



British School of Geneva

SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES

Implemented – September 2020

To be reviewed – July 2021

Agreed by SLT

introduction

The British School of Geneva recognises its responsibilities for safeguarding children and that it is part of a wider safeguarding system. Our policy applies to all staff, the Board of Directors and volunteers working in the school. It also applies to all students at the school. Furthermore, BSG recognises that safeguarding is everyone's responsibility and that the interest of the child is paramount.

Essential Definitions

Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: a) a. protecting children from maltreatment b) b. preventing impairment of children's mental and physical health or development c) c. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care d) d. taking action to enable all children to have the best outcomes
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Children	Anyone who has not yet reached their 18th birthday.
(Part One: Safeguarding Information for all staff September 2020 - page 5)	

Who is responsible?

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

'No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt actions.'

(Part One: Safeguarding Information for all staff September 2020 – page 5)

This policy is revised annually or more often if there are changes in guidance or legislation. In September 2020, legislation and guidance used to inform is in line with

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Other documents used

For Canton of Geneva:

<https://www.ge.ch/signaler-mineur-danger/notion-mineur-danger-son-developpement>

<https://www.ge.ch/document/appreciation-faits-enfant-danger-son-developpement/telecharger>

For France voisine:

<https://www.ain.fr/solutions/reperer-signaler-situations-enfants-en-difficulte/>

<https://www.hautesavoie.fr/informations-services/enfance-famille/protection-de-lenfance>

All staff receive regular training in child protection every year and are issued with guidelines and the names of the Designated Safeguarding Lead and Deputy Safeguarding Leads. All staff read and understand the Safeguarding and Child Protection policy annually as well as Part One guidance from Keep Children Safe in Education (KCSIE 2020). This is completed on a signed piece of headed paper and filed in the Head of Pastoral Care's Office.

The Safeguarding and Child Protection Team at BSG

Designated Safeguarding Lead:	Mrs M Ogilvie
Deputy Designated Safeguarding Leads: Smith	Ms S Hutcheson, Mr S Hudson & Mrs J
Principal:	Mr D M McCullough
Designated Board Executive for Child Protection:	Mr D Crawford

There can be no greater issue of importance to parents, or to schools, than the safety of their children; safeguarding, therefore, remains a priority across all aspects of BSG's work. This policy aims to make the school's safeguarding procedures accessible to all for the early identification of children in need.

At the heart of our policy lies:

- Prevention - a positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support to students, provision of good adult role models, ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and a sharing of all important information
- Protection - developing and implementing procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns; raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Support - to students who have reported abuse, both short-term and long-term as well as support for students who are at risk from mental health issues or prolonged absence from school.
- Support - to staff who have been involved in any investigation.

The purpose of this policy is to inform those who work closely with children and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child as early as possible.

Child protection Designated staff

At BSG, the Child Protection Team comprises



Mr D Crawford
(Designated Board of Director)



Mr M McCullough
(Principal)



Mrs M Ogilvie
(Designated Safeguarding Lead)



Mrs J Smith



Mr S Hudson



Mrs S Hutcheson

(Deputy Designated Safeguarding Leads)

Intimate Care

The management of all students with intimate care needs will be carefully planned. Students who require intimate care will be treated with respect at all times; their welfare and dignity is of paramount importance and a high level of privacy, choice and control will be provided to them. **A separate Intimate Care Policy is available on Google Documents under ALL STAFF, SCHOOL POLICIES.**

WHAT IS CHILD ABUSE?

'Abuse is 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.' (Part One: Safeguarding Information for all staff September 2020 – page 8)

Types of Abuse

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.' (Part One: Safeguarding Information for all staff September 2020 – page 8)

Possible signs or symptoms of physical abuse include:

- Unexplained bruises (in places difficult to mark)
- Human bite marks, welts or bald spots
- Unexplained lacerations, fractures or abrasions
- Untreated injuries
- Self-destructive tendencies
- Chronic runaway
- Fear of going home

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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.' (Part One: Safeguarding Information for all staff September 2020 – page 8)

Possible signs or symptoms of emotional abuse include:

- Bullying of others
- Change in personality from outgoing to withdrawn
- Difficulty in forming / maintaining relationships with others
- Depression
- Signs of mutilation (e.g. FGM)
- Attention seeking
- Chronic runaway
- Wetting and soiling
- Sudden speech disorders
- Low self-esteem

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 assaults by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact 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 perpetrated solely 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.’ (Part One: Safeguarding Information for all staff September 2020 – page 9)

Possible signs or symptoms of sexual abuse include:

- Bruised or sore genitals
- Genital infection
- Difficulty in walking or sitting
- Inappropriate or harmful sexualised language or behaviour
- Low self-esteem
- Chronic depression
- Substance abuse
- Personality changes
- Fear of going home

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 access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. (Part One: Safeguarding Information for all staff September 2020 – page 9)

Possible signs or symptoms of neglect include:

- Poor hygiene
- Constant hunger/cramming food
- Inadequate/inappropriate clothing

- Constant tiredness
- Exposed to danger/lack of adequate supervision
- Untreated illness
- Lack of peer relationships
- Compulsive stealing/begging

A child may suffer or be at risk of suffering from one or more types of abuse and abuse may take place on a single occasion or may occur repeatedly over time.

