



Safeguarding and Child Protection Policy

Whole School

1. Policy statement and principles

This policy is one of a series in the school's integrated safeguarding portfolio. A number of further policy documents are linked to safeguarding and Child Protection.

Elements of this policy are available on the school website and a full version is available to parents via the Engage Parent Portal.

Our core safeguarding principles are:

- safeguarding is everyone's responsibility
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

1.1. Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors. The policy has been created with both UK and local limitations in mind.

a) Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.
- Pupils and staff involved in child protection issues will receive appropriate support and guidance through regular training.

1.1. b) Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment regarding child protection to pupils, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

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

2. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education 2024

3. Roles and responsibilities

Key Personnel:

The Executive Designated Safeguarding Lead (WDSL) for the whole school is the Headmaster Daniel Moore.

headmaster@bromsgrove.ac.th

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DSL for Windsor Park Campus is Rebecca Owens

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DSL for the EY Campus is Alison Bedford

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09523874000

DDSL's for the WP Campus are:

Tracey Tweddell - headofboarding@bromsgrove.ac.th

Adam Watson - headofprimary@bromsgrove.ac.th

Nicola Hardy - nhardy@bromsgrove.ac.th

DDSL for EY Campus:

Lisa Dooijeweerd - ldooijeweerd@bromsgrove.ac.th

In addition to the listed personnel at BIST we regularly utilise the 'Team Around the Child Model' to ensure those with the relevant experience and expertise are also involved in safeguarding children. These include Head of Boarding, the school counsellor and Heads of key Stage. The information shared is at the discretion of the DSL and / or the Headmaster.

3.1. The designated safeguarding lead (DSL)

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety). We have a DSL on each campus. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and the appropriate sections are publicly available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children's social care, the police, or other agencies
- leading 'Team Around the Child' meetings involving the relevant staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school, or completing safeguarding forms and student references as required.
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

3.2. The deputy designated safeguarding leads:

Our Deputy DSL's receive an appropriate level of training through third party providers. This level of training ensures they can support the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

4. Good practice guidelines and staff code of conduct

The school's Academic Staff Handbook sets out our expectations of staff and is signed by all staff members, the extensive document includes a Code of Conduct (Appendix 1, pg. 68) and all staff sign to acknowledge understanding of the document and their obligations as members of staff at BIST.

Good practices are outlined below, but the full Staff Code of Conduct can be found in the Academic Handbook:

- treating all pupils with respect and encouraging positive, respectful and safe behaviour among pupils
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them and their safeguarding
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse or neglect
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL

5. Children who may be particularly vulnerable and children with additional needs

Some children within our school community may have an increased risk of abuse or neglect. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. We also recognise that as a boarding school, some children within our boarding community may have additional social and emotional needs.

The potential barriers are communicated to staff so that these additional barriers to ensure this group of children are appropriately safeguarded.

6. Children who are absent from education

Attendance, and absences are closely monitored. The DSL in liaison with the pastoral team will monitor unauthorised absences and take appropriate action including meeting with parents and suggesting support where appropriate.

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education..

7. Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

When a safeguarding concern or allegation is made about a member of staff, including supply staff, contractors or volunteers, or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children our set procedures must be followed. The full procedures for dealing with allegations against staff and managing low level concerns raised about staff can be found in Academic Staff Handbook.

8. Staff and governor/trustee training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation, online safety (including an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring) and to know what to do if they have a concern.

- All new staff complete the TES Develop Child Protection in International Schools course within the induction week.
- Staff then complete the TES Develop refresher course every 2 years.
- Training on specific issues such as suicide prevention, SEN needs, social and emotional wellbeing happen throughout the school year during school development time.
- Face to face training is conducted for all staff during the start of term INSET week conducted by Heads of Section.
- Face to face training for administration staff is conducted annually by the DSL.
- Translated face to face training for all support staff is conducted annually by the HR team.
- DSL's have completed Level 3 training and this is updated bi-annually.

Our governors receive appropriate safeguarding training and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring) training which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole school approach to safeguarding. This training is update at least annually.

In addition our safeguarding governor receives additional training to empower them to support the DSL and the delivery of safeguarding across the school.

9. Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2024) by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

The school maintains a single central record of recruitment checks undertaken.

9.1. Third Party organisations and volunteers

Volunteers and third party organisations, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

9.2. Contractors

The school checks the identity of all contractors working on site. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

10. Site security

Visitors to the school, including contractors, must have a pre arranged appointment. On arrival they are are asked to sign in and are given a school ID badge, which confirms they have permission to be on site.

All parents must wear their parent ID badges when on campus. All visitors are expected to observe the school's safeguarding and health and safety regulations and basic details are on the ID badges issued by the school.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate

procedures in place, including safer recruitment procedures and Thai Police Checks must be submitted.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Activity providers will submit risk assessments which will be validated by reconnaissance visits by the trip leader and or the Health and Safety officer.

The School Visitors Policy is [here](#).

11. Staff/pupil online relationships

Our [E-Safety Policy](#) is available to staff in the School Policies folder. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation as outlined in the Academic Handbook.

12. Child protection procedures

Staff are directed to the Safeguarding Handbook annually as part of the INSET training and is then available within the School Policies folder.

13. Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern).

14. Reporting directly to child protection agencies

There are limited avenues for staff to report child protection concerns. If a situation arises then the DSL and Headmaster would seek the support of the School Director to notify the relevant authorities.

15. Child-on-child abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures ([Anti- Bullying Policy](#)) where necessary.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Keeping Children Safe in Education (2024).

15.1. Supporting those involved

Our staff will follow the guidance above in section 12 - Child Protection Procedures.

16. Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate and effective filters and monitoring systems are in place to block harmful and inappropriate content by managing the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. We take care to ensure that these systems do not unreasonably impact on teaching and learning, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils. Our filtering and monitoring systems are reviewed regularly (at least annually) to ensure their effectiveness.

We have also ensured that appropriate level of security protection procedures are in place to safeguard our systems, staff and learners. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

16.1. Boarding

Our boarding school fully complies with the National Minimum Standards and is a BSA member to ensure best practice within a boarding setting is in line with the UK.

The Boarding Safeguarding Policy is available in the School Policy folder.

Appendix One - Definitions

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Affluent neglect

It is recognised that neglect can happen in a variety of circumstances and is not limited to families facing economic hardship.

The indicators of abuse that are outlined in the definition above can be as relevant within more financially affluent families as well, and staff at Bromsgrove need to be aware of these indicators.

A further indication of Affluent Neglect can be the absence of emotional support, and an over reliance of third party support as the primary caregivers to a child or young person, such as drivers, household members of staff or a nanny.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Written by: Rebecca Owens

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