional development and therefore good mental health and well-being.

DSLs will ensure the staff at each school receive training appropriate to their context e.g. if there are gangs operating in the community training will be given on recognising the signs that children are being groomed for criminal exploitation.

We recognise the wider societal issues and potential harms that our children are facing. We understand that downplaying some behaviours related to harassment and abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Therefore, all staff will receive training to recognise the effects of child-on-child abuse in its many forms including sexual harassment and sexual violence, online sexual abuse and identifying early signs of child-on-child sexual abuse. Staff will be expected to consistently uphold standards in their responses to sexual harassment and online sexual abuse in partnership

with parents and carers.

Additionally, all RPE schools have an age-appropriate Personal, Social and Health Education (in the form of Character Education lessons) which includes anti-bullying lessons alongside lessons that promote healthy, respectful relationships. Opportunities to teach about specific safeguarding issues are taken through lessons for example about the concepts and laws relating to sexual consent and sexual exploitation as outlined in Keeping Children Safe in Education 2023 pages 13-14.

We recognise that risks of harm can be compounded where children with protected characteristics lack a trusted adult with whom they can be open. Therefore we encourage the provision of safe spaces and forums in schools where their voices and concerns can be heard.

7 Roles and Responsibilities

Staff

All teaching and support staff will:

- read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2023, and review this guidance at least once annually, All staff will be aware of:
- be aware the role of the Designated Safeguarding Lead (DSL) and the Safeguarding Team,
- be aware of our systems which support safeguarding and child protection, including all policies within our safeguarding portfolio.
- be aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), Female Genital Mutilation (FGM) and radicalization,
- be aware how to respond if they identify a safeguarding issue or a student discloses that they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with the designated members of staff and/or relevant professionals,
- the safeguarding response to children with poor attendance or those who go missing from education,
- the process for making referrals to children's social care services.

Designated Safeguarding Lead (DSL)

The DSL in each school is a member of the Senior Leadership Team. They take lead responsibility for child protection, online safety and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Arrangements to cover this role must be made for out of hours and offsite activities. The DSL will be given time, funding, training, resources and support to:

- ensure that the Safeguarding and Child Protection Policy is in line with UK and B&H legislation and expectations, as well as relevant to the school's unique and specific context in the country,
- ensure that all staff (including temporary staff) and volunteers sign to indicate that they have read and understood the Safeguarding and Child Protection Policy, on an annual basis,
- ensure that all staff (including temporary staff) and volunteers sign to indicate that they

- have read and understood the relevant school policies, on an annual basis,
- ensure that all staff (including temporary staff) and volunteers sign to indicate that they have read and understood Part One of Keeping Children Safe in Education (2023), including Annex A, on an annual basis,
- keep a record of staff safeguarding training (e.g., who has received which training and completed which course);
- regularly update all staff on specific safeguarding and child protection matters and issues (e.g., through safeguarding circular, email, bulletin);
- provide advice and support to other staff and to the school community on safeguarding and child protection matters,
- keep written records of all concerns, in the form of child protection files, ensuring that such records are stored securely, but kept separate from the pupil's general file,
- maintain an up-to-date child protection register, which is also stored securely and digitally encrypted (e.g., password protected),
- communicate/relay concerns to the appropriate people and agencies; keep the Principal informed of any issues, and liaise with any relevant external organisations (e.g., children's social care services, police, etc.) for child protection concerns as appropriate,
- refer suspected cases, as appropriate, to the relevant body (e.g., children's social care services and/or police), and support staff who make such referrals directly,
- attend and/or contribute to child protection conferences,
- coordinate the school's contribution to child protection plans,
- develop effective links with relevant agencies (e.g., children's social care services, embassies, etc),
- take part in strategy discussions and inter-organisational meetings and/or support other staff to do so,
- contact parents/carers if a child with a child protection plan is absent for more than two days without explanation, and if necessary, notify extended family, or even children's social care services and police if there is genuine concern for the child's safety,
- promote the school's commitment to safeguarding and child protection to parents and the wider community in all areas of the organisation, including ensuring that the child protection policy is easily available to all,
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances,
- ensure that relevant safeguarding issues are addressed through the curriculum in an effective and appropriate manner,
- ensure that when a pupil with a Child Protection File leaves the school, their information is passed to their new school and all appropriate agencies are informed,
- DSL and deputies will listen to all parts involved during school time and excuse students from classes when necessary to investigate a safeguarding issue.

Principal

The Principal is responsible for the implementation of this policy, including:

- ensuring that there is a DSL for safeguarding and child protection, who is a member of the Senior Leadership Team and who has undertaken appropriate training (e.g., Level 3 DSL training, and training relating to specific child protection issues, such as Prevent Duty, FGM, etc.),
- ensuring that there is a training strategy that ensures all staff, including the Senior

Leadership Team, receive ongoing safeguarding and child protection training each year, while the DSL should receive refresher training specific to his or her duties (e.g., Level 3 DSL training) at two-yearly intervals,