Appendix 1 contains important additional information about specific forms of abuse and safeguarding issues.

If any member of staff feels unsure about what to do if they have concerns about a child, or feels unsure about being able to recognise the signs or symptoms of possible abuse, they should speak to the DSL or the Deputy DSLs.

Peer on Peer abuse

Peer on peer abuse is a highly distressing and damaging form of abuse which 'is most likely to include, but may not be limited to: bullying (including cyber-bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse; upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting and initiation / hazing type violence and rituals.' (Part One: Safeguarding Information for all staff September 2020 – page 10)

Peer on peer abuse / Bullying is not tolerated in BSG as stated in our **Anti- Bullying Policy**. All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline and educate the bully. Parents of both victim and bully will be personally contacted immediately, should bullying behaviour be identified.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated and action will be taken to protect the victim. This will usually include ensuring that another student or small group of students befriends and supports the student being bullied during the school day. A parent making a complaint about bullying will be informed by the school of the investigation which has been carried out and the action being taken.

The sanctions taken against a student who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility they hold in the school. Their behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

Identifying Abuse

Teachers and non-teaching staff are particularly well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of causes and these may be identified with some sensitive questioning.

Victims of abuse often display emotional or behavioural difficulties but the signs described above can do no more than give cause for concern - they are not in themselves proof that abuse has occurred.

Members of staff concerned that such abuse has occurred must report this immediately to the **Safeguarding and Child Protection Team:**

Designated Safeguarding lead:

Mrs M Ogilvie

Deputy Designated Safeguarding leads:
Mrs J Smith

Ms S Hutcheson, Mr S Hudson &

Principal:

Mr D M McCullough

Designated Board Executive for Child Protection:

Mr D Crawford

Where a child approaches a member of staff to confide in them any information likely to lead to suspicion of child abuse, the member of staff must recognise that, in order to protect the child, confidentiality cannot be guaranteed as we have to ensure that appropriate action is taken to act in the child's best interests.

No promise of confidentiality can or should ever be given where abuse is alleged.

PROCEDURES FOR REPORTING SUSPECTED (OR DISCLOSED) CHILD ABUSE

If a child makes a disclosure to a member of staff, staff must remember:

- That the priority is to protect the child.
- That staff and student reporting will be protected against retribution.
- To treat the matter seriously – always stop and listen straight away.
- To receive the child's story and remain calm and reassuring. Listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion.
- To react to what the child tells them with belief and tell the child that they have done the right thing in telling you.
- To indicate to the child what action they will take and make it clear that they will have to inform others (no secrets). Only inform those with the need to know.
- To keep an accurate record of what they have become aware of and of what they have done. (Please see paragraph on records on page 9 of this policy.)
- To limit any questioning bearing in mind the points below.

Staff must not:

- Contact the parents.
- Interrogate the child if that child has disclosed information or ask leading questions such as 'did he or she do X to you? Keep your questions open: 'is there anything else you want to tell me?'
- Speak to anyone about whom allegations are made (including colleagues).
- Promise to keep secrets / confidentiality.
- Ask a child out right if they or others have suffered abuse.

If a member of staff has concerns about a child or if a child makes a disclosure to a member of staff, the member of staff must act immediately. They should not investigate - this is a matter for the child protection agencies or the police - but should report these concerns immediately to the DSL (or, in her absence, the Principal). This should not wait until a convenient time, or the end of a working

day for example. The member of staff should discuss the matter with the DSL (or the Principal) and make full notes.

The DSL will discuss the matter with the Principal as a matter of urgency to plan a course of action, and ensure that a written record of decisions is made. The DSL, in consultation with the Principal, will decide whether, in the best interests of the child, the matter needs to be referred to child protection agencies. Advice may be sought from a variety of Swiss organisations (<https://www.ge.ch/qui-m-adresser-si-quelqu-me-traite-mal-si-je-me-sens-danger>) or from the 'Cellule de recueil des informations préoccupantes (CRIP)' of the French region (<https://www.ain.fr/solutions/reperer-signaler-situations-enfants-en-difficulte/> or https://www.chens-sur-leman.fr/wp-content/uploads/2019/07/Plaqueette_CRIP_16072019_Web.pdf) where the student lives, as well as from the school's solicitor. No decision to refer a case to child protection agencies will be made without the fullest consideration and on appropriate advice.

