SAFEGUARDING AND CHILD PROTECTION POLICY
BOYAN MAGA SCHOOL

1. Introduction

a. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

b. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school.

c. Safeguarding and promoting the welfare of children is defined in as:

➤ Protecting children from maltreatment
➤ Preventing impairment of children's health or development
➤ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
➤ Taking action to enable all children to have the best outcomes

2. Statutory framework

a. Section 175 of the Education Act 2002 *(Section 157 for Independent schools)* places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

b. Our school works in accordance with the following legislation and guidance:

➤ Keeping Children Safe in Education (DfE, 2018)
➤ Working Together (HMG, 2018)
➤ Education Act 2002
➤ Children Act 2004
➤ Children Act 1989
➤ Data Protection legislation (including the General Data Protection Regulation, 2018).
➤ Information sharing advice for safeguarding practitioners (HMG, 2018)
➤ What to do if you're worried a child is being abused (HMG, 2015)
➤ Counter-Terrorism and Security Act (HMG, 2015)
➤ Serious Crime Act 2015 (Home Office, 2015)
➤ Education (Pupil Registration) Regulations 2006
➤ Sexual Offences Act (2003)
➤ Searching, screening and confiscation (DfE, 2018)
➤ Preventing and Tackling Bullying (DfE, 2017),

3. Roles and responsibilities

a. All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

b. All staff, governors and volunteers will read Keeping Children Safe in Education 2018, part 1 and Annexe A. The Leadership Team will support all staff in understanding this key document and implementing it in their practice.

c. Headmistress/ Board of teachers

➢ The Board of teachers ensure that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

➢ The Board of teachers the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

➢ The Board of teachers ensure that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

➢ The Board of teachers ensure that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

➢ The Board of teachers and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

d. **The Headmistress takes lead responsibility for co-ordinating early help assessments for children within the school.**

f. All school staff and volunteers

➤ Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided. This includes children and young people who:

o Are disabled and have specific additional needs
o Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
o Are young carers
o Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
o Are frequently missing/going missing from care or home
o Are at risk of modern slavery, trafficking or exploitation
o Are at risk of being radicalised or exploited
o Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
o Are misusing drugs and alcohol themselves
o Have returned home to their family from care
o Are privately fostered.

➤ All staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.

➤ All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

➤ All members of staff know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSLs.

➤ If, in exceptional circumstances, the Headmistress is not available, staff should speak to/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Headmistress as soon as is practically possible.

➤ All members of staff know how to access edition 5 of the