- ensuring that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff and volunteers,
- overseeing the monitoring of the effectiveness of this policy and the school's safeguarding and child protection procedures, alongside the Safeguarding Team, on a termly basis,
- arranging for an external critical friend to further scrutinise and offer feedback regarding the effectiveness of this Policy and the school's safeguarding and child protection procedures on an annual basis; overseeing the monitoring of all active child protection cases on a termly basis, alongside the Safeguarding Team;
- communicating this policy to all parents and the wider community, via the school website;
- ensuring that the DSL has appropriate time, funding, training and resources to carry out their roles effectively, and that there is always adequate cover if the DSL is absent;
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- ensuring that there are procedures for dealing with allegations of abuse made against members of staff;
- ensuring that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensuring that there are safer recruitment procedures that include the requirement for appropriate checks,
- ensuring that there are clear systems in place to ensure that all visitors and volunteers to the school are identified and supervised sufficiently,
- ensuring that appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material - additional support information is provided in Annex C of Keeping Children Safe in Education (2023),
- ensuring that they take leadership responsibility for the organisation's safeguarding arrangements,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Board

The School Board is obliged to:

- ensure that the Principal and Senior Leadership Team establish effective arrangements to safeguard and promote the welfare of pupils at the school, considering the local context,
- review the minutes from the termly safeguarding review meetings between the Principal and Safeguarding Team,
- review the handling of specific child protection cases when required,
- approve this policy at each review and hold the Principal to account for its implementation,
- act as the 'case manager' if an allegation of abuse is made against the Principal, where appropriate (see Whistleblowing Policy).

8 Safeguarding Teams

Members of the Safeguarding Team in the School divisions are listed in Tables 1 and 2 below.

Table 1: Safeguarding team for the Primary School division.

Role	Name and Surname	Email
Principal	Isak Oeztuerk	isak.ozturk@rps.edu.ba
DSL	Adisa Žunić	adisa.zunic@rps.edu.ba
Head for Years 1-4 and DDSL	Mahira Hadžimehmedagić	mahira.hadzimehmedagic@rps.edu.ba
Head for Years 5-9	Alen Ajanović	alen.ajanovic@rps.edu.ba

Table 2: Safeguarding team for the Secondary School division.

Role	Name and Surname	Email
Principal	Hermin Kapetanović	hermin.kapetanovic@rps.edu.ba
DSL	Aldin Sinanović	aldin.sinanovic@rps.edu.ba
DDSL	Adisa Dedić	adisa.dedic@rps.edu.ba

9 Confidentiality and Information Sharing

All staff will understand that child protection issues require a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that any information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with a designated person. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. It is important to note that consent to share information is not required if a child is suffering, or at risk of, serious harm. Staff should never promise a child (and or their family where appropriate) that they will not tell anyone about an allegation, as this may not be in the child's best interests. Staff should be open about why, what, how and whom information will, or could be shared with and seek their agreement, unless it is unsafe or inappropriate to do so.

If staff are in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a Deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Child protection information will be stored and handled fairly and lawfully and in line with GDPR principles. Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not

be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a flash drive, these items should also be kept in locked storage.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' with an orange A4 paper to indicate that separate information is held.

Data Protection legislation and human rights laws do not prevent the sharing of information related to safeguarding, but rather provide a structure to ensure that the personal information is shared appropriately. Information relating to child safeguarding concerns may be shared with the relevant parties if based on the facts of a case, a staff member deems there to be a lawful basis to do so. The decisions pertaining to the sharing of information will be made in consideration of the safety and wellbeing of the individual and others who may be impacted by the information being shared.

Furthermore, child protection records are normally exempt from the disclosure provisions of GDPR expectations, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Principal.

GDPR does not prevent school staff from sharing information with the Safeguarding Team and/or relevant agencies or persons, in accordance with this policy, where that information may help to protect a child. **If staff are in any doubt about sharing safeguarding information, they should speak to the DSL (or deputy).** Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff.

10 Recognising Abuse and Taking Action

The Department for Education document Keeping Children Safe in Education 2023 references all relevant forms of abuse that school workers should be aware of and provides links to far more detailed information regarding each abuse type and the indicators that we should be familiar with. For an explanation of the most common forms of abuse and a list of many typical indicators that could suggest abuse may be occurring, see Appendix 2.

Please remember, however, it is your responsibility to report concerns. It is NOT your responsibility to investigate or decide whether a child has been abused or not.

Staff and volunteers must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer from harm, or is in immediate danger

Make a referral to children's social care services (contact information in Appendix 8) and/or the police immediately if a child is suffering or likely to suffer from harm, or in immediate danger, and the DSL or a member of the Safeguarding Team cannot be contacted in sufficient time. Anyone can make a referral. **As soon as able, contact the DSL if you make a referral directly.**