If there are concerns that the child may be at risk or if a child makes a disclosure to a member of staff, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. **The safety of the child is our first priority.**

Where there are concerns about possible abuse, the DSL will inform either the 'Service de Protection des Mineurs' (Switzerland) <https://www.ge.ch/signaler-mineur-danger/comment-proceder-signalement> or 'allo enfance en danger – phone number 119' (France) <https://www.service-public.fr/particuliers/vosdroits/F781>.

If allegations about possible child abuse is made against a member of staff, the Principal (or the DSL, if he is not available) must be informed immediately. The above procedures will apply (unless the complaint is about the DSL or the Principal). The Board of Directors will be informed immediately. Where the matter is referred to child protection agencies or the police, the member of staff may be removed from duties involving direct contact with students, and may be suspended from duty as a precautionary measure pending investigation by child protection agencies or the police. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

If a complaint is made against the Principal, the Board of Directors will be informed and will immediately take appropriate advice and action.

If allegations about possible child abuse is made against students, the DSL should be informed immediately. The DSL will inform the Principal. The above procedures will apply.

In addition, the immediate safety of the victim will be considered and a safe place provided. Both sets of parents will be informed. Support will be offered to both individuals.

Following investigation, an appropriate way forward will be deduced in line with the school policy on Behaviour.

A bullying incident will be treated as a child protection concern when there is reasonable cause that a child is suffering, or likely to suffer, significant harm. Further information can be found in the school anti-bullying policy.

RECORDS

All staff must record accurately information that may be required in respect of child protection. If a child discloses possible abuse, write brief notes, **if you can**, of what they are telling you while they are speaking and keep original notes, however rough they are.

It is important that what you record is as factually accurate as possible and reports faithfully what the student discloses. The student's own words must be recorded, not your version of them. Do not infer meaning from what the student said. All notes must be signed, dated and timed. You may describe his/her body language.

If you cannot write notes while the student is speaking, record the precise information **as soon as possible**, with date, event, actions taken, and sign and date the record.

All staff records must be passed to the DSL for action and storage. Records will be kept securely in the DSL's office in a locked cupboard. In cases of alleged child abuse which come to court, child protection records may be required by the court.

PROCEDURES FOR REPORTING other significant safeguarding issues

These include:

Disclosure of wanting to self-harm or actual self-harm.

Disclosure of suicidal feelings or actual plans of attempting suicide or if *you are concerned that the student is at risk* even if he has not said so.

Disclosure of wanting to harm a third person.

Disclosure of wanting to run away.

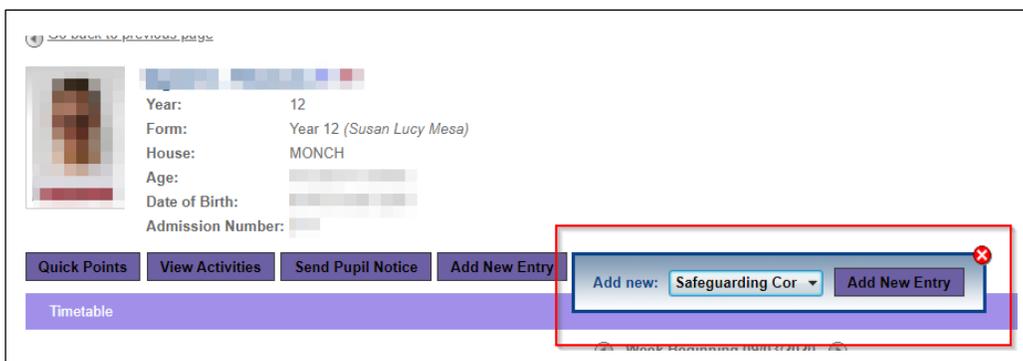
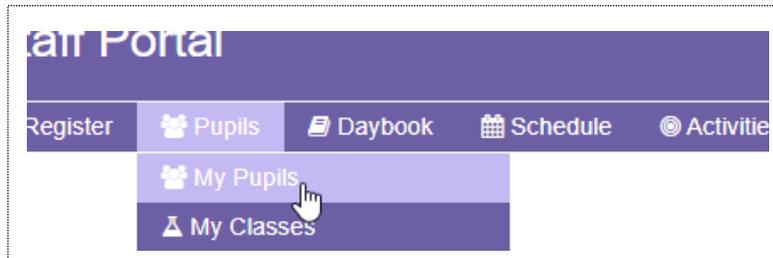
Disclosure of drug taking or risky behaviour.

