



British Academy
School Marrakech
— Belong Achieve Become —

SAFEGUARDING AND CHILD PROTECTION BASM 33

Head: Mrs N Busetil
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2 INTRODUCTION

At The British Academy School Marrakech (The BASM) we are committed to safeguarding children and young people and expect everyone who works in our school to share the same commitment.

The word “staff” as used, covers ALL staff on site, including ancillary supply and self-employed staff, staff of contractors, volunteers working with children and governors. All staff are responsible to provide a safe environment in which children can learn. This policy sets out our approach to this commitment and applies to all staff.

Safeguarding is defined as:

- Protecting children from maltreatment
- Prevent impairment of children’s mental and physical health or development
- Ensure children develop in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

All staff are advised to maintain an attitude that ‘it could happen here’, that because something is not being reported, does not mean it is not happening, when considering the safeguarding interests of the children in our care at the BASM.

As a community, we will always act in what is considered in the best interests of the child. The child’s safety is of paramount importance. This is because we believe that all children have the same rights to protection, safeguarding and opportunities. All adults in our school are required to take all welfare concerns seriously and encourage pupils to talk to us about anything that worries them and play a full and active part in protecting our pupils from harm. Every pupil should feel safe and protected from any form of abuse. Staff are encouraged to think not “what if I am wrong” but rather “what if I am right”.

The Advisory Board seeks to implement the same standards to those described in relevant UK safeguarding guidance, primarily the annual publication of Keeping Children Safe in Education (KCSiE), but amends policies and practice to ensure the school remains fully compliant with Moroccan law and respectful of the culture.

External agency support is extremely limited in Morocco, but the school seeks to work with appropriate professionals, schools, and external agencies particularly in Marrakech, in Morocco more widely and in the UK, to ensure adequate arrangements in school, to identify, assess, and support those children who are suffering harm.

Consideration is given to the responsibilities, under section 157 of the UK Education Act 2002, (ref: Independent School Standards) to safeguard and actively promote the welfare of children. We adapt our safeguarding practice to ensure compliance with Morocco law whilst taking account of the principles established by the UK’s Children Acts 1989 and 2004, and the Education Act 2002.

We consider wider environmental factors in a child's life that may be a threat to their safety and welfare. This is known as contextual safeguarding and is referred to in Working Together to Safeguard Children (2018) and in Keeping Children Safe in Education (2022). Other relevant guidance used to shape policy and practice is as follows.

- Keeping Children Safe in Education (KCSIE) DfE September 2022
- Disqualification under the childcare Act 2006 as amended 2018
- What to do if you are worried a child is being abused March 2015
- Working Together to Safeguard Children (inter-agency working) September 2018
- What to do if You are Worried a Child is Being Abused. HM government 2015
- Statutory Framework for the Early Years Foundation Stage 2017
- Guidance for Safer Working Practice for Adults who Work with Children and Young people in Education Settings October 2015
- Child sexual exploitation: Definition and a guide for practitioners DfE 2017
- 'Prevent' Counterterrorism and Security Act 2015
- Prevent Duty Guidance: for England and Wales June 2015
- The Prevent duty Department advice for schools and childminders June to 2015
- The use of social media for online radicalization July 2015

This policy should be read alongside the following

- Low Level Concerns
- Behaviour Rewards and Sanctions
- Anti-Bullying
- Admissions & Exclusion
- Physically Intervention (including EYFS)
- Search & Confiscation
- Welfare Health & Safety
- Curriculum
- Cyber Bullying
- PHSE / RSE
- Taking storing and using images of children
- E-Safety including staff and pupils use of mobile phones and cameras
- EYFS Curriculum
- EYFS Mobile Phone Camera
- EYFS Nappy Changing & Toileting
- EYFS Missing Child
- EYFS Uncollected child
- Staff Code of Conduct
- Safer Recruitment & Selection
- Risk Assessment
- Whistle blowing.

3 POLICY AIMS

The aims of this policy are to:

- Demonstrate the BASM's commitment regarding safeguarding and child protection to pupils, parents and other third parties.
- Support pupil's development in ways that will foster security, confidence, and independence.
- Provide an environment in which pupils feel safe, secure, valued, and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 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 we, the school, contribute to assessments of need and support for those children.
- Emphasize the need for good levels of communication between all members of staff.
- Develop a structured procedure within the BASM which will be followed by all members of the community in cases of suspected abuse.
- Develop and promote effective working relationships with external agencies, schools, and appropriate expert professionals.
- Ensure all staff working within the BASM who have access to children have been checked as to their suitability, including verification of their identity, qualifications, where UK Nationals are concerned a satisfactory Disclosure and Barring Service (DBS) check (according to guidance) and / or International Child Protection Certificate (ICPC) and a central record is kept for audit.

There are four main elements to our safeguarding policy:

Prevention e.g., positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

Protection e.g., following the agreed procedures, unnecessary risks are managed, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.

Support e.g., for all pupil, parents and staff, and where appropriate specific interactions for those who may be at risk of harm (considerations of culture, disability, history).