If you have a concern about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

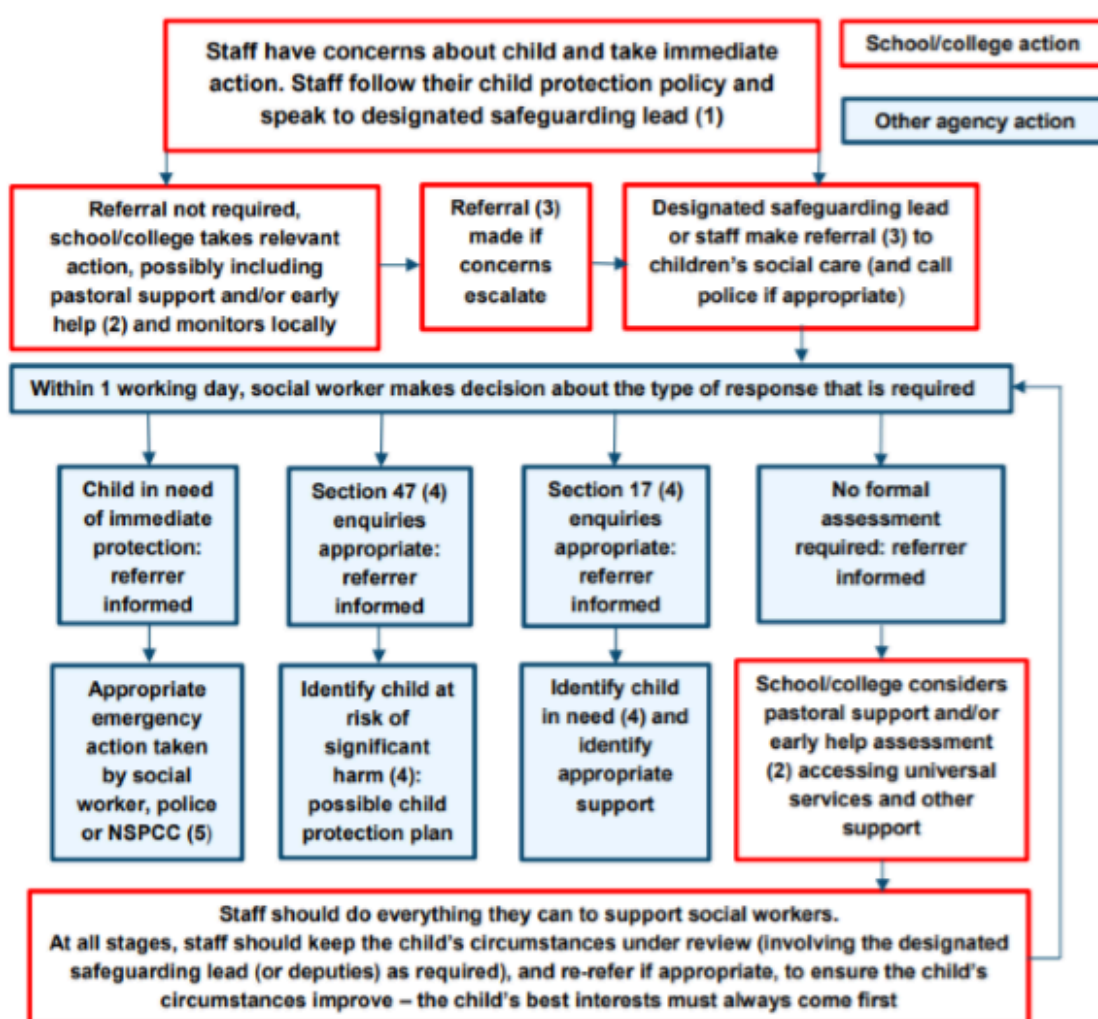
Complete a Record of Concern Form (see Appendix 6) and report the matter to the DSL (or another member of the Safeguarding Team if the DSL is not available) as soon as possible but

not later than 24 hours. Record of Concern Forms can be found in the staffroom, in each office of Safeguarding team members, and on the shared School Google Drive.

Within the form, identify as clearly as possible what your concern is and why, what you have observed and/or what has been disclosed to you. It may also be helpful to include any context which may be relevant. The DSL will then open a Child Protection File or add this information to an existing one and establish an appropriate action in order to follow up this concern. This may require the DSL to discuss the matter with other members of the Safeguarding Team. As action is taken, the DSL will ensure that the person who raised the concern is kept informed.

Figure 1 also illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Figure 1: Actions where there are concerns about a child.



External intervention

If some form of external intervention is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care services if the situation does not seem to be improving. Timelines

of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to children's social care services or the police, the DSL will make the referral or support you to do so. **If you make a referral directly, you must tell the DSL as soon as possible.**

The child's parents will be told that a referral is being made, unless to do so would increase the risk to the child. Designated office of the children's social care services should then make a decision about what course of action will be taken and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the designated office of the children's social care services if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the designated office of the children's social care services and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

If a child makes a disclosure to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. Children and adults need to be aware that nothing is so awful or embarrassing that it cannot be talked about.

The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it until the end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil **DO**:

- allow them to speak freely,
- remain calm and do not overreact – the pupil may stop talking if they feel they are upsetting you,
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me',
- do not be afraid of silences – remember how hard this must be for the pupil,
- **under no circumstances ask investigative questions** – such as how many times this has happened, whether it happens to siblings too, or what the pupil's mother thinks about all this,
- at an appropriate time tell the pupil that in order to keep them safe and to help them you must pass the information on,
- do not automatically offer any physical touch as comfort.
- avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive, but the child may interpret it as though they have done something wrong,
- tell the pupil what will happen next. The pupil may agree to go with you to see the

designated person. Otherwise let them know that someone will come to see them before the end of the day,

- report verbally to the designated person – do not discuss with colleagues, friends or family unnecessarily,
- write up your conversation as soon as possible on a Record of Concern Form (stick to the facts, and do not put your own judgement on it),
- sign and date the write-up and pass it on to the DSL or another member of the Safeguarding Team; alternatively, if appropriate, make a referral to children's social care services and/or the police directly, and tell the DSL as soon as possible that you have done so,
- seek support if you feel distressed.

It is important to note, that although it is not our job to investigate, you may need to initiate a conversation, particularly if the concern is regarding a young person (aged 12 or over) rather than a young child. This is to let the student know that you are there if they need someone to talk to.