If a member of staff is concerned that a student is in immediate danger, the member of staff must act immediately. They should not investigate but should report their concerns immediately to the DSL (or, in her absence, the Principal). The student should be under adult supervision either in class or in the office. This should not wait until a convenient time, or the end of a working day, for example. This can be done in person or by asking the office to locate the DSL on school premises.

If the conversation happens at the end of the day and you are **concerned about the safety of the student**, **you MUST ask the student to accompany you to the office**. Office staff will keep the student under supervision and will locate the DSL or, in her absence, the Principal.

Recording Safeguarding concerns On ENGAGE

If a member of staff has concerns about any aspect of a child's welfare, they should record their concerns on Engage and discuss their concerns with the DSL.



The role of different members of the school community.

The role of the Designated Safeguarding Lead & Deputy Designated Safeguarding Leads

- Providing training to all school staff including support staff.
- Undertaking refresher training every two years and ensuring that all school staff undertake training every year.
- Being available to discuss the child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Making referrals to child protection agencies or the police.
- Liaising with medical teams, outside agencies, the police.
- Keeping the school Principal and the Board of Directors informed.
- Developing and updating of the school's Safeguarding and Child Protection Policy.
- Ensuring that parents receive an email every year directing them to the Safeguarding and Child Protection Policy on the School Web site and that they sign a pro forma which confirms that they have read the policy and that they can email the school with any feedback.

- Promoting an ethos of Safeguarding and Child Protection in the school.
- Reporting annually to the Principal and / or Board of Directors regarding child protection matters.
- Maintaining all records pertaining to child protection in a secure location (accessed only by the DSL, deputy DSLs and the School Principal, as appropriate).

If the DSL is absent for any reason, it must be made clear to all staff to find the Deputy DSLs or, in their absence, the Principal.

The DSL must ensure that, in her absence, any Deputy who is to act as DSL knows the procedure to be followed in the case of suspected child abuse.

The role of Teaching and Non-Teaching Staff

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. **Teachers and teaching assistants** bring a number of particular advantages to the recognition of child abuse:

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in behaviour.
- They have an on-going relationship with children, who may confide in them about difficulties they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- As all tutors are members of the teaching staff, it is important to recognise that they are on the front line and may pick up relevant pieces of information.

Non-teaching staff include the cleaning staff, the bus driver, the IT staff, the administration staff and the school Psychologist. They have the opportunity to observe children in different settings such as the canteen, the school bus, the medical room. They might overhear a conversation, observe changes in behaviour, notice signs of abuse or a more frequent use of the medical room.

Teaching and non-teaching staff have a professional duty to:

- Observe and be alert to signs of abuse or changes in behaviour which may constitute a child at risk.
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the DSL.
- Know the role of the DSL and the Safeguarding and Child Protection team at BSG.
- Enquire about the progress of individual cases in which they are / have been involved.

The role of Peer-Mentors and Student Leaders

Peer-mentors need to be aware of the need to report allegations or suspicions of child abuse to the DSL. Children often tell other young people, rather than staff or adults, about abuse. All peer-mentors and student leaders are briefed on the school Safeguarding and Child Protection procedures.

British School of Geneva's vetting procedures

The school's vetting process for all staff and volunteers includes the verification of a current police check.

CODE OF CONDUCT FOR ALL STAFF

The school's Code of Conduct for Members of Staff in their Behaviour towards Students (Appendix 3) should be known to all staff – permanent and non-permanent and volunteers and reflects the safeguarding ethos of the school.

THE PREVENTATIVE CURRICULUM

The staff of BSG recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging or they may be withdrawn. BSG will endeavour to support the students who are exposed to risk of harm through supporting such students in accordance with their agreed protection plan.

We recognise that the school plays a significant part in the prevention of harm of our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection. Support for all students in the school in developing skills in self-protection and developing confidence will be afforded as follows:

- The content of the curriculum, particularly Personal Development, which equips children with the skills they need to stay safe from harm and which they should turn to for help if the need arises.
- The school ethos which promotes a positive, supportive and secure environment where they are encouraged to talk, and are listened to, giving students a sense of being valued
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Liaising with other agencies that support the student such as social services, child protection agencies, educational psychologists, psychotherapists, psychiatrists and the School Psychologist.

PHYSICAL RESTRAINT

Our policy on physical restraint by staff is set out in a separate policy, **Use of Reasonable Force**, in accordance with DfE guidelines. It acknowledges that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

THE INTERNET AND DIGITAL TECHNOLOGIES

The School's online policy (incorporates the Internet, Digital Technologies and ICT Acceptable Use Policy) are clearly set out and are informed by DfE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies.