Working with parents, expert agencies, schools, and expert professionals in Morocco and the UK to ensure appropriate communications and actions are undertaken.

Staff should be aware of the professional risks associated with the use of social media and electronic communication and should familiarize themselves with advice and professional expectations outlined in the Code of Conduct.

At the BASM we recognize that:

- A child who is abused or is witness to violence may feel helpless and humiliated, blame themselves, find it difficult to develop and maintain a sense of self-worth.
- We may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- The behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Most children suffer harm from within their own families or from someone they know and with whom they have formed a relationship.
- We are receptive to and ready to respond to any needs / issues / risks which may emerge in the context of the school pupil population at any one time, or our wider community.
- Significant Harm can be "actual" (it is happening now - bruises, injuries, neglect) or could be likely (unless action is taken the child may be exposed to significant risk in the future).

We will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Actively promoting wellbeing alongside a caring, safe and positive environment within the school.
- Liaising and working together with all other agencies, schools and expert professionals involved in the safeguarding of children.
- Liaising with Parents / Guardians (the school will always hold two emergency contact numbers).
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting, ensuring the school medical records are forwarded as a matter of priority, whilst remaining compliant with Moroccan law.
- Children at the BASM are taught how they can keep themselves and others safe including online. To be effective we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children including children who are victims of abuse and children's special educational needs or disabilities. We teach the following skills through the PHSE programme, Form Time, Assemblies, Student Council etc.
 - Health and respectful relationships
 - boundaries and consent
 - stereotyping prejudice and equality
 - body confidence and self esteem
 - how to recognise an abusive relationship including coercive and controlling behaviour.
- Developing a school culture which reinforces the idea that the BASM is their school, and they have a voice.

- Ensuring that each pupil has a Form Teacher as a first point of pastoral contact to whom they can talk.
- Emphasising that all adults are there for them to talk to, no matter their role at school.

The BASM staff are committed to:

- being vigilant, listening to children, observing changes in behaviour and attitude, responding to specific concerns at an early stage (self-harm, depression, eating disorders),
- reporting concerns to the DSL
- being prepared to raise a concern to the Head about the conduct of a member of staff towards a child or children.
- To whistle-blow if concerns continue and no action appears to be taken by the leadership.
- Raise awareness of safeguarding matters amongst the staff and parents
- Promote a culture of attention around low level concerns
- Ensure all relevant safeguarding information is transferred to a pupil's new school whilst remaining compliant with Moroccan law.
- Ensure they are easily available to discuss any safeguarding concerns.
- To encourage parents to inform the school on a confidential basis when a pupil is receiving any form of professional medical support outside of school.
- Sharing information about safeguarding issues with teachers, on a need-to-know basis, whilst adhering to the school's privacy policy.
- The DSL and DDSL's job descriptions include the key activities of the role.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as problems emerge in a child's life. In the first instance staff should discuss early help requirements with the DSL.

4 KEY ROLES AND ROLE RESPONSIBILITIES

The Advisory Board of Governors

The Advisory Board will ensure there is a Safeguarding and Child Protection Policy, Staff Code of Conduct, and that the school operates safer recruitment procedures, whilst remaining compliant with Moroccan law.

Governors will ensure there is at least one person on every recruitment panel that has completed safer recruitment training. Governors will also ensure the School has procedures for dealing with allegations of abuse against staff and will make a 'referral' to the appropriate authorities if a person in 'regulated activity' has been dismissed or removed due to safeguarding concerns, or would have had they not resigned, wherever such a proper authority exists.

The Governing Body receives appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. Safer Recruitment training is available to all relevant governors who are involved in the recruitment process.

They will also:

- Appoint a safeguarding & Child Protection Governor.
- Make the Chair of the Advisory Board responsible if an allegation of child abuse is made against the Head.
- Ensure the Safeguarding and Child Protection Policy and Procedures (and all related policies) are reviewed annually by the DSL and full Advisory Board and that the Safeguarding and Child Protection Policy is available on the website.
- Ensure BASM is compliant with BSO criteria re: Part 4 Suitability of Staff, Supply Staff and Proprietors including enhanced DBS checks for the Proprietor, all Advisory Members of the Governing Body, or UK equivalent.
- Ensure a Safer Recruitment Policy is implemented and that it is reviewed annually, including all possible external agencies and intelligence checks are sought on all staff that have substantial and unsupervised access to children
- Confirm at least one member of the Advisory Board completes Safer Recruitment Training (renewed every 3 years).
- Ensure there are effective mechanisms in place for monitoring the effectiveness of the policies listed.

The Head.