Concerns about a staff members or volunteer

The School Code of Conduct set out our expectations of staff and their conduct whilst working at the school. All school staff are made aware that inappropriate behaviour towards students is unacceptable and that their conduct must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003 (England and Wales) and Bosnia and Herzegovina Criminal Code (Article 205), it is an offence for a person over the age of 18 to have a sexual relationship with a person under 18 where that person is in a position of trust, even if the relationship is consensual (i.e. "abuse of position"). This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence.

Staff who are concerned about the conduct of a colleague towards a pupil, or who become aware of allegations of a staff member or volunteer posing a risk of harm to children, are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could put their colleague's career in danger. **All staff must remember that the welfare of the child is paramount.**

The school's whistleblowing procedures (see the Whistleblowing Policy) enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice, possible child abuse or any other action that may not follow the expectations of the Staff Handbook and Staff Code of Conduct by colleagues should be reported to the Principal or the DSL, in case of child abuse.

Allegations of abuse made against other pupils (child-on-child abuse)

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent. It can be gender natured (i.e. that it is more likely that girls will be victims and boys will be perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence / sexual assaults, sexting (see Appendix 3 for further information), teenage relationship abuse, child on child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and should **not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'**.

In order to minimise the risk of child-on-child abuse we:

- provide a developmentally appropriate PSHE curriculum (in form of Character Education lessons) which develops students understanding of acceptable behaviour and keeping themselves safe,
- have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued,
- develop robust risk assessments, where appropriate, and
- have relevant policies in place.

If a pupil makes an allegation of abuse against another pupil:

1. You must tell the DSL and record the allegation using a Concern Form, but do not investigate it.
2. DSL and deputies will listen to all parts involved during school time and excuse students from classes when necessary.
3. The DSL and Safeguarding Team will agree on an action plan based on what has been alleged and what is known.
4. Parents of those involved will be met.
5. Relevant external agencies contacted if required (children's social care services, mental health organisations, police - if criminal offence committed, etc)
6. The DSL is responsible for establishing a risk assessment and specific support plan for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.

Children with sexually harmful behaviour

The management of children and young people with sexually harmful behaviour is complex and the school will work through counselling sessions, pastoral programme and curriculum, including relevant external agencies, to maintain the safety of the whole school community.

Safeguarding through pastoral interventions and the curriculum is deliberately preventative. Young people who display sexually harmful behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

11 Notifying Parents and Carers

The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively, and the DSL will make contact with the parent/carers in the

event of a concern, suspicion or disclosure.

However, in exceptional circumstances the DSL and school may feel that notifying parents/carers could increase the risk to the child or exacerbate the problem. In such cases, advice may be sought from other local agencies.

12 Online Safety

The effective use of technology is a focus and a strength at our School. Nevertheless, technologies can be abused and, as a result, take advantage of vulnerable people and cause upset and harm.

Cyber-bullying by pupils, via messaging, emails, or social media, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The school is committed to ensuring staff, children and parents are kept well-informed with up-to-date e-safety information and risks. For students, this is primarily achieved through the school curriculum, e.g., Character Education and ICT. Every year we organise activities and assemblies on Safer Internet Day. Staff receive training and regular email bulletins highlighting current online safety concerns. Parents are invited to an online safety workshop annually and, when required, advice is shared via email or posted as an online newsletter. Advice, tips and information are shared in the weekly newsletter too. Also, posters about online safety are displayed in both primary and secondary areas for students and staff.

Staff should contact students only through the official school agreed platforms, such as Google Classroom, School Mind or school email addresses. Staff should **never be in contact with a current school pupil or a group of pupils via a private social media platform** such as Facebook and Instagram for instance (unless the pupil is a close family member). Staff may face disciplinary procedures and action, up to and including dismissal and reported to local law enforcement authorities if appropriate, when found to be in breach of this aspect of the policy.

Furthermore, the School is a filtering and monitoring tool, which is active when students are logged into their accounts. Online activity of students is monitored.

Please refer to the schools Online Safety Policy for further information on how we keep pupils and staff safe online.

13 Personal Devices: Tablets, Smartphones and Cameras

Staff are to use personal devices appropriately and to be alert to any potential misuse of them and always follow the School Code of Conduct Policy and Online Safety Policy. Personal devices should be stored discreetly when not being used and accessed only when necessary.

Staff are responsible for their own behaviour regarding the use of personal devices and should avoid putting themselves into compromising situations which could be misinterpreted and lead to potential allegations.

Any images or videos taken for school use should be uploaded, sent or transferred to the relevant school system (e.g. school social media account, assessment database, cloud system) as soon as possible and then deleted from the device.

When taking photographs and videos for school purposes we:

- seek parental/carer consent as appropriate for photographs and videos to be taken or published (for example, on our website, social media or other publications),
- do not identify a student by name when his or her image appears on the school website or on social media, unless specific permission has been granted by the parents/carers,
- ensure pupils and staff are appropriately dressed,
- ensure pupils are undertaking an official school activity.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

For further information, please refer to the Online Safety Policy and Acceptable Use Policy.

14 Complaints and Concerns About School Safeguarding Practices

Our complaints procedure (laid out by our Complaints Policy) will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by the Senior Leaders and the Principal.