SAFEGUARDING AND CHILD PROTECTION PROCEDURES TO BE USED BY PARENTS

Parents who have a concern about their child's or another child's safety at school may use the following procedure to report their concern:



In the event of a parent reporting a concern, the Designated Safeguarding Lead, Principal or Board of Directors will contact the complainant within one week of the complaint being made to report on the progress of the investigation.



SAFEGUARDING AND CHILD PROTECTION GUIDELINES FOR STUDENTS

- If you have something important to talk to a member of staff about.
- If you are worried about something that is happening to you, or to someone you know.
- If you need help, or if you need to know how to get help the staff are here to listen and to help - they will try to do what they can.
- If you are worried about telling things in confidence.
 - tell the staff - they will understand. If they are concerned about your safety, they may need to share this with others, but they will always tell you first.
- If you are still unsure about talking to a member of staff, you can telephone **LAVI - Centre d'aide aux victimes d'agressions** (+41 22 320 01 02). They will help you work out what to do next.

The Designated Safeguarding Lead is Mrs M Ogilvie, the Head of Pastoral Care.

The Deputy Designated Safeguarding Leads are Ms S Hutcheson, Mr S Hudson and Mrs J Smith.

Safeguarding and Child Protection Guidelines are provided on the BSG Tool Kit website. This includes phone numbers for agencies you can contact in Geneva and in France.

Safeguarding and CHILD PROTECTION PROCEDURES TO BE USED BY BSG STAFF

BSG staff are trained each year on Safeguarding and Child Protection and are issued with guidance, copies of which are found in the staff room and in Google Documents under ALL STAFF, SCHOOL POLICIES. If in doubt, please ask any member of the Safeguarding and Child Protection team.

Procedures

Any allegation by a child that they are suffering or have suffered abuse will be treated seriously and will immediately trigger the reporting procedures. Where teachers see signs that cause them concern, they must:

1. Seek some discreet preliminary clarification from the child with tact and understanding. Non-teaching staff must immediately bring their concern to their line-manager (Mr M McCullough for

Administration and ICT and Ms L Hodgkinson for the cleaning staff and the bus driver) or to the designated/deputy designated safeguarding leads.

2. Be aware that the way they ask questions or talk to a child can have an effect on the evidence put forward if there are subsequent criminal proceedings.

Staff **must** remember:

- To treat the matter seriously – always stop and listen straight away.
- To receive the child's story and remain calm and reassuring. Listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion.
- To listen carefully and assure the child that he/she is believed
- To listen and not interrupt if the child is recalling events freely
- To limit any questioning bearing in mind the must not points below.
- To reassure the child that they have done the right thing in telling you.
- To indicate to the child what action they will take and make it clear that they will have to inform others (no secrets). Only inform those with the need to know.
- To inform the DSL recording time, date, place, people present, what was said and any signs of physical injury.
- To keep an accurate record of what they have become aware of and of what they have done. (Please see paragraph on records on page 9 of this policy.)
- That the notes taken may need to be used in subsequent court proceedings

Useful phrases can be found in Appendix 2.

Staff **must not**:

- Contact the parents
- Interrogate the child if that child has disclosed information
- Ask leading questions such as 'did he or she do X to you?' or ask the child questions which encourage the child to change their version of events or impose the adult's own assumptions. Keep your questions open: 'is there anything else you want to tell me?'
- Under any circumstances remove a child's clothing
- Promise to keep secrets / confidentiality
- Speak to anyone about whom allegations are made (including colleagues)
- Ask a child outright if they or others have suffered abuse.

The safety of the child is the first priority.

3. Refer the matter to a Designated Safeguarding Lead, **Mrs M Ogilvie** or the Deputy DSLs, **Ms S Hutcheson, Mr S Hudson and Mrs J Smith**. The DSL or Deputy DSLs will then inform the Principal.

In all cases where abuse is suspected, or where an allegation has been made by a student or third party that abuse has taken place, or where serious concerns exist about a child's welfare, the DSL will inform either the 'Service de Protection des Mineurs' (Switzerland) <https://www.ge.ch/signaler-mineur-danger/comment-proceder-signalement> or 'allo enfance en danger – phone number 119' (France) <https://www.service-public.fr/particuliers/vosdroits/F781>.

While discreet preliminary clarification may be sought in order to confirm or allay concerns, it is not the responsibility of teachers or the school to carry out investigations into cases of suspected abuse or to make extensive enquires of members of the child's family or other carers.

