



BRITISH SCHOOL
OF GENEVA

Safeguarding and Child Protection Framework

Version 1.0
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The British School of Geneva

Safeguarding and Child Protection Framework

Policy Statements, Operational Procedures, and Detailed Guidance

Classification: Official (External)

Version 1.0

Effective Date: 1 August 2026

Next Review: 31 May 2027

Owner: Head of Pastoral Care (Designated Safeguarding Lead)

Approver: Principal

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Related Documents (cross-reference)	Safer Recruitment Policy; Staff Handbook; Staff Code of Conduct; Online Safety Policy; Acceptable Use Policy; Educational Visits Policy; Health and Safety Policy; Complaints Policy; Data Protection and Privacy Policy; Attendance Policy; Intimate Care Policy.

Framework Map

This document is an umbrella framework designed to be detailed without being repetitive. It is structured so staff can quickly find what they need in the moment, and can also access deeper guidance for training and reference.

This framework contains:

- Part A - Policy Statements (the what and why): the school's safeguarding commitments, roles, and non-negotiable expectations.
- Part B - Operational Procedures (the how): clear procedures staff must follow, including recording and escalation through TES MyConcern.
- Part C - Detailed Safeguarding Guidance (the detail): definitions, indicators, and topic-specific guidance to support professional judgement.
- Part D - Parent and Student Guidance: draft reporting routes and age-appropriate guidance aligned to the staff-only recording model.
- Part E - Safeguarding Team and Key Contacts: a school-controlled annual list published on the staff portal and safeguarding posters.

Staff should use Part B during live safeguarding situations and use Part C for depth, training, and case reflection.

Part A - Policy Statements

Purpose

Safeguarding is everything the British School of Geneva does to keep children safe, healthy, happy, and able to learn.

The British School of Geneva is committed to safeguarding and promoting the welfare of all children and young people. Safeguarding is the responsibility of every adult working for or on behalf of the school. This framework sets out the school's safeguarding commitments and expectations, and provides the operational procedures and detailed guidance to ensure concerns are identified early, responded to promptly, recorded accurately, and escalated appropriately.

Scope

This framework applies to:

- All staff (teaching and non-teaching), volunteers, contractors, consultants, peripatetic staff, and any adults working on behalf of the British School of Geneva.
- All students on roll, including during trips, residentials, and off-site provision.
- Safeguarding concerns arising on site, off site, and online.

Policy Aims and Objectives

The British School of Geneva aims to:

- Create and sustain a culture where children feel safe, listened to, and supported.
- Ensure staff can recognise safeguarding concerns and respond appropriately.
- Ensure all concerns are recorded securely and consistently.
- Ensure timely and proportionate action, including escalation to external agencies where needed.
- Ensure professional boundaries and safer working practice are consistently applied.
- Strengthen prevention through education, wellbeing, and a positive school ethos.
- Learn from safeguarding cases and continuously improve practice.

Core Safeguarding Principles

The British School of Geneva will:

- Put children first - the child's welfare is paramount.
- Act early - early identification and timely intervention reduce risk.
- Follow clear routes - concerns are recorded and managed through a secure safeguarding recording and case management system.

- Maintain professional boundaries - safer working practice is non-negotiable.
- Work in partnership - with parents and carers where appropriate and with external agencies when required.
- Record and learn - accurate records, reflective practice, and continuous improvement.

Definitions

Safeguarding includes:

- Protecting children from maltreatment (physical, emotional, and sexual abuse; neglect).
- Preventing impairment of health or development.
- Ensuring children grow up in safe and effective care.
- Taking action to enable all children to have the best outcomes.

A child or student is any person under 18 years.

Detailed definitions, safeguarding themes, and indicators are provided in Part C - Detailed safeguarding guidance.

Roles and responsibilities

Governance

Those responsible for governance and proprietor oversight will ensure the British School of Geneva:

- Has robust safeguarding arrangements that are implemented effectively.
- Has appropriate safeguarding leadership, resources, training, and systems.
- Reviews safeguarding assurance at least termly, including training compliance, themes, trends, and the quality of safeguarding practice.

Principal

The Principal is accountable for ensuring:

- A strong safeguarding culture is established and maintained.
- The Designated Safeguarding Lead is appropriately trained, supported, and has sufficient time and authority.
- Concerns about adults are managed correctly and without delay.
- Systems exist for recruitment, training, reporting, supervision, record keeping, and quality assurance.

Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- Manage safeguarding concerns, including triage, risk assessment, and escalation.
- Maintain secure safeguarding records, decision logs, and chronologies within the safeguarding recording system.
- Coordinate support plans and monitor actions to completion.
- Liaise with external agencies when required.
- Provide safeguarding advice to staff and ensure staff understand reporting routes.
- Oversee safeguarding training and updates (working with Human Resources).
- Monitor themes and trends (including attendance, behaviour, online safety, and peer-on-peer concerns) and ensure learning is acted upon.

Deputy Designated Safeguarding Leads

Deputy Designated Safeguarding Leads ensure safeguarding coverage and consistent decision making across the school.

Deputy Designated Safeguarding Leads:

- Support the Designated Safeguarding Lead and act in their absence.
- Support case management, follow-up, and recording standards.
- Escalate immediately to the Designated Safeguarding Lead any concern indicating significant harm.

The names and coverage model of the safeguarding team are published annually on the staff portal and safeguarding posters.

All Staff, Volunteers, and Contractors

All adults must:

- Remain vigilant and take all concerns seriously.
- Report concerns immediately to the safeguarding team where urgent.
- Record concerns as soon as possible using the safeguarding recording system (see Part B).
- Record factual information (what was seen or heard; dates and times; exact words where relevant).
- Follow safer working practice and professional boundaries at all times.
- Complete required safeguarding training and updates.

Head of Human Resources

Human Resources will ensure:

- Safer recruitment checks and processes are completed in coordination with safeguarding leadership.
- Staff training compliance is tracked and followed up.
- Staff conduct processes align with safeguarding duties, including processes for concerns about adults.

Head of Technology

The Head of Technology will:

- Support online safety measures and incident response.
- Support evidence preservation where digital safeguarding incidents occur, in collaboration with safeguarding leadership and the Principal.
- Support access control, user provisioning, and user removal for the safeguarding recording system, aligned with data protection expectations.

Safeguarding Reporting and Recording System (TES MyConcern)

The British School of Geneva uses TES MyConcern as the school safeguarding and welfare recording and case management platform.

Staff-only reporting model:

- Students, parents, and community members do not submit concerns directly into TES MyConcern at this stage.
- When a student or parent raises a concern (in person, by telephone, or by email), the receiving staff member must ensure immediate safety where needed and record the concern in TES MyConcern without delay.

Concerns about adults (staff conduct safeguarding):

- Concerns about adults, including low-level concerns and allegations against adults, are recorded using the school's defined staff safeguarding route (see Part B).
- Where the school has enabled a dedicated staff safeguarding function within TES MyConcern, it will be used for these records with restricted access. Where it is not enabled, the school will use the nominated internal safeguarding route and maintain secure, restricted records.

Safer Recruitment

The British School of Geneva is committed to safer recruitment to deter, identify, and reject unsuitable individuals. Recruitment includes appropriate vetting, identity checks, references, and safeguarding-focused processes. All adults must understand safeguarding expectations as a condition of working at the British School of Geneva.

Preventative Education and School Culture

Safeguarding is strengthened through prevention. The British School of Geneva supports students through:

- A preventative curriculum, including Personal, Social, Health and Economic education and age-appropriate online safety education.
- An ethos where students are encouraged to talk and are listened to.
- Ensuring students know which adults they can approach if worried.
- Working with external agencies where appropriate.

Responding to Concerns

All concerns must be acted upon promptly and recorded securely. The British School of Geneva will:

- Listen carefully and respond calmly.
- Reassure appropriately.
- Avoid leading questions and avoid investigating.
- Explain that information may need to be shared to keep the child safe.
- Take proportionate action, including escalation to external agencies where required.
- Record decisions, actions, and rationales.

Peer-on-Peer Safeguarding

Peer-on-peer concerns are treated as safeguarding matters. The British School of Geneva will:

- Take immediate steps to safeguard children.
- Provide support to children affected.
- Apply appropriate disciplinary and educational responses.
- Record concerns and outcomes securely.
- Escalate to external agencies where required.

Online Safety

Online safety is integral to safeguarding. The British School of Geneva will:

- Promote safe and responsible use of technology.
- Respond promptly to online safeguarding incidents.
- Preserve and protect evidence appropriately.
- Record online safeguarding concerns and outcomes securely within TES MyConcern, including attaching supporting evidence where appropriate and safe to do so.