Complaints from staff are dealt with under the school's Staff Conduct and Grievances Policy.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

15 Whistleblowing

If a member of staff judges that it is necessary to report a concern about a co-worker's behaviour and/or actions towards children and young people, they are then required to follow the procedures outlined in the Whistleblowing Policy.

16 Record-keeping

We will hold records in line with our records retention schedule. **All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing.** If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that a full copy of their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the DSL considers it would be appropriate to share any information with the new school or college in advance of the child leaving (where concerns are significant or complex, and/or social services are involved), the DSL

will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. A record of the transfer would be detailed within both the original and the copy of the file. Details of the transfer will also be minuted at the next termly safeguarding meeting.

How and what records are kept

When a Record of Concern Form (Appendix 6) has been submitted to the DSL, the DSL will open and complete a Child Protection File (Appendix 7), if there is not already one established, detailing pertinent background information relating to the child, e.g. date of birth, preferred language, contacts, family information, etc.

All action taken must be explained and recorded in the relevant sections of the submitted Record of Concern Form, together with any ongoing updates. This is maintained and kept securely by the DSL in a locked filing cabinet, accessible only by the DSL and Deputy DSLs. The child protection files are updated when new information is available (e.g. through monitoring and observations) including any other relevant information relating to the child (e.g. incidents, family background changes, etc).

Further to these records, the DSL maintains a digital child protection register (also known as "Student Pedagogical Card"). This information gives a summary of the known concerns, current and historic, detailing when a concern was first raised for each child, as well as when the last concern was registered. This register is updated each time a child protection file is amended.

17 Training

Designated Safeguarding Lead and Deputies

The DSL and deputies will undertake Safeguarding and Child Protection training at least every two years, suitable for leading safeguarding and child protection throughout the school. The members of the Safeguarding Team will also need to complete the relevant CPD according to the calendar.

In addition, they will update their knowledge and skills at regular intervals (for example, through meeting other DSLs and taking time to read and digest current safeguarding developments).

Staff

All staff members will undertake Safeguarding and Child Protection training at their induction and then on a regular ongoing basis, according to the CPD calendar. A register of attendees is recorded and kept for the induction training.

All staff are also required to read and familiarise themselves with the school's Safeguarding and Child Protection Policy, Behaviour Policy, School Code of Conduct, Staff Conduct and Grievance Policy, Acceptable Use Policy, Online Safety Policy, Risk Assessment Policy and Whistleblowing Policy before the start of each new academic year, with any new amendments to these policies being discussed specifically. This is to ensure that all staff understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. After reading the policies, all staff are required to complete and submit a Staff Declaration for Safeguarding form (see Appendix 4).

During each induction, the DSL will lead sessions to ensure that all staff are aware:

- who the Safeguarding Team is,
- what their roles are specifically,
- how to contact them,
- how to submit a concern,
- how these concerns will be recorded and processed, and
- how the referrer will be kept informed of any actions and outcomes.

The DSL will also clarify the School's whistleblowing procedures.

Throughout the year, staff will receive regular safeguarding and child protection updates from the DSL (for example, through emails, e-bulletins and staff meetings) as required. School departments are expected to discuss these matters when information is shared, as part of their department meetings. Safeguarding CPD includes extensive training to all staff, according to their role in the school, through courses on the National College platform and are available to all English speaking teachers across the year.

Non-English-Speaking Staff

Staff that do not speak English will be provided with a translated version of KCSIE 2022 and the Safeguarding and Child Protection training during their induction and this will be accompanied with a group training session scheduled at an appropriate date at the beginning of the school year. This will be led by the DSL who speak Bosnian.

Volunteers and Collaborators

Volunteers and collaborators will need to complete the Safeguarding and Child Protection training. The DSL will also meet each applicant to explain the school's safeguarding procedures and expectations, hand over the relevant policies and documents for reading, as well as answer any questions relating to safeguarding.

Senior Leadership Team, Principal, Secretary and HR

Advanced Certificate in Safer Recruitment for International Schools must be completed by all members of SLT and the HR officer and renewed every two years.

Board

The Board must complete the Certificate in Safeguarding for Governors. One member of the Board will receive appropriate safeguarding training to ensure that he has the knowledge and information needed to perform his functions and understand his responsibilities.

As the member of the Board may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Director, he will receive training in managing allegations for this purpose.

18 Recruitment – Interview / Appointment Panels

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the legal guidance together with the school's individual procedures. Furthermore, at least one person on any interview/appointment panel for a role/position at the school will have undertaken Safer Recruitment training. This will cover, as a minimum, the contents of the Department for

Education's statutory guidance, Keeping Children Safe in Education 2023, and be in line with local safeguarding procedures.

Safer recruitment means that all applicants will:

- complete a school-specific application form,
- provide two referees, including at least one who can comment verbally, on the applicant's suitability to work with children,
- provide evidence of identity and qualifications,
- be checked through police records certification as appropriate,
- be interviewed, preferably in person, and by video conference if not, and be specifically asked if the applicant has any reason why they could not take the job or should not be working with children.

Applicants will also be asked specific questions relating to safeguarding issues during the interview.

All new members of staff will undergo an induction that includes the introduction of the school's Safeguarding and Child Protection Policy and identification of their child protection training needs.

All staff sign to confirm they have acknowledged and read a copy of the School's:

- School Code of Conduct Policy
- Staff Conduct and Grievances Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Online Safety Policy
- Acceptable Use Policy
- Behaviour Policy
- Risk Assessment Policy
- Keeping Children Safe in Education – Sept 2023 (Part 1 & Annex A).