CONFIDENTIAL

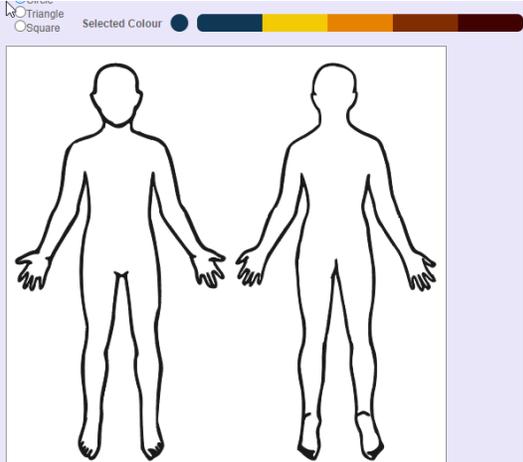
SAFEGUARDING CONCERN FORM

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Safeguarding Concern Form

Select the student

Date and time the concern arose:	
Nature of concern / conversation:	
Describe any marks you may have seen, noting size and position:	 A screenshot of a digital drawing application. At the top, there is a toolbar with a 'Selected Colour' indicator and a color palette with several colored squares. Below the toolbar, there are two white human silhouettes, one facing forward and one facing backward, positioned on a light purple background. The silhouettes are intended for marking any physical injuries or marks.
Name(s) of person(s) you reported your concern to:	
Confidentiality:	<input type="checkbox"/>
School use only:	<input type="checkbox"/>

Additional information about specific forms of abuse and safeguarding issues

So-called honour-based abuse (including forced marriage and FGM)

'All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.' (KCSIE September 2020 - page 87)

Forced Marriage

Forced marriage occurs when a young person is forced into a marriage that they do not want, with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse.

Female Genital Mutilation (FGM)

FGM involves cutting and removing all or part of, and sometimes sewing the girl's external genitalia, normally without anaesthetic and can take place from birth onwards. It can have serious and long term health implications for girls and women.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

'CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.' (KCSIE September 2020 - page 84)

'CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.' (KCSIE September 2020 - page 84)

NB: Under Swiss law, CCE and CSE come under 'Traite des Enfants'

(<https://www.kinderschutz.ch/fr/fachpublikation-detail/manuel-traite-des-enfants-prevention-identification-et-soutien-des-victimes-mineures.html>). Please see page 25.

Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. (KCSIE September 2020 - page 89)

Safeguarding issues

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger and must not be ignored.

Mental Health

Mental health issues can be an indicator that a child has suffered abuse or might put the child at risk of suffering abuse.

If staff notice a change in a child's behaviour (being withdrawn, crying, complaining of stomach ache etc) or if they have a mental health concern about a child, they must share their concern with the DSL.

Grooming and Entrapment

In the NSPCC briefing on Grooming and Entrapment (July 2012), the definition of grooming is given as 'a process by which an individual prepares a child for abuse. This is usually perpetrated by a significant adult in the child's life either at home or somewhere else in the child's environment.'

Grooming is a conscious, purposeful, and carefully planned approach used by the offender to gain access to the child, gain the child's trust and compliance and maintain the child's secrecy to provide opportunities to abuse and reduce the likelihood of being reported or discovered.

Grooming may also involve the parents of the victim so that the offender can gain their trust and approval. This will allow the offender to have greater access to the victim and enhance ability to spend time alone with them.

Some potential **warning signs of grooming as a precursor to sexual abuse** include:

- A student receiving special attention or preferential treatment
- Excessive time spent alone with a student outside of the classroom
- Frequently spending time with a student in private or isolated areas
- Transporting a student possibly to and from school
- Making friends with a student's parents and visiting their home
- Acting as a particular student's 'listening ear'
- Giving small gifts, money, toys, cards, letters to a student
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a student
- Overly affectionate behaviour with a student
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a student
- Other students are suspicious and make jokes or references

Phrases that might be useful to members of staff dealing with a disclosure

"How can I help you?" "What is the matter?"

"Please, understand that I CANNOT keep confidentiality if you are in danger or if you are a danger to someone else"

"It's ok, take your time"

"It's ok to cry"

"Thank you for trusting me and for sharing this information."

This is a serious matter and I thank you for trusting me with this information but, at this stage, I feel that we need to talk to Mrs Ogilvie so that we can give you appropriate

If the conversation happens **at the end of the day** and you are **concerned about the safety of the student**, **you MUST ask the student to accompany you at the office.**

Support for the member of staff

Should the member of staff feel they need support from our school psychologist following a disclosure, this should be made available.

Code of Conduct for Members of Staff

Introduction

A code of conduct is designed to give clear guidance on the standards of behaviour that all school staff are expected to observe. The school should notify staff of this code.

This policy applies to all members of staff including: Board of Directors, teachers, support staff, volunteers, temporary and supply staff and students on teaching placements.

All actions concerning students must uphold the best interests of the student as a primary consideration. Staff should always remember that they hold a position of trust, and that their behaviour towards the students in their charge should be above reproach. This Code of Conduct is not intended to detract from the enriching experiences students gain from positive interaction with staff. It is intended to assist staff with respect to the complex issue of child abuse and protection, by drawing attention to areas of risk for staff, and by offering guidance on the highest possible standards of conduct and on minimising the risk of inappropriate conduct occurring.