The Head will ensure that:

- A member of SLT has DSL responsibility and that they have sufficient time, funding, supervision, and support to fulfil their safeguarding and child protection responsibilities effectively.
- On appointment the DSL's undertake NSPCC training to ensure that they have an equivalent level of knowledge and expertise to that of (SSCB Modules 1 and 2), DSL 'New to Role' and the 'Update' course every 2 years and that all other staff have Safeguarding training updated regularly. All voluntary and temporary staff who work with children are made aware of these arrangements.
- The names of the DSL, DDSL & Safeguarding Governor are clearly advertised around the school with a statement explaining the School's role in referring and monitoring cases of suspected abuse.
- That safeguarding is taught (in a planned component of the curriculum) online, through the curriculum and PSHE and through the EYFS curriculum.
- The BASM's approach to lettings seeks to ensure the suitability of adults working with children on the school site at any time and that the organizers of clubs and activities are made aware of the School's Safeguarding and Child Protection Policy.

The Staff

Safeguarding and actively promoting the welfare of children is everyone's responsibility. Staff are particularly important as they can identify concerns early, provide help for children and prevent concerns from escalating. Staff have a responsibility to:

- Provide a safe environment in which all children can learn.
- Share concerns with the DSL.
- Identify children who may benefit from Early Help.
- Work with the DSL (as required) to undertake an Early Help assessment.
- Provide support to the child and if required any other agencies and expert professionals working with a child.
- Be aware that sometimes children will not feel ready or know how to tell someone that they are being abused exploited or neglected and they may not recognise their experiences as harmful. This should not prevent staff having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff are encouraged to adopt the attitude that just because something is not being reported does not mean it isn't happening.

Relationships and associations' that staff have in School and outside (including online), may have an implication for the safeguarding of children in school. Staff are made aware of the risks associated with the use of social media and electronic communication and it is their responsibility to ensure that they comply with the Staff Code of Conduct.

Where a member of staff considers there is a cause for concern or that they may have inadvertently breached the Code of Conduct they must self-report to the Head / DSL.

All new staff, as part of their induction, will receive training in Safeguarding Children which will include how to respond to a pupil who discloses abuse. This training is provided by the designated member of staff. Staff sign a register to record that they have seen and understand their respective responsibilities in the Policy.

We acknowledge that staff must only use physical intervention as a last resort, when a child is endangering themselves or others, and that it must always be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness and parents will be informed on the day that physical restraint took place. Corporal punishment is never used or threatened against any child at BASM.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

It is everyone's responsibility to know what to do if a child makes a disclosure or if abuse is suspected. If a child makes a disclosure (if a child tells).

DO

- listen carefully
- record the conversation in the child's words and note the date time
- take it seriously and reassure the child
- follow procedure as set out in policy DON'T
- ask leading questions
- make promises you cannot keep
- jump to conclusions
- speculate or accuse anybody
- it is not your responsibility to decide if the allegation is true or not

IMMEDIATE DANGER

Inform the DSL, Head, DDSLs, Chair of Advisory Board immediately

Concerns about the conduct of staff, a colleague - talk to the Head
The Head – contact the chair of the Advisory Board.

IT IS CONSIDERED GOOD PRACTICE TO

- Express concerns, suspicions, or uneasiness as soon as you can to the DSL.
- Adopt the view that just because something isn't being reported doesn't mean it isn't happening.
- Pinpoint what practice is concerning and why.
- Remember that we should always put the child's welfare first
- Maintain confidentiality with any concerns.

The Parents

Parents are made aware each term that the Safeguarding and Child Protection policy is available to download on the BASM website (www.bam.uk) or alternatively to request one from the school office in English or French.

Schools and staff are placed in a delicate position when allegations of abuse or investigation of abuse is on-going, as the school still needs to maintain a working, constructive relationship with the parents, carers involved.

Allegations of abuse and those cases subsequently proven to be abuse can result in difficulties in maintaining a constructive and open relationship with parents.

Parents will have a range of feelings in relation to abuse of their children. They may be angry at staff, anxious about confidentiality issues and concerned that the children involved may be stigmatized as a result. If the family is broken up, parents are likely to be distressed as well as feeling guilt and shame.

It is paramount that parents are made aware of the school's responsibility to the student so that they are aware of how concerns will be dealt with. A clear statement of the child protection and confidentiality policies will be both a support to parents when working with them and provide a clear explanation regarding the reasons for such policies. In

this way all parents should recognize the priority of the school is the child's welfare. In all cases:

- Be sure you maintain absolute confidentiality. Do not discuss the matter with colleagues.
- Be clear that your responsibility is to the child's welfare and state and reinforce this to parents.
- Provide information that is as objective as possible.
- Acknowledge the parents' feelings

5 CONFIDENTIALITY & ANONYMITY

All staff are made aware through safeguarding training that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In deciding whether there is a need to share information, the pupil's best interests must be paramount. This may involve working with external agencies and professionals.

The word victim is often used with reference to a child who has suffered some form of abuse. However, that child may not want to identify as a 'victim'. They may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no definitive answers when a child makes this request. If the child does not give consent to share information staff may still share it if there is a legal basis that applies. Advice should be sought from the designated safeguarding lead.

Where a report of rape assault by penetration or sexual assault is made this should be referred to the police. Whilst the age of criminal responsibility is XXXXXX if the alleged perpetrator is under XXXXX, the starting principle of referring to the police remains.