The school has a duty to report to the DBS - Disclosure and Barring Services - (within 1 month of leaving) any person whose services are no longer required by the school because they are considered unsuitable to work with children. Referrals on this basis are where the school has concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children.

For further information regarding recruitment, see the School's Safer Recruitment Policy.

19 Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective safeguarding procedures and arrangements are in place.

For further information, see the School's Risk Assessment Policy.

20 Corporal Punishment and Physical Intervention

Corporal punishment is banned in schools in the UK and Bosnia and Herzegovina, and therefore would be considered a safeguarding issue. The prohibition applies to all 'members of staff'. This includes all those acting as unpaid, volunteer supervisors. Teachers may use 'physical intervention / restraint' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child).

Difficulties can arise from the interplay between the rule against corporal punishment and the legitimate use of reasonable force. The DfE's advice for schools on the use of reasonable force provides a useful resource. For further information relating to discipline and sanctions, please refer to the school's Behaviour Policy. Positive behaviour leadership will reduce the need to use reasonable force in school.

21 Monitoring and Reviewing the Policy

Each term, the DSL and Safeguarding team will meet to review and evaluate the content and effectiveness of the Safeguarding and Child Protection and Whistleblowing policies, with the second term meeting being the Annual Safeguarding Review whereby one member of the Board will take part. During these meetings, the Child Protection Register will also be reviewed and updated, with each active case being evaluated in terms of the effectiveness of the interventions in place and actions taken.

The minutes of the Term 1 and Term 2 meetings are shared with the Board. The Principal will then discuss any matters highlighted in the review with the Board during their next meeting when the effectiveness of the school's safeguarding procedures can be further discussed critically and evaluated.

Evaluating the effectiveness of School policy and the interventions in place for students may also take place outside of these scheduled termly meetings, in response to specific issues raised and highlighted (e.g. through complaints, or it is apparent to the Safeguarding Team that systems are not working as expected).

Appendix 1: Excerpts from Relevant Laws in Bosnia and Herzegovina

Sexual activity with children younger than **14** is illegal under Article 207, which prohibits sexual acts with a "child", and a "child" is defined in Article 2(8) as a person under 14. However, Article 209 mentions a "juvenile" who is defined in Article 2(9) as a person under 18, although it is not clear if this article refers only to sexual acts performed in view of a minor under 18 or if it can be used also to punish sexual acts performed with the minor:

- Article 207, Sexual Intercourse with a Child: (1) Whoever performs sexual intercourse or equivalent sexual act on a child, shall be punished by imprisonment for a term between one and eight years.
- Article 208, Meaning of Terms as Used in This Code: (8) A child, as referred to in this Code, is a person who has not reached fourteen years of age.
- Article 209, Satisfying Lust in the Presence of a Child or Juvenile: Whoever, in the presence of a child or juvenile, performs acts aimed at satisfying his own lust or the lust of a third person, or whoever induces a child to submit to such acts in his presence or in the presence of a third person, shall be punished by imprisonment for a term between three months and three years.
- Article 205: (2) prohibits sexual intercourse with a juvenile (defined as a person under 18) by "abuse of position".

Appendix 2: Recognising Signs of Abuse

Abuse, including neglect, and safeguarding issues are rarely separate events that can be covered by one definition or label. In most cases, multiple issues will overlap. To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

- **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 by another child or children.
- **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.
- **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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.
- **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. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **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, for example, 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 unresponsiveness to, a child's basic emotional needs.

Appendix 3: Specific Safeguarding Issues

Bullying

All incidents and allegations of bullying are taken extremely seriously at ISB. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents have open access to the school's anti-bullying procedures and the subject of bullying is addressed at regular intervals in the Personal, Social and Health Education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of School and the DSL will consider implementing child protection procedures.

Affluent Neglect

Affluent neglect is used to describe unmet needs in children from affluent families, needs which do not come under the basic categories of food, shelter, warmth, education.

Typically, in families where both parents work and/or are away regularly, the children can spend significant periods of time at home alone (if old enough), or with staff who work for the family, such as nannies and drivers. These hours can be isolating, especially if there have been issues during the school day that the child may need support to process. The absence of the emotional support a parent offers is difficult, if not impossible, to substitute, and although these children may never be lacking material wealth, there is undoubtedly a deficiency elsewhere. Although these children appear well-cared for, there can be an emptiness within which can create issues later in adulthood, if left unaddressed.

Parents with affluence can present a challenge for professionals when safeguarding issues need to be addressed. Any parent can respond to safeguarding concerns defensively, in the belief that they are doing the best they can, and the feeling of being judged can be hurtful.

However, it is essential that staff feel able to raise concerns and not feel intimidated. Staff may need additional training on how to have difficult conversations with parents/guardians around affluent neglect and safeguarding generally.

Once a concern around affluent neglect has been identified, it is important that conversations happen with the child and the parents or carers, provided this will not put the child at increased risk of harm.

With a safeguarding issue like this, parental support is most beneficial, and to promote the home-school relationship is a great starting point.

The DSL will advise on next steps to address the concern, but it will be in the best interest of the

child to ensure a positive working relationship with parents if the situation is going to be managed successfully.