Confidentiality and Information Sharing

Safeguarding information is shared on a need to know basis. The British School of Geneva will:

- Share information lawfully and proportionately to protect children.
- Record what was shared, with whom, when, and why.
- Recognise safeguarding needs may override routine confidentiality.

Record Keeping, Storage, and Access

The British School of Geneva will:

- Maintain accurate, timely, and secure safeguarding records.
- Keep safeguarding records confidential with restricted access.
- Store safeguarding records separately from general academic records within the safeguarding recording system.
- Use an agreed contingency approach if the safeguarding system is temporarily unavailable (see Part B).

Quality Assurance and Review

The British School of Geneva will:

- Review safeguarding practice and compliance throughout the year.
- Track themes and trends (including attendance, behaviour, peer-on-peer issues, online safety, and low-level concerns).
- Audit safeguarding systems and recording quality at least annually.
- Review this framework annually and after serious incidents, ensuring improvements are implemented.

Part B - Operational Procedures

Procedure 1 - Recording and Reporting Safeguarding Concerns (TES MyConcern)

Immediate Action

- Ensure immediate safety and supervision.
- Contact the Designated Safeguarding Lead immediately (or a Deputy Designated Safeguarding Lead if the Designated Safeguarding Lead is unavailable).
- If urgent and safeguarding leadership cannot be reached, follow the school emergency procedures and contact emergency services as appropriate.
- Record the concern in TES MyConcern as soon as possible (or use the contingency route if TES MyConcern is unavailable).

Receiving a Disclosure

Staff must:

- Listen carefully and remain calm.
- Allow the student to speak without interruption.
- Use open prompts such as: "Tell me what happened."
- Reassure the student that they have done the right thing by speaking up.
- Explain what will happen next, including that information may need to be shared to keep them safe.

Staff must not:

- Promise secrecy.
- Investigate.
- Ask leading questions.
- Confront alleged perpetrators.

Recording Standard

A TES MyConcern record must include:

- Date, time, and location.
- Names of those present.
- A factual account of what was seen or heard, including the student's exact words where possible.
- Immediate actions taken.
- Who was informed and when.
- Any supporting evidence (screenshots, emails, photographs) attached where appropriate and safe to do so, or securely preserved and referenced.

Staff must not circulate sensitive safeguarding information through informal messaging. Where evidence exists, it should be attached within TES MyConcern where appropriate and safe to do so.

Safeguarding Leadership Triage

Safeguarding leadership will:

- Review the concern and assess immediate risk.
- Decide the most appropriate pathway: monitoring and school support; targeted support or early help; referral to external agencies.
- Record the rationale and actions.
- Assign actions with deadlines to relevant colleagues on a need to know basis.
- Maintain a chronology and ensure follow-up is completed.
- Record case closure decisions with rationale.

Procedure 2 - Low-Level Concerns About Adults

Purpose

To identify and address concerning, inappropriate, or unprofessional adult behaviour early, before it escalates.

What Counts as a Low-Level Concern?

A low-level concern is any concern that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct or safer working practice, does not meet the threshold for an allegation against an adult, or could indicate a pattern of boundary issues or professional judgement concerns.

Reporting Route

Low-level concerns must be reported as soon as possible using the school's defined staff safeguarding route. Where available, record the concern using the school's staff safeguarding recording function within TES MyConcern with restricted access. Where immediate advice is needed, inform the Designated Safeguarding Lead or the Principal. Speaking to a leader does not replace the requirement to record the concern.

Outcomes

Possible actions include guidance and professional conversation; training requirement; increased supervision or a support plan; Human Resources processes where appropriate; and escalation to the allegations against adults procedure if the threshold is met.

Recording and Review

Low-level concerns are recorded securely and reviewed for patterns and themes termly by safeguarding leadership and the Principal, with Human Resources support where appropriate.

Procedure 3 - Allegations Against Adults

Threshold

This procedure applies when an adult has behaved in a way that has harmed, or may have harmed, a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates they may pose a risk; or behaved in a way that indicates unsuitability to work with children.

Immediate Steps

Ensure student safety and appropriate support; inform the Principal immediately (or follow the nominated route if the allegation concerns the Principal); record factual information only and preserve evidence; do not investigate; record the allegation using the staff safeguarding route with restricted access as soon as possible; and seek advice and make referrals to external agencies as required by local processes.

Managing the Process

The school will maintain confidentiality and control information; consider suspension or adjusted duties based on risk; ensure fair process and appropriate support for the adult; ensure support for affected students; and maintain an accurate decision log and chronology.