Code of conduct

1. Setting an example

- a) All staff who work in schools set examples of behaviour and conduct which can be copied by students. Staff must avoid using inappropriate or offensive language at all times.
- b) All staff must, therefore, demonstrate high standards of conduct in order to encourage students to do the same.
- c) All staff must dress appropriately for their role. Teaching staff must dress decently, safely and appropriately for the tasks they undertake. For example, sports staff must wear appropriate sportswear and technicians clothing suitable for their work such as uniform/overall.

2. Private Meetings with Students

- a) Staff should be aware of the dangers that may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open. Staff should manage these situations with regard to the safety of the students and their own safety.
- b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- c) Where possible, another student, or preferably another adult, should be present or nearby during the interview, and the school should take active measures to facilitate this.

3. Physical Contact with Students

- a) As a general principle, staff should not make unnecessary physical contact with their students.
- b) In dealing with a distressed child, staff must exercise professionalism.
- c) Staff should never touch a child who has clearly indicated that they are, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

- d) (d) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- e) (e) Staff who have to administer first-aid to a student should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- f) (f) Any physical contact which would be likely to be misinterpreted by the student, parent or other casual observer should be avoided. It must never be secretive, for the gratification of the adult or represent a misuse of authority.
- g) (g) Following any incident where a member of staff feels that their actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the Designated Safeguarding Lead (DSL) or, in her absence, the deputy DSLs or Principal.
- h) Staff should be particularly careful when supervising students during approved out of school activities, where more informal relationships tend to occur and where staff may be in proximity to students in circumstances very different from the normal school environment.

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school, staff should ensure that their relationships with students are appropriate to the age, maturity and sex of the students. They should take care that their conduct does not give rise to adverse comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

5. Social networking and communication

The open nature of the internet and social networking means that every member of staff should take active steps to protect themselves and their school by taking simple precautions. The school reserves the right to monitor the use of information systems including internet access, to intercept email, to monitor phone calls. The school reserves the right to take measures to detect inappropriate or unauthorised use of information systems in the past or currently, including the storing of unauthorised or unlawful text, sound, imagery, or any other irregularity. This monitoring is carried out primarily to avoid offensive or nuisance material, to protect systems from viruses, but also to ensure the effective use of systems. Staff should not access social networking sites for personal use during classes.

- Staff should not access social networking sites for personal use during classes.
- Anything that is posted online or sent by text or email is potentially public or permanent even if you
- subsequently delete posts and emails and if you use privacy settings.
- Never make social network friends with students.
- It is advisable that you do not make social network friends with past students or parents
- Never send emails or messages that you would not be happy for your employer or colleague to read.
- Do send emails and communications in a professional language.
- If in doubt, do not post the communication!

6. Confidentiality

Where staff have access to confidential information about students, their parents or guardians, staff must not reveal such information except to those colleagues who have a professional role in relation to the student(s).

All staff are likely, at some point, to witness actions which need to be kept confidential. For example, when a student is bullied by another student or a member of staff, this needs to be reported and dealt with in accordance with the defined school procedure. Such incidents must not be discussed outside the school, including with the student's parent(s) or guardian(s), or with colleagues from school.

However, staff have an obligation to share with the DSL, the Deputy Principal or the Principal any information which gives rise to concern about the safety or welfare of a student. Staff must never promise that they will not act on information that they are told by a student.

7. Conduct outside of work

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the community.

In particular, criminal offences that involve violence or possession or use of illegal drugs / substances or sexual misconduct are likely to be regarded as unacceptable.

The school does not seek to dictate how employees conduct themselves in their personal lives outside work. However, unlawful, anti-social or other conduct by employees which may jeopardise the school's reputation or position will be dealt with through disciplinary procedure. This includes being a member of an extremist group or promoting or being involved with terrorist activity. If concerns are held about an individual with regards involvement in terrorist activity, they will be referred directly to the police.

Staff must exercise caution when using information technology (especially social media channels) and be aware of the risk to themselves and others. **The same guidelines apply as in section 5.** (pages 22 and 23)

Staff may undertake voluntary work outside school, provided it does not conflict with the interests of the school or be to a level that may contravene the working time regulations or affect an individual's work performance.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with students, or where opportunities for their conduct to be misconstrued might occur. In all circumstances, the professional judgement of members of staff will be exercised and for the vast majority of staff this Code of Conduct will serve only to confirm what has always been their practice, acting in the best interests of the students and the school. If staff have any doubts about points in this policy, or how they should act in particular circumstances, they should consult the DSL or seek advice from the Deputy Principal or the Principal.