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. Like all forms of child sex abuse, child sexual exploitation:

- 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,
- can still be abuse even if the sexual activity appears consensual,
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity,
- can take place in person or via technology, or a combination of both,
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence,
- 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),
- can be perpetrated by individuals or groups, males or females, and children or adults; the abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse, and
- is typified by some form of power imbalance in favour of those perpetrating the abuse; whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions,
- children who associate with other young people involved in exploitation,
- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections or become pregnant,
- 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.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically

takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society,
- mother or a sister who has undergone FGM,
- girls who are withdrawn from PSHE,
- visiting female elder from the country of origin,
- being taken on a long holiday to the country of origin,
- talk about a 'special' procedure to become a woman.

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable,
- spending longer than normal in the bathroom or toilet due to difficulties urinating,
- spending long periods of time away from a classroom during the day with bladder or menstrual problems,
- frequent urinary, menstrual or stomach problems,
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return,
- reluctance to undergo normal medical examinations,
- confiding in a professional without being explicit about the problem due to embarrassment or fear,
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

So-called '**honour-based' violence (HBV)** encompasses 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. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced Marriage

Forcing a person into marriage is a crime. 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.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL (or member of the Safeguarding Team) will:

- speak to the pupil about the concerns in a secure and private place,
- contact local authority children's welfare services, and/or police,
- refer the pupil to the school counsellor, as appropriate.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

1. staff who understand what to do when children do not attend regularly,
2. appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions),
3. staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage,
4. procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated,
 - b. move away from the school's location,
 - c. remain medically unfit beyond compulsory school age,
 - d. are in custody for four months or more (and will not return to school afterwards),
 - e. are permanently excluded.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Prevent Duty

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain and other parts of the world. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes,
- glorifying violence, especially to other faiths or cultures,
- making remarks or comments about being at extremist events or rallies outside school,
- evidence of possessing illegal or extremist literature,
- advocating messages similar to illegal organisations or other extremist groups,
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent),
- secretive behaviour,
- online searches or sharing extremist messages or social profiles,
- intolerance of difference, including faith, culture, gender, race or sexuality,
- graffiti, art work or writing that displays extremist themes,
- attempts to impose extremist views or practices on others,
- verbalising anti-Western or anti-British views,
- advocating violence towards others.

Child-on-Child Abuse

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- sexual violence and sexual harassment,
- gender-based violence,
- sexting (also known as youth produced sexual imagery), and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We believe that all children have a right to attend school and learn in a safe environment. Children

should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil,
- is of a serious nature, possibly including a criminal offence,
- raises risk factors for other pupils in the school,
- indicates that other pupils may have been affected by this student,
- indicates that young people outside the school may be affected by this student.

Sexting / Nude Sharing

In cases of nude sharing / 'sexting' (youth produced sexual imagery) we will follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2021: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Sexting is one of a number of risk-taking behaviours associated with the use of digital devices, social media and the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with online activity can never be completely eliminated.

Our School recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are various definitions for nude sharing/'sexting' (also known as youth produced sexual imagery) but in this policy we will define it as:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18,
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult,
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

For the purpose of this policy, the term 'imagery' includes, but is not limited to, photographs, videos, animations and other depictions.

As these incidents can differ, we recognise the importance of responding to each case in a manner appropriate to the situation. If a staff member becomes aware of a sexting incident:

- the incident should be referred to the DSL and as soon as possible,
- the DSL should hold an initial review meeting with appropriate school staff,
- there should be subsequent interviews with the young people involved (if appropriate),
- parents should be informed at an early stage and involved in the process unless there is

good reason to believe that involving parents would put the young person at risk of harm.

If there is any concern that the young person has been harmed or is potentially in a position to be harmed, a referral should be made to the local children's social welfare services, and/or the police immediately.

Appendix 4: Staff Declaration for Safeguarding

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

I declare that I have never been accused of or had any disciplinary action taken against me, in relation to any allegation of child abuse or inappropriate working practices involving children in any school or setting I have been involved with.

I further confirm there are no ongoing investigations into any inappropriate / illegal activity involving me.

Name: _____

Date of joining school: _____

Role: _____

Date of last Child Protection and Safeguarding training: _____

I have been made aware of my duty to safeguard and promote children's welfare and the procedure for reporting concerns about a pupil or staff member has been explained to me.

I confirm that I have read and understood the key documents below, and that I will work in accordance with the guidance and statutory requirements:

All staff sign to confirm they have acknowledged and read a copy of the School's:

- School Code of Conduct Policy
- Staff Conduct and Grievances Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Online Safety Policy
- Acceptable Use Policy
- Behaviour Policy
- Risk Assessment Policy
- Keeping Children Safe in Education – Sept 2023 (Part 1 & Annex A).

Signature: _____

Date: _____

Please sign and return this form to the school's **Designated Safeguarding Lead**.

Appendix 5: Record of Concern Form

CHILD PROTECTION RECORD

Report of a Concern

Child's full name: _____

Date of birth: _____

Current year: _____

SEND: _____

Person reporting the concern (name and role): _____

Date and time: _____

Details of concern:

Note the reasons for recording the incident. Ensure the following factual information is provided: who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Attach a body map or other information, if appropriate.

Signature of the person reporting the concern: _____

Response to the Concern

To be completed by the Designated Safeguarding Lead (DSL).

Actions taken:

Note any actions taken, including the names of anyone involved and to whom your information was passed. Date where appropriate.

