INTERNATIONAL
BRITISH SCHOOL OF BUCHAREST

EDUCATION WITHOUT FRONTIERS

Child Safeguarding Policy

CHILD SAFEGUARDING POLICY

Purpose

This policy outlines school procedures in place that are intended to ensure the safety of pupils.

Overview

This policy has been developed in accordance with the principles established by the United Nations Convention on the Rights of the Child (UNCRC) 1989; and is in line with the following UK Government and Romanian publications:

- Keeping children safe in education: Statutory guidance for schools and colleges.' April, 2014
- 'Keeping children safe in education: information for all school and college staff.' April, 2014
- Working Together to Safeguard Children, March, 2013
- Dealing with Allegations of Abuse, October 2012'
- Teacher Standards 2012
- Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings 2009
- Romanian law No. 272/2004 on Protection and Promotion of Childs Right 2004
  (For information on Romanian Child Protection procedures and agencies
   www.dreptonline.ro/legislatie/legea_protectiei_copilului.php)

The school takes seriously its responsibility under section 175 of the UK Education Act 2002 to safeguard [6] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering or potentially at risk of harm. A child is defined as someone who has not reached 18 years of age [1].

We recognise that all staff [7] and the management team have a full and active part to play in protecting our pupils from harm, and that the child's welfare is of paramount concern. To facilitate this, our school will provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral well being of the individual child.

The aim of this policy is to:

- support the child's development in ways that will foster security and confidence
- provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we, the school, contribute to assessments of need and support plans for those children
- acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse

- develop effective working relationships with other agencies involved in safeguarding children
- to implement a safer recruitment policy to ensure that all adults within our school who have access to children have been checked as to their suitability through up to date DBS clearance for staff from the UK or equivalent clearance for staff from Romania or other countries. This clearance will be renewed at regular intervals.

Child Safeguarding Procedures

Our school procedures for safeguarding children are in line with Working Together to Safeguard Children (2013), 'Keeping children safe in education: Statutory guidance for schools and colleges.' (2014), and the Romanian law No. 272/2004 on Protection and Promotion of Childs Right [8]

We will ensure that:

- The school understands and fulfils its safeguarding responsibilities.
- Our Recruitment and Contract Renewal Policy is followed, including all checks on staff suitability- DBS checks for UK based teachers and equivalent checks for Romanian staff and teachers from other nations.
- All members of staff must receive training by the **Designated Senior Person for Child Protection** (Hereafter, Child Protection Officer, CPO) in order to develop their understanding of the signs and indicators of abuse every three years. [see appendix 1]
- All adults, new to our school, will be made aware of the school's policy and procedures, the name and contact details of the Designated Senior Person.
- All members of staff know how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure.
- Our procedures will be annually reviewed and up-dated by the CPO in conjunction with the Senior Leadership Team.
- Children's rights will be represented by an Advocate in the school, currently the School Psychologist/Counsellor.
- Adults should respect the children's rights as they are presented in Romanian law.
- In the event of a member of the staff (teaching and non-teaching) having a Child Protection concern about a pupil, he/she will immediately inform the CPO and record accurately the events giving rise to the concern. This will be kept by the Child Protection Officer in a locked filing cabinet marked 'Child Protection'. A sheet of **beige paper** will be placed in the student's file in the school office to indicate that there is a child protection concern on the child but **no detail** is to be included in the child's general file.

Roles and Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.

The school will ensure that staff are properly trained in order to provide a high standard of child safeguarding at IBSB.

The School will ensure that sufficient staff receive **Advanced Child Safeguarding Training every two years**.

Staff with Advanced Child Protection Training:

Name	Position	Date of Course	Expiry Date of Cert.
Kendall Peet	Head of School	19/04/2013	20/04/2015
Ciprian Tiplea	Deputy Head of School	19/04/2013	20/04/2015
Aida Ivan	**WS CPO**	**19/04/2013**	20/04/2015
Manuela Contantin	**PS CPO**	**19/04/2013**	20/04/2015
Jane Broadhurst	**SS CPO**	**19/04/2013**	20/04/2015
Katie Bickell		19/04/2013	20/04/2015

Note: The next Adv. Child Protection Course has been booked for 20/4/2015 [Kidscape]

The Child Protection Officer is responsible for:

- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensuring that an indication of further record-keeping is marked on the pupil records. A beige sheet of paper will be placed in the child's general record to indicate that there is a child protection issue but no details are to be included in the main file.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that all school staff are aware of the school's Child Safeguarding Policy and procedures, and know how to recognise and refer any concerns.
- Maintaining a record of staff who have attended the school's and external child protection updates. [see Appendix 1 that staff need to sign]
- Keeping up to date with knowledge to enable them to fulfil their role.
- Arranging suitable cover, in conjunction with the Senior Leadership Team, for planned absences by the CPO.
- Ensuring that the child's child protection file is copied if the child transfers to a new institution and that this is transferred securely.
- Contacting the appropriate local authorities in regard to any concern within 24 hours.

The CPOs and a member of the SLT will meet at the start of each term and the end of Term three to review specific cases in the Child Safeguarding Folder and to discuss the Child Safeguarding Policy and procedures at IBSB.

Types of 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. They may be abused by an adult or adults or 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 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 (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.

