

*Crossing the boundaries of excellence ...*



## **HEALTH & SAFETY**

### **SAFEGUARDING AND CHILD PROTECTION POLICY**

The purpose of this document is to inform members of The BSE community of the expected codes of conduct in regards to child protection and safeguarding at The BSE. This policy applies to all staff, facilitators and anyone working with children at The British School of Egypt.

## ***Our commitment...***

We at BSE are dedicated to providing quality experiences and services for the whole school community. We aspire to continually seek excellence in all we do and this policy enables us to do so effectively.

## ***Mutual Expectations:***

As a community it is our duty to ensure that the school provides a safe learning environment for each and every child.

We aim...

- To provide a safe environment for children to learn in
- To establish what actions staff can take to ensure that children are safe at all times
- To identify children who are suffering, or likely to suffer, significant harm
- To ensure effective communication between all staff on child protection issues
- To set down the correct procedures for those who encounter any issue of Safeguarding to work in partnership with parents to build their understanding of and commitment to the principles of safeguarding all our children.

## ***Aims:***

The policy aims to handle any Safeguarding & Child Protection concerns;

- Seriously
- Sensitively
- Promptly
- Fairly

## **Introduction & Scope**

### **Introduction**

The British School of Egypt is committed to safeguarding and promoting the welfare of children.

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our setting. Children have the right to protection, regardless of age, gender, race, culture, background or disability. This policy is in line with LSCB (Local Safeguarding Children Boards) local guidance and procedures

### **Scope**

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates the following;

Pupil Health and Safety

School Behaviour and Preventing Bullying

Supporting Pupils with Medical Conditions

Personal, Health, Social Emotional Education

Providing First Aid and Site Security

### ***Safeguarding is defined as:***

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development
- protecting children from maltreatment

Consequently, this policy is consistent with all other policies adopted by the school and should be read alongside the following policies relevant to the safety and welfare of our pupils:

***General Behaviour Policy***

***Health and Safety policy***

***Recruitment Policy***

***JS & SS Behavior Policy***

### **Who is responsible for Safeguarding?**

We have a Designated department responsible for handling safeguarding, (Assessment Learning Development - ALDD). They are also responsible for the implementation of this policy and ensure it is adhered to at all times by all staff. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur. School Heads are also informed in all child protection related issues.

### **This policy applies to all members of the School Community;**

**Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid capacity, including facilitators.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents and adoptive parents.

**Child** refers to all pupils admitted to the school and any child under the age of 18 who comes into contact with our school e.g. prospective pupils.

**Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.**

### **Expectations**

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review
- Alert to signs and indicators of possible abuse
- Able to record and report concerns as set out in this policy
- Involved in the successful execution of safeguarding for all pupils.

## **Mandatory Procedures**

### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in The BSE Recruitment policy.

### **Recruitment of ex-offenders – Refer to recruitment Policy**

The school is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.

The School assess applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 Order using criminal record checks processed through the Disclosure and Barring Service (DBS). The School complies fully with the code of practice and undertakes to treat all applicants for positions fairly.

The School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

### **Code of conduct**

The British School of Egypt is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviour that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the ***\*Teachers' Standards (2013) document.***

## **Curriculum – Teaching about Safeguarding**

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

## **Identifying the signs**

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in *'What to do if you're worried a child is being abused Advice for practitioners' (2015)* and *'Keeping Children Safe in Education' (2016)* are important reference documents for all staff. All Guidelines outlined in this document are relevant with the exception of information related to referrals including social services etc., as this does not apply to the context of the host country.

## ***Do's & Don'ts***

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse as follows;