Justification of any action taken:

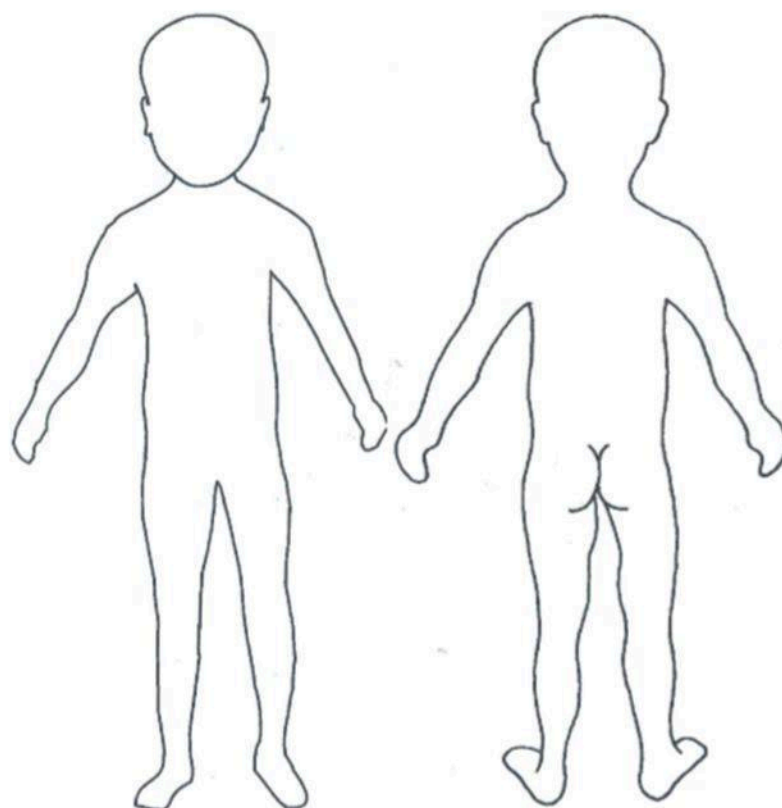
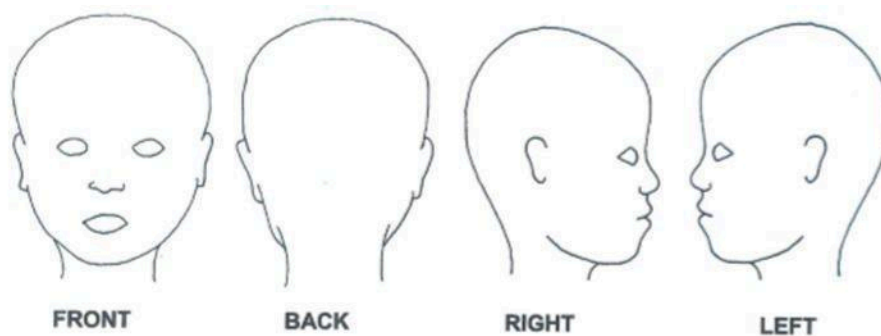
Outcomes:

Record outcomes of actions taken.

Designated Safeguarding Lead's name and signature: _____

- ☐ Tick here if this concern was considered **Serious and Urgent** when reported.

If the concern relates to **marks observed on the child**, please indicate on the body map below where these marks are and describe them, e.g. bruises, welts, burns, etc.



Continuation Sheet

Use this sheet if you require more space or to add any other pertinent information. If this information is a result of further monitoring, please include the date this occurred. Extra paper should be stapled to this form if required, clearly headed with the child's name and the date the information was added.

Appendix 6: Front Page of Child Protection File

This document is attached to the inside of the card folder which forms the Child Protection File.

CHILD'S DETAILS

Full name: _____

Date of birth: _____

Gender: Male Female

Date when the child first joined the School: _____

Nationality: _____

Preferred language at home: _____

Child's level of spoken English:

- ☐ None (support required)
- ☐ Limited (support required)
- ☐ Reasonable (support may be required)
- ☐ Fluent (no support required)

Write the current date when the child progresses in English.

Does the child have any disability or special education needs? No Yes (please specify if yes):

Does the child regularly spend time with other carers (grandparents, siblings, domestic help, drivers etc) at home during weekdays, during weekends and holidays?

No Yes (please specify if yes):

Details of any siblings (include names and DOBs; include any pertinent information, such as if they live at a different address, disability or special educational need):

Name of Designated Safeguarding Lead (DSL) who originally opened this Child Protection File and completed the information above:

Date: _____

If this record is updated at any time, please print your name and date below and initial and date the amendments.

Appendix 7: Transfer of Child Protection Records Form

TRANSFER OF CHILD PROTECTION RECORDS

Name of Child: _____

Date of birth: _____

Name of former school: _____

Address of former school: _____

Please confirm:

- There are no safeguarding/child protection concerns/records for this child
- Safeguarding/child protection concerns/records will be transferred as detailed below

Method of delivery: By hand Secure Post Electronically

Date file sent: _____

Name of DSL transferring the file: _____

Signature of DSL: _____

Date: _____

Date received by recorded delivery: _____ OR

Date file received by hand: _____

Name of receiving DSL: _____

Signature of receiving DSL: _____

Date: _____

Please ensure that the child protection file is passed to the DSL at the receiving school.