As a matter of effective safeguarding practice, the school should do all that it reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

Staff must ensure that they remain alert to professional boundaries of confidentiality and not talk to colleagues or other friends about matters which should remain private and confidential, discussed only on a need-to-know basis.

Where a child has been referred to an appropriate professional expert the school may be informed and the student's name and reason for referral given to the designated person in school; the Head (DSL) and/or DDSL. The content of the support will remain confidential beyond that point unless a disclosure is made; at that point safeguarding protocols are prioritized.

6 CONSENT

Concerning matters of consent the BASM will be compliant with Moroccan law. However, in principle sole purpose of sharing information is to ensure young people in need are given the help and support they are entitled to. Information shared will be no

more than is necessary. All information will be handled with respect and care. Unrecorded observations, which may not at first seem significant, will only be shared on a need-to-know basis in the interests of the child.

The school will record the competent child's consent to share recorded information. Fresh consent should be sought if the existing consent does not cover the proposed sharing or there has been a break in involvement. The child should be told what information may be shared, why it would be shared and the consequences of sharing.

Informed consent should be sought from the competent child to share recorded information unless:

- The situation is urgent and there is not time to seek consent; or
- Seeking consent is likely to cause serious harm to someone or prejudice the prevention, detection of serious crime.

If consent to sharing recorded information is refused by the competent child, or can/should not be sought from the child, information should still be shared in the following circumstances:

- There is reason to believe that not sharing is likely to result in serious harm to the child or someone else or is likely to prejudice the prevention or detection of serious crime; and
- The risk is sufficiently great to outweigh the harm or prejudice to anyone that may be caused by the sharing.
- There is a pressing need to share the information.

A judgement must be made as to whether a particular child in a particular situation is competent to consent or refuse consent to sharing information. Consideration should include the child's chronological age, mental and emotional maturity, intelligence, vulnerability, and comprehension of the issues. A child at serious risk of self-harm may lack emotional understanding and comprehension (see NSPCC Fraser guidelines).

Anyone under the age of 18 is a child. As a matter of broad principle, parents should be kept informed and involved in information sharing decisions even if a child is competent or over 16. However, if a competent child wants to limit the information given to their parents or does not want them to know it at all; the child's wishes should be respected, unless the conditions for sharing without consent apply.

Where a child is not competent, a parent with parental responsibility should give consent unless the circumstances for sharing without consent applies.

7 WELFARE, HEALTH, AND SAFETY

A culture of risk assessment is not well embedded in Morocco. However, our Welfare, Health & Safety Policy reflects the consideration we give to the protection of our children

both physically within the school environment, and in other areas for example, in relation to internet use, and school trips and visits.

When pupils visit another site and are doing activities where staff from another organization are involved, we undertake risk assessments, and seek risk assessments from those other organizations.

We seek reassurance that correct checks and qualifications of staff are in place before the School's Risk Assessment is agreed and signed off by the Head, Director of Studies, or Deputy Head Pastoral (DSL).

8 MOBILE PHONE AND DIGITAL DEVICES WITH PHOTOGRAPHIC CAPABILITIES

Mobile phones must not be used by members of staff in classrooms, corridors, toilets. Usage is restricted to areas which are used exclusively by adults, such as the staff room, offices, and meeting rooms. They may be used outside of the school building. Staff are responsible for ensuring their mobile phones do not hold inappropriate or illegal content. No image of a BASM child should ever be taken using private / personal technology i.e., a personal mobile phone or iPad. To do so is a breach of the staff Code of Conduct and may lead to disciplinary action.

All adults, including parents and visitors, are made aware that mobile phones are not to be used on the site in the presence of the children. More detailed guidance about conduct and safe practice, including safe use of mobile phones and digital devices with photographic capabilities by staff and volunteers is given at staff training and induction.

9 PROCEDURES TO FOLLOW IF ABUSE IS SUSPECTED OR REPORTED.

If any member of staff has concerns about a child in their care, then they should report it using CPOMS or directly to the DSL or DDSL who will record the matter on CPOMS or in writing. This will help to identify early if any further additional help is required to support the child further. If any member of staff:

- suspects that child abuse is occurring
- identifies child abuse
- is concerned that School practices or the behaviour of others may be putting a child at risk of abuse
- has an incident, complaint or suspicion reported to him/her he/she must:
 - Immediately stop to listen and give them space to do this safely.
 - Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept.
 - Try to use the exact words of child.
 - Not ask leading questions (it may prejudice any investigation).
 - Not give guarantees of confidentiality to the child (or keep any secrets from the school) but to give assurances only to those who need to know will be informed.

- Not make any attempt to investigate the incident themselves.
- At the earliest opportunity report to the DSL and provide DSL with the notes (signed and time /dated) and add a summary on CPOMS.
- If the complaint involves the DSL, the informant must report it to the Chair of the Advisory Board who is the Safeguarding Governor.
- If the disclosure happens after School hours, the teacher/adult should attempt to contact the DSL or DDSL at home.
- If, at any point, there is a risk of immediate serious harm to a child contact the Police.

At BASM we recognize that children must receive the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction are vital.

Staff working in the school who have become involved with a child who has suffered harm or appears to have suffered harm will be offered the opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

10 PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS SUSPECTED OF ABUSE.

We recognize the possibility that adults working in school may harm children, including governors, volunteers, supply teachers and agency staff. All staff must maintain an attitude that 'it could happen here' when considering the safeguarding interests of the children in their care when considering safeguarding concerns.

Any concerns about the conduct of other adults in school should be taken to the Head without delay (and if that is not possible to the DSL). Any concerns about the Head should go to the Chair of the Advisory Board. If an allegation is made against a member of staff, there should be no unnecessary delays.

Concerns may come from various sources for example a suspicion complaint or disclosure made by child parent or other adult within or outside the organisation or because of vetting cheques undertaken.

The Head must decide whether the concern is an allegation or low-level concern. The term low level concern does not mean that it is insignificant it means that the behaviour towards a child would not meet the threshold for referral to a Local Authority Designated Officer in the UK.

11 ALLEGATIONS

It is an allegation if the person* has:

- Behaved in a way that has harmed a child or may have harmed a child and or
- Possibly committed a criminal offence against all related to a child and / or

- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children and / or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside of school).

* Person could be anyone under a anyone working in the school Oregon that provides education for children under 18 years of age as volunteers and contractors

ALLEGATIONS INVOLVING THE HEAD

- Any allegation involving the Head will be passed on to the Chair of the Advisory Board without informing the Head.
- The Chair of Governors will inform the Deputy Chair and will follow the procedures above.
- In the event of an allegation against the Head, the decision to suspend will be made by the Chair of the Advisory Board after consultation with the full Board.

ALLEGATIONS INVOLVING STAFF

- Allegations against staff, volunteers or the DSL should be reported to the Head.
- If the Head is absent, the allegation should be passed to the Chair of the Advisory Board (Safeguarding Governor).

The school has a procedure for managing the suspension of a contract for a member of staff in the event of an allegation arising from the context described above.

We will make every effort to maintain confidentiality and guard against unwanted publicity whilst ensuring that we remain compliant with all relevant legislation. These restrictions apply up to the point where the accused person is charged with an offence, or decision in a disciplinary case.

The Head will report promptly any UK qualified member of staff who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the DBS. We will also refer such a member of staff to the TRA (Teaching Regulation Agency). The school will comply with all local requirements.

12 LOW LEVEL CONCERNS

Concerns may be graded low level if the concern does not meet the criteria for an allegation and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone or other private technology

- engaging with a child on a one-to-one in a secluded area or behind a closed door or
- using inappropriate sexualised intimidating or offensive language
- communicating with children on social media contrary to the staff code of conduct

If the concern has been raised via a third party the Head should collect as much evidence as possible by speaking:

- Directly to the person who raised the concern unless it has been raised anonymously
- To the individual involved and any witnesses

Reports about supply staff and contractors should be notified to their employers, so any potential pattern of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

- Low level concerns should be recorded in writing, including:
- Name* of individuals sharing their concerns
- Details of the concerns
- Context in which the concern arose
- Action taken

(note * if the individual wishes to remain anonymous then that should be respectfully respected as far as reasonably possible).

All records on low level concerns must be kept confidential, securely, and be retained at least until the individual leaves their employment.

These records should be reviewed regularly so that potential patterns of concerning, problematic, inappropriate behaviour can be identified at both an individual and organisational level. A records review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes need to be revised or extra training delivered to minimise the risk of it happening again.

If a concerning pattern of behaviour is identified and meets the criteria for an allegation, then the Head should discuss the matter with the Chair of the Advisory Board having taken appropriate legal advice, and follow the procedures described in the school disciplinary policy.

All School staff should take care not to place themselves in a vulnerable position with a child. They must have a confident understanding of the Staff Code of Conduct. Guidance

about conduct and safe practice, including safe use of mobile phones and digital devices with photographic capabilities by staff and volunteers is given at induction. We understand that a pupil may make an allegation against a member of staff.

- Where it is alleged that a member of staff has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against a child or behaved towards a child in a way that indicates that he/she is unsuitable to work with children, the member of staff receiving the allegation will immediately inform the Head.
- The school will adopt the following procedures for managing allegations against a member of staff.
- Within one working day the Head will inform the Chair of the Advisory Board and seek appropriate legal advice.
- They will consider the nature, content and context of the allegation and agree a course of action including any involvement of the police.
- Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed.
- Each case will be considered carefully to ascertain whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place taking account of the legal advice given.

13 RECORDS AND MONITORING

BASM uses the safeguarding software CPOMS to store all safeguarding records. All historical notes will be processed through this system to ensure accuracy of previous cases.

Well-kept records are essential to good child protection practice. BASM is clear about the need to record concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time, and location. All records will be noted as required by the CPOMS system.