Outcomes and Learning

Outcomes and learning are recorded, and policy or training changes are implemented where required.

Procedure 4 - Information Sharing and Confidentiality

Staff must:

- Share safeguarding information only with those who need to know to keep a child safe.
- Share the minimum necessary information.
- Record what was shared, with whom, when, and why.
- Recognise safeguarding needs may override routine confidentiality.
- Use TES MyConcern case records and restricted access wherever possible.

Procedure 5 - Missing Child and Student not Collected

Missing Child (on site)

- Alert safeguarding leadership and the site lead immediately.
- Initiate an immediate search of agreed zones.
- Secure exits where safe to do so.
- Escalate to emergency procedures if the child is not found quickly.
- Record the timeline and actions in TES MyConcern.

Student not Collected

- Keep the student supervised and reassured
- Attempt contact with parents or carers and emergency contacts.
- Escalate to safeguarding leadership if no contact is achieved within a defined timeframe or if concerns arise.
- Record all attempts and decisions in TES MyConcern.

Procedure 6 - Online Safeguarding Concerns

Staff must:

- Prioritise student safety and wellbeing.
- Preserve evidence without forwarding or distributing harmful content.
- Report to safeguarding leadership immediately.
- Record the concern in TES MyConcern.
- Involve the Head of Technology where technical containment or evidence preservation is required.
- Record actions and outcomes.

Procedure 7 - Safeguarding System Contingency

If TES MyConcern is unavailable due to outage or connectivity issues, staff must:

- Immediately inform the Designated Safeguarding Lead (or the Principal if required).
- Create a contemporaneous written record (dated and signed) capturing the minimum recording standard described in Procedure 1.
- Store the record securely and hand it directly to safeguarding leadership the same day.
- As soon as TES MyConcern is restored, safeguarding leadership will enter or upload the record into TES MyConcern and maintain the chronology there.

If the concern relates to an allegation against the Principal, the school will follow the nominated alternative route published on the staff portal and in safeguarding induction materials.

Part C - Detailed Safeguarding Guidance

This section provides deeper guidance to support professional judgement and training. Staff should always follow Part B operational procedures in live safeguarding situations.

Guidance 1 - Forms of Abuse and Neglect

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child.

Possible indicators may include:

- Unexplained injuries or injuries in unusual locations.
- Injuries with inconsistent explanations.
- Fear of going home or of particular adults.
- Frequent injuries or repeated attendance with concerns.
- Signs of neglect alongside injuries.

Emotional Abuse

Emotional abuse is persistent emotional maltreatment that causes severe and persistent adverse effects on emotional development. It may involve conveying to children they are worthless or unloved, silencing them, making fun of what they say, imposing inappropriate expectations, serious bullying (including online bullying), or exploiting or corrupting children. Emotional abuse is present in many forms of maltreatment, though it may occur alone.

Possible indicators may include:

- Excessive withdrawal or low self-esteem.
- Fearfulness, anxiety, or persistent sadness.
- Sudden changes in behaviour or extreme behaviours.
- Developmental delay without a clear explanation.
- A child describing being humiliated, threatened, or controlled.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It includes physical contact (including assault by penetration) and non-contact activities such as involving children in looking at sexual images, grooming, or encouraging sexualised behaviour, including via the internet. Sexual abuse can be perpetrated by adults or by other children.

Possible indicators may include:

- Inappropriate sexual knowledge for age or sexualised behaviour.
- Self-harm or significant changes in behaviour.
- Physical signs that raise concern.

- Fear of a particular person or place.
- Disclosure or hints of sexual activity that are not age-appropriate.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs likely to result in serious impairment of health or development. It may include failure to provide adequate food, clothing, shelter, supervision, access to medical care, or emotional responsiveness.

Possible indicators may include:

- Persistent hunger or consistently inadequate food.
- Poor hygiene or persistent inappropriate clothing for weather.
- Untreated medical or dental issues.
- Frequent tiredness or falling asleep in lessons.
- Poor attendance or frequent lateness with concerning context.

Guidance 2 - Children Missing Education and Attendance Vulnerability

Children missing education are particularly vulnerable. Staff must be alert to patterns of absence and follow the Attendance Policy. Attendance concerns may be safeguarding concerns, particularly where there are unexplained absences, repeated patterns, or indicators of harm, exploitation, neglect, or family breakdown.