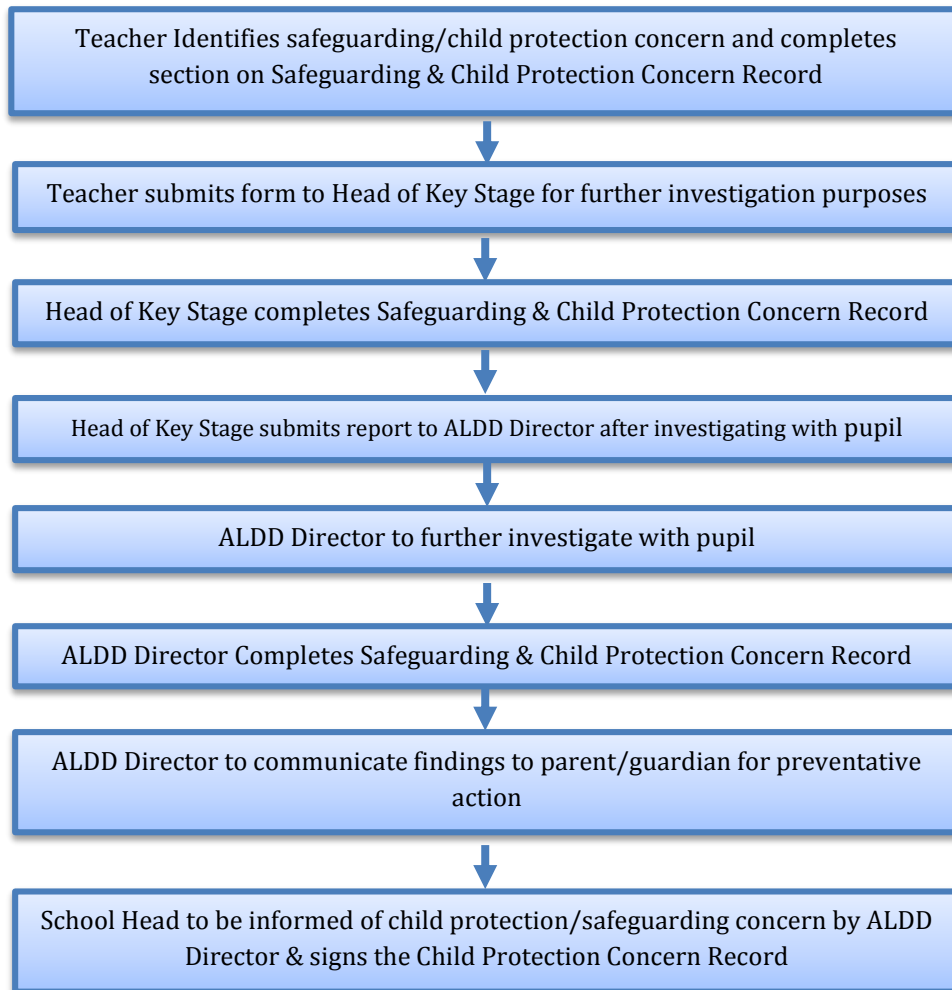
### **DO**

- Create a safe environment by offering the child a private and safe place
- Stay calm and reassure the child and stress that he/she is not to blame
- Tell the child that you know how difficult it must have been to confide in you
- Listen Carefully
- Use the 'tell me', 'explain', 'describe' and or mirroring strategy
- Tell the child what you are going to do next
- Tell the designated safeguarding Department i.e. ALDD and Head of Key Stage for reference purposes
- Record in detail using the Safeguarding & Child Protection Concern Report, using the Childs' own words where possible

### **DON'T**

- Take photographs of any injuries
- Postpone or delay the opportunity for the pupil to talk
- Take notes while the pupil is speaking
- Ask the pupil to write an account
- Ask another adult to witness the disclosure
- Promise confidentiality e.g. say you will keep their 'secret'

**Process Flowchart**





## **Procedure**

- Teacher is alert to signs of neglect/abuse and questions unusual behaviour
- Teacher identifies the safeguarding/child protection concern and completes the respective section of the Safeguarding & Child Protection Concern Record
- Teacher submits the Safeguarding & Child Protection Concern Record to the Head of Key Stage for further investigation purposes
- Head of Key Stage talks to the pupil privately and investigates the safeguarding/child protection concern using the Do's/Don't rules as outlined in this document and fills the safeguarding and child protection concern record after further investigation with pupil
- Head of Key Stage submits report to the ALDD Director
- ALDD Director further investigates the concern with the pupil
- ALDD Director completes the Safeguarding/Child Protection Concern Report
- ALDD Director to communicate findings of the investigation with parents/guardian for preventative purposes and includes any minutes of meeting with parents and attach to the concern report
- School Head to be informed of child protection/safeguarding concern by ALDD Director & signs the Child Protection Concern Record

## **Safeguarding/Child Protection Concerns/Allegations Against a Member of Staff**

In the instance where you become aware that a member of staff may have;

- ***Behaved in a way that has harmed or may have harmed a child***
- ***Behaved towards a child/children in a way that indicates they may pose a risk to harm a child***

You must report immediately to the School Head unless there is clear evidence to prove that the allegations are incorrect.

## **Appendix**

### **Related Key Documents**

- 'Keeping Children Safe in Education' – Statutory Guidance for Schools & Colleges (September 2016)
- Safeguarding & Child Protection Concern Report
- 'Teachers' Standards' – Guidance for school leaders, school staff, and governing bodies (July 2011 – updated June 2013)
- 'What to do if you're worried a child is being abused' – Advice for practitioners (March 2015)