If a student transfers from the school, files will be forwarded to the student's new school marked confidential and for the attention of the receiving school's equivalent officer. If the school has CPOMS already, these will be transferred directly through the system.

14 WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the public such as:

- A criminal offence has been committed, is being committed or is likely to be committed.

- A legal obligation has been breached.
- There has been a miscarriage of justice
- The welfare, health or safety of any individual has been endangered.
- The environment has been damaged.
- Information about any of the above has been concealed.

15 USE OF THE SCHOOL PREMISES BY OTHER ORGANISATION

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection.

16 MONITORING AND EVALUATION

This Policy and Procedures will be monitored and evaluated by:

- Annual scrutiny and ratification by the Full Advisory Board
- Quality Assurance Cycle (Listening to pupil voice, surveys and questionnaires)
- Analysis of CPOMS reporting (protected characteristic analysis for bullying)
- Scrutiny of Attendance data
- Scrutiny of risk assessments
- Scrutiny of SLT minutes
- Scrutiny of Safeguarding Team minutes
- Medical records on non-accidental injuries.
- Anti-Bullying
- Review of parental concerns and parent questionnaires
- Governor visitors

17 TYPES OF ABUSE AND NEGLECT AND RECOGNISING SIGNS

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Harm can include treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant for example in relation to the impact on children of all forms of domestic abuse.

Children can be at risk of abuse and exploitation in situations outside the families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited) to sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationship (teenage relationship abuse), criminality.

The school assesses the risk and issues in the wider community when considering the wellbeing and safety of its pupils.

Some of the following signs might be general indicators of child abuse or neglect:

- Children whose behaviour changes. They may become aggressive challenging disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed.
- Clothes are ill-fitting and/or dirty.
- Consistently poor hygiene.
- Makes efforts to avoid specific family members or friends, without an obvious reason.
- Don't want to change clothes in front of others or participate in physical activities.
- Problems in school, a sudden lack of concentration and learning or appearing to be tired and hungry.
- Talk about being left home alone, with inappropriate careers or with strangers.
- Reaching developmental milestones, late, such as learning to speak or walk, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

18 CATEGORIES OF ABUSE

ABUSE: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or by another child or children.

PHYSICAL: 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. Some of the following signs may be indicators of abuse

/ Physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts; burns or scalds; or bite marks.

EMOTIONAL: 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. Its diagnosis will require medical, psychological, psychiatric, social and/or educational assessment. It is accepted that all abuse involves emotional abuse, but this category supersedes only when it is the main or the sole form of abuse.

Some of the following signs may be indicators of emotional abuse:

- The Child is developmentally delayed
- Inappropriateness of social responses
- Excessive fear of situations or people
- Self-mutilation
- Extreme passivity or aggression
- Social isolation / depression
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Drugs or solvent abuse (either in the child or in its principal carer).
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

SEXUAL: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy.

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

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or become pregnant.
- Suffering from changes in emotional well-being.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly come home late; and
- Regularly miss school or education or don't take part in education.

Reports of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments would include any actions required to make the locations safe.

It is important to understand intrafamilial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

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 because 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. Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty, poor personal hygiene.
- Children who are left without adequate clothing, e.g, not having a winter coat.
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence.
- Children who are often angry, aggressive, or self-harm.
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured, especially burns
- Avoidance of school medicals

- Tiredness
- Reluctance to go home
- Poor social relationships
- Frequent lateness/non-attendance

Child on Child Abuse (including Sexual Violence & Harassment)

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

This is most likely to include but is not limited to: bullying (including cyber bullying), gender-based violence. Sexual violence; sexual harassment: physical abuse; sexting (youth- produced sexual imagery), upskirting (a photograph taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress, or alarm / initiation). Hazing type violence and rituals. Hazing refers to any activity expected of someone on joining a group, or maintaining status in a group, that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate.

At BASM we believe that abuse is abuse and will never be tolerated or passed as mere 'banter'. Whilst recognizing the gendered nature of child-on-child abuse all child-on-child abuse is unacceptable and will be taken seriously.

All children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognize that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's Behaviour Policy.

Our curriculum will help children develop healthy, respectful relationships with each other, and with staff.

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We believe that sexual violence and sexual harassment is never acceptable, and all such incidents will be taken seriously.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes', or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature, and online sexual harassment.

We recognize that some pupils are at greater risk of sexual violence, sexual harassment, and child-on-child or other, including girls, those with SEND and disabilities, certain other children, and may need greater support.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the relevant legal authority. Other incidents of a more minor nature will be dealt with in School.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

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

We will support the victims of child-on-child abuse and victims of sexual violence and sexual harassment by discussing the incident with them, supporting and investigating the incident fully and reporting it to relevant authorities where appropriate.

SHARING NUDES AND SEMI-NUDES

In the latest advice for schools and colleges UKCIS 2020 this is defined as the sending or posting of nude or semi-nude images videos or live streams online by young people under the age of 18.

This could be via social media gaming platforms chat apps or forums. It could also involve sharing between devices via services like apples AirDrop which works offline. Children use a variety of phrases for such pictures. Staff should use their curiosity and ensure that they are familiar with the terminology being used at any particular time..

The motivations for taking and sharing nude and semi-nude images videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi nudes of under 18 year olds this is a form of child sexual abuse and must be referred to the appropriate authorities as a matter of urgency.

What to do if an incident comes to your attention.

Report it to your designated safeguarding lead immediately.

- Never view, copy, print, share store or save the imagery yourself or ask a child to share or download.

- If you have already viewed the imagery by accident e.g., if a young person has showed it to you before you could ask them not to do so, inform the DSL or equivalent and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the children child or young persons who are involved in the incident to disclose information regarding the imagery, this is the responsibility of the DSL.
- Do not share information about the incident with other members of staff the young persons it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame, any of the young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

CHILD MISSING FROM EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully, actively promote high attendance and address poor or irregular attendance without delay. Staff understand what to do when children do not attend regularly. Appropriate policies, procedures and responses for pupils who go missing from education are in place. When a pupil leaves the school, we record the name of the pupil's new school and their expected start date.

DOMESTIC ABUSE

In the UK domestic abuse represents 1/4 of all violent crime. It is actual or threatened physical emotional psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

In the UK domestic abuse is defined as any of the following behaviours either as a pattern of behaviour or the single incident between two people over the age of 16 who are personally connected to each other:

- Physical or sexual violence
- Violent or threatening behaviour
- Controlling or coercive behaviour
- Economic abuse adverse effect of the victim to acquire use or maintain money or other property or obtain goods or services and
- Psychological emotional or other abuse
- People who are personally connected when they are or have been married to each other or civil partners or have agreed to marry or become civil partners if the two people have been in an intimate relationship with each other have shared parental responsibility for the same child or they are relatives

- The definition of domestic abuse applies to children if they see or hear or experienced the effect of the abuse and they are related to the abusive person.

Types of domestic abuse include intimate partner violence abuse by family members teenage relationship abuse and child adolescent to parent violence and abuse. Anyone can

be a victim of domestic abuse regardless of sexual identity age ethnicity socio economic status or background and domestic abuse can take place inside or outside the home.

Signs and symptoms of a child suffering or witnessing domestic abuse are like other forms of abuse or neglect. The child themselves witnessing domestic abuse may be unaware that they themselves are being abused.

CHILD SEXUAL EXPLOITATION AND CHILD CRIMINAL EXPLOITATION

CSE and CCE are forms of abuse.

The school is aware there is a clear link between regular not non-attendance at school and CSE. staff will consider a child create potential CSE risk in the case of regular non-attendance at school and make reasonable inquiries with the child and parents to assess risk.

All staff are aware that safeguarding incidents and or behaviours can be associated with factors outside the school, and all can occur between children outside these environments. All staff but especially the designated safeguarding lead and deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation criminal exploitation and serious youth violence.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Therefore, the child may resent what they perceive as any interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Pupils will be informed of how to protect themselves from people who may potentially be intent on causing harm through CSE via the PHSE curriculum. They will be supported in terms of recognising and assessing risk in relation including online and knowing how and where to get help.

Any concerns the child is being all is at risk of being sexually exploited should be passed immediately to the DSL.

CSE & CCE occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity. (a) In exchange for something the victim needs or wants and / or (b)

for the financial or other advantage of the perpetrator of the perpetrator or facilitator and / or through violence or the threat of violence.

There are several areas in which young people are put at risk by gang activity both through participation in and as victims of gang violence which can be in relation to their peers or to a gang involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered or may be likely to suffer significant harm through physical sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as victim a gang member or both in relation to their peers or to a gang involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background including violence in the family involvement of siblings in gangs, poor educational attainment or poverty or mental health problems.

A child who is affected by gang activity criminal exploitation or serious youth violence can be at risk of significant harm through physical sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organized abuse.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school.
- Leaving home without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualized behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.

- Multiple callers (unknown adults or peers).
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviors; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).

HONOUR BASED ABUSE

- 'Honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

FORCED MARRIAGE

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse. School staff should never attempt to intervene directly as a School or through a third party but inform the DSL.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM typically takes place between birth and around 15 years old; however, it is believed that most cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

Symptoms of FGM

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

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

FGM is illegal. Teachers must inform the DSL and personally report to the police cases where they discover that an act of FGM appears to have been carried out. The duty does not apply in relation to suspected cases.

19 GENERAL SAFEGUARDING CONCERNS

The emotional wellbeing and mental health of a child and young person must be supported, and harm minimized. All staff should be aware that a variety of safeguarding concerns mental health, self-harm can, be indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

MENTAL HEALTH

Staff should be aware that mental health problems can in some cases be an indicator, but the child has suffered or is at risk of suffering abuse neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their safeguarding policy, and speaking to the designated safeguarding lead or a deputy.

SELF HARM

The child or young person will be supported to access service(s) which will assist the child or young person with opportunities and strategies for hope and recovery from the effects of self-harming and the risk of future harm minimized.

Some self- harm behaviors

- Scratching or picking skin
- Cutting body
- Tying something around body
- Inserting things into body scouring/scrubbing body excessively
- Hitting, punching self
- Pulling out hair
- Over/under-eating
- Excessive drinking of alcohol
- Taking non-prescription drugs or over/under- use of prescription drugs
- Burning or scalding body (physically or chemically)
- Hitting walls with head
- Taking an overdose
- Self-strangulation
- Risky behaviors such as running into the road
- Episodes of drug abuse
- Risky sexual behaviour
- Swallowing objects
- Self-tattooing

As most self-harm is privately or secretly carried out it can be hard to notice that a young person is self-harming but some signs to look out for are:

- Changes in clothing to cover parts of the body, e.g., wearing long sleeved tops

- Reluctance to participate in previously enjoyed physical activities, particularly those that involve wearing shorts or swimsuits, for example
- Changes in eating and/or sleeping habits
- Changes in consumption of drugs/alcohol
- Changes in levels of activity or mood
- Increasing isolation from friends/family

RISK

There is a need to initiate a prompt assessment of the level of risk self-harm presents. Unless the student is in obvious emotional crisis, kind, and calm attention to assuring that all physical wounds are treated should precede additional conversation with the student about the non-physical aspects of self-harm. Questions of value in assessing severity might include:

- Where on your body do you typically self-harm?
- What do you typically use to self-harm?
- What do you do to care for the wounds?
- Have you ever hurt yourself more severely than you intended?
- Have your wounds ever become infected?
- Have you ever seen a doctor because you were worried about a wound?

Collecting basic information is also important in determining the need for engagement of outside resources. Questions might include aiming to assess:

- history
- frequency
- types of method use
- triggers
- psychological purpose
- disclosure
- help seeking and support
- history and current presence of suicidal ideation and/or behaviors

Advice on managing a disclosure can be found here: <http://www.sec-ed.co.uk/best-practice/self-harm-what-not-to-do/> In general students are likely to fall into 1 of 2 risk categories:

Low risk students

Students with little history of self-harm, a generally manageable amount of stress, and at least some positive coping skills and some external support.

Higher risk students

Students with more complicated profiles – those who report frequent or long-standing self-harm practices, who use high lethality methods, and/or who are experiencing chronic internal and external stress with few positive supports or coping skills.

Information Sharing

This is concise guidance for sharing recorded information about children or young people who harm themselves or are perceived to be at risk of self-harm including suicide.

20 ONLINE SAFETY

Pupils are taught about safeguarding including online safety through various teaching and learning opportunities. As part of our curriculum, we give children opportunities which equip them with the skills they need to stay safe from harm and to know to whom they should turn for help.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, which are regularly reviewed for their effectiveness. However, many children have unlimited and unrestricted access to the Internet via mobile phone networks i.e. 3G-4G and 5G. This access means some children sexually harass their peers via their mobile and smart technology share indecent images consensually and non-consensually often via large chat groups and view and share pornography and other harmful content. To minimize inappropriate use, as a school we ensure that children are taught about safeguarding, including online safety as part of our broad and balanced curriculum. Additionally, BASM provides information and presentations for parents to help support families staying safe online.

The four main areas of risk online are.

Conduct: Children may be at risk because of their own behaviour for example by sharing too much information children need to be aware of the impact their online activity can have on both them and other people and the digital footprint that they create on the Internet. It's easy to feel anonymous online and it's important that children are made aware of who can view and potentially share the information that they may have posted. When using the Internet, it's important to keep personal information safe and not share it with strangers. Children are taught the importance of reporting inappropriate conversations messages images and behaviours and how this can be done.

Content: children can be contacted by bullies or people who groom or seek to abuse them. It is important to recognise it new friends made online may not be who they say they are and that once a friend is added to an online account you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step. If you have concerns that the child is or has been the subject of inappropriate sexual contact or approach by any other person then it's vital that you report it to the DSL.

Commercialism young people can be unaware of hidden costs and advertising in apps games and websites. Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes which can also mean inadvertently spending money online e.g., within applications children are educated to keep their personal information private, learn how to block both pop ups and spam emails, turn off in apps purchasing on devices where possible, and user family e-mail address when filling in online forms.

21 STAFF TRAINING

The Head and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively

The school will ensure that the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead also undertake training and refresher training at an Advanced Level on an annual basis to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for safeguarding and child protection and their responsibilities.

All staff will receive termly Safeguarding and Child Protection training and receive updates as required to provide them with relevant skills and knowledge to safeguard children effectively. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

SIGNED BY: HEAD

Head's Signature..... 

RATIFIED BY: ADVISORY BOARD OF GOVERNORS

Advisory Board Member's Signature:  14. 9. 22

REVIEWED: August 2022. NEXT REVIEW DATE: August 2023