Breach of or failure to observe this policy is likely to result in disciplinary action being taken under the school disciplinary procedures, including, but not limited to, dismissal. Staff are responsible for updating their understanding of this policy in line with existing school policy and procedures.

GUIDELINES FOR VOLUNTEERS AND VISITORS

Volunteers have an important and beneficial role in supporting the work of teachers and other support staff in BSG and in contributing, by their efforts and initiative, to the life of the school.

It is essential however, that appropriate steps are taken, through screening and selection arrangements, to ensure that children are not placed at risk through allowing the unsupervised and unmanaged access of unsuitable adults to the school.

Who is a Volunteer?

A volunteer is an individual who, subject to the satisfactory procedures below, either

1. Assumes unpaid duties in a school on a regular basis on more than two occasions or
2. Is engaged by the school to accompany or assist in school visits or trips; residential activities or to undertake coaching in sports activities.

Formal arrangements as to selection and vetting should not be required for volunteers who are involved outside school hours and who do not have unsupervised contact with students. These would include fund raisers, people using school premises for meetings etc.

Use of Volunteers

There are three main categories into which the use of volunteers might be grouped and to which guidance will apply:

- During school hours involving direct contact with students;
- Outside school hours involving direct contact with students;
- During school hours but not usually involving direct contact with students.

Recruiting and Selecting Volunteers

The school may canvass for volunteers or people may come forward to offer assistance at their own initiative. In many cases potential volunteers may already be known to the school. Others may come forward from the local community. Engagement of volunteers is only undertaken with agreement of the Board Directors.

Initial Appraisal

As a minimum requirement all potential volunteers are asked to provide the following information:

- personal details;
- qualifications and previous work with children;
- a declaration that they have never been convicted of a criminal offence or been the subject of a Caution;
- a declaration as to whether they have been investigated by Social Services for child protection;
- provide the name of two referees who are not family members or members of staff;
- attend an interview with the Principal with proof of identity;
- Undergo a criminal record check through DBS or the appropriate agency;

No individual will be admitted to the school as a volunteer until these basic steps have been completed and the results assessed.

Accepting Volunteers

Where the previous procedures have been followed as appropriate and the school is satisfied that:

- the volunteer is a suitable person to have contact with the children and has the character, skills and experience to support the work of the school in a voluntary capacity.
- well defined and worthwhile activities have been identified for the volunteer to undertake and he/she is competent to undertake them.

The school will notify the individual that they have been accepted for voluntary duties in the school.

These are the fundamental principles observed when using volunteers.

The purpose of the volunteer is to assist staff, whether teaching or non-teaching. They are not used as substitutes either to cover activities normally undertaken by paid staff who are absent, or to release such staff to undertake other duties:

- Volunteers only work under the supervision and guidance of paid staff and these arrangements should be such as to minimise the opportunities for direct, unsupervised, access to children.
- Volunteers are not placed in a position of sole responsibility for the security of children, premises or equipment.
- Volunteers should understand the tasks they are to undertake and receive appropriate training to enable them to perform these.
- Volunteers are only allocated duties after consultation and agreement with the teacher or other member of staff with whom the volunteer will be closely involved. Teachers are not to be placed under any pressure to accept a volunteer in their classroom.
- Volunteers are not afforded access to records or other information relating to staff or students. An exception might be made where a child has a medical or other condition of which all those working with the student should be made aware, and where agreement of the parent has been sought.

Duration

BSG places a time limit on the period of the volunteer's service. This is done where the work earmarked for the volunteer is likely to be completed within a specific period.

Information and Training

The school ensures that the volunteer receives such information, guidance, preparation and where necessary, training to enable him/her to perform tasks effectively. As a minimum, volunteers are briefed on:

- the following policies: Pastoral Care, Safeguarding and Child Protection, Behaviour & Discipline, including rewards and sanctions, and the extent of the volunteer's authority within it,
- BSG's Health and Safety Policy.

Arrangements are made for the volunteer to have a formal line of communication to the appropriate Subject Leader, Heads of Section (Mrs J Smith, Mr S Hudson, Ms Hutcheson), Head of Pastoral Care (Mrs M Ogilvie) or Deputy Principal (Ms S Hutcheson), the Principal (Mark McCullough) for reporting issues of concern or the welfare of the children in the school.

School Security

BSG has drawn on the advice from the guidance Document "Security and Personal Safety in Schools" 1997 to establish arrangements for the admission and supervision of volunteers on school premises. Particular attention is drawn to:

- The volunteer registering at the beginning of each visit.
- Providing the volunteer with a readily identifiable name badge or pass giving their name and status.

The school ensures badges are surrendered at the end of each day and when the volunteer's involvement with the school comes to an end.