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

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the www.gov.uk website:

- Child sexual exploitation (CSE) – see also below
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, 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 and 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment, or may suffer emotional abuse or neglect, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

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

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.

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other Romanian support services and those agencies involved in the safeguarding of children.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head Teacher at the pupil's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.
- Having access, or being referred, to the School Counsellor in school who will offer individual and/or family counselling.

Information Sharing

6.1   Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Head of School or Child Protection Officer will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- All staff should not disclose any information on a child to a third party, including pupil's driver, unless there is written authorisation by the parent or guardian of the pupil.

6.2   Estranged Parents

- Unless there is a legal document limiting access to a pupil by one parent, or special circumstances deemed to put the pupil at risk by the school professionals, the school will endeavour to inform both parents on the progress and welfare of the pupil and information on the school.
- Confidential information about a pupil will not be disclosed to only one of the parents, especially when there is an impending legal process.

6.3 Informing the appropriate authorities and agencies

- Where is has been discovered that a student is in danger or risk of being abused or neglected, the student counsellor will contact the local welfare authorities within 24 hours to assist as appropriate under the direct advisement from the Head of School.

1. Directia Generala de Asistentia Sociala si Protectia Copilului- Sector 2, Bucuresti: www.social4.ro Email: social@social2.ro; Tel: (021) 252.22.02
2. Federatia Organizatiilor Neguvernamentale Pentru Copii (FONPC): www.fonpc.ro Tel: (021) 314 6611

- Where a staff member or any person involved in offering the IBSB Curriculum has been found to be in breach of Child Safeguarding Standards, the school will inform the following as appropriate within one month of the person leaving IBSB:

1. Local Police
2. Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check/contact-disclo-sure-and-barring-service ispatch@dbs.gsi.gov.uk
3. Directia Generala de Asistentia Sociala si Protectia Copilului- Sector 2, Bucuresti: www.social4.ro Email: social@social2.ro; Tel: (021) 252.22.02
4. Federatia Organizatiilor Neguvernamentale Pentru Copii (FONPC): www.fonpc.ro Tel: (021) 314 6611

7. Supporting Staff

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.

We will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Officer and to seek further support.

In order to limit complaints against staff, advice on the boundaries of appropriate behaviour can be found in the document *Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings*.

8. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the school's Staff Code of Conduct Policy.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head of School or the most senior teacher if the Head of School is not present.
If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Executive Director without informing the Head of School first. Suspension of the member of staff against whom an allegation has been made needs careful consideration. Any disciplinary investigation should be carried out once the child protection

investigation has been completed.

Whistle blowing

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Concerns should be raised directly with the Head of School, the Executive Director or the Child Protection Officer.

9. Prevention

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

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfES Guidance on Positive Handling Strategies (2001) and The Use of Force to Control or Restrain Pupils 2010. This guidance states that staff must only ever use physical intervention as a last resort, e.g. 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.
- Such events should be recorded and signed by a witness.
- We understand that physical intervention, of a nature that causes injury or distress to a child, may be considered under Child Protection or disciplinary procedures.

Anti-bullying Policy

- Our policy on the prevention and management of bullying and cyber-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

Child Protection in the Curriculum

- The delivery of the curriculum in general will take into account the needs of all children. The curriculum will include materials and activities, mainly within Personal, Social and Health Education which are designed to help children to be less vulnerable to abuse, without in any way implying that the responsibility for Child Protection lies with the child. The aim will be to raise awareness of Child Protection issues and equip children with the skills needed to keep them safe.

Health & Safety

- Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school on educational visits.

10. Policy Review

The Child Protection Officer(s) is responsible for ensuring the annual review of this policy in accordance with changes in UK and Romanian law.

The Board will meet once a year to review the IBSB Child Safeguarding Policy and to make recommendations in line with current law and safe practice.

This policy requires that any found deficiencies or weaknesses in Child Safeguarding arrangements are remedied without delay.

Related Policies

Health and Safety Policy
Curriculum Policy
Anti-bullying Policy
First Aid Policy
Medical Policy
Staff Behaviour Policy
Staff Internal Regulations
Staff Code of Conduct Policy
Recruitment and Contract Renewal Policy
Recruitment of Ex-Offenders Policy

Further Reading

The government's statutory guidance on multi-agency safeguarding
www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children

The Disclosure and Barring Service
www.gov.uk/government/organisations/disclosure-and-barring-service

Descriptions of regulated activity and statutory guidance on supervision
www.gov.uk/government/publications/dbs-regulated-activity

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975
www.legislation.gov.uk/uksi/1975/1023/contents/made

Ministry of Justice guide to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975
www.justice.gov.uk/downloads/offenders/rehabilitation/rehabilitation-offenders.pdf

The Protection of Freedoms Act
www.legislation.gov.uk/ukpga/2012/9/contents/enacted

Updated_October_2014_KP

Child Safeguarding Policy

Appendix 1: Staff acknowledgement form

Name	
Job Title	
I have read:	
1. The IBSB Child Safeguarding Policy_Aug_2014 **2.** The UK Document: *Keeping children safe in education, Guidance for Staff, April 2014*	☐
and I understand my role with regards to Child Safeguarding at IBSB.	
Signature	
Date	