Guidance 3 - Vulnerabilities for Children with SEND and EAL

Children with special educational needs and disabilities and children learning English as an additional language may face additional barriers to recognising, disclosing, or being understood. Staff should be particularly alert to communication barriers, dependency on adults for care, isolation, and behaviours that may be misinterpreted. Safeguarding leadership will consider additional needs when assessing risk and planning support.

Guidance 4 - Specific Safeguarding Issues

Bullying and Online Bullying

Bullying, including online bullying, can be a safeguarding issue. Staff must record and escalate concerns where harm is significant, persistent, or linked to other vulnerabilities. Peer-on-peer concerns must be managed through the safeguarding procedures where there is risk of harm.

Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence are safeguarding concerns and may occur between students. The response must prioritise safety, support, and a fair process. Cases must be recorded, assessed, and escalated as required.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are manipulated or coerced into sexual activity in exchange for something the child needs or wants, or for the financial advantage of the perpetrator. It can occur online and offline.

Child Criminal Exploitation

Child criminal exploitation involves coercing or controlling a child to engage in criminal activity, often as part of a wider criminal network. Children may be exploited for transporting drugs, money, weapons, or for theft and violence. A child may not recognise they are being exploited.

Youth-Produced Sexual Imagery (including sexting)

Sharing or creating sexual images of children is harmful and must be treated as a safeguarding matter. Staff must preserve evidence appropriately, not forward content, and report immediately to safeguarding leadership.

Mental Health and Self-Harm

Mental health concerns and self-harm may be safeguarding concerns. Staff must record concerns, seek safeguarding advice, and ensure students are supported. Immediate risk must be managed urgently.

Radicalisation and Extremism

Children can be vulnerable to extremist influences. Concerns about radicalisation must be recorded and escalated to safeguarding leadership without delay.

Female Genital Mutilation

Female genital mutilation is illegal and a serious safeguarding concern. Staff must record and escalate any concern immediately.

Forced Marriage and Honour-Based Abuse

Forced marriage and honour-based abuse are serious safeguarding concerns. Staff must record and escalate concerns immediately and consider the risk of involving family members prematurely.

Domestic Abuse

Domestic abuse can have serious impacts on children even if they are not directly harmed. Concerns must be recorded and escalated as appropriate.

Guidance 5 - Peer-on-Peer Abuse

Peer-on-peer abuse may include bullying, sexual harassment, sexual violence, harmful sexual behaviour, coercive control, discrimination-based harassment, initiation or hazing, and online abuse. Responses must protect children from immediate harm, offer support to all involved, apply appropriate boundaries and consequences, record decisions and rationales, and consider escalation to external agencies where required.

Part D - Parent and Student Guidance

Parent and Carer Guidance - How to Report a Concern

Parents and carers who have a concern about their child's or another child's safety at school should:

- Contact the relevant Head of Section or a member of the safeguarding team.
- The receiving member of staff will record the concern promptly in the safeguarding recording system.
- The Designated Safeguarding Lead or the Principal will confirm receipt and outline next steps where appropriate and safe to do so.

Student Guidance - What to do if you are Worried

- Speak to a trusted adult at school if you are worried about yourself or someone else.
- If you are worried about talking to someone, tell a member of staff that you feel worried and need help.
- Staff cannot promise to keep serious safety concerns secret. If they are worried about your safety they must share it with safeguarding leadership, but they will tell you what will happen next.
- Safeguarding posters around the school show who you can speak to and where to get help.

Local support information is verified and published annually on safeguarding posters.

Part E - Safeguarding Team and Key Contacts

The safeguarding team names and contact details are published annually on safeguarding posters displayed around the school, on the staff portal, and in staff induction materials.

Internal Contacts

- Principal
- Deputy Principal
- Head of Pastoral Care (Designated Safeguarding Lead)
- Deputy Designated Safeguarding Leads (named annually)
- Head of Human Resources
- Head of Technology
- Head of Facilities, Health and Safety
- Heads of Section

External Contacts

- Local child protection and welfare services
- Local police and emergency services
- Local victim support services
- Local mental health crisis support pathways

Implementation and Publication

This framework must be:

- Published on the staff portal and included in staff induction and annual safeguarding training.
- Supported by a one-page staff quick guide: How to record a concern in TES MyConcern.
- Tested through annual scenario exercises led by safeguarding leadership and senior leadership.
- Reviewed annually and after serious incidents, with improvements implemented and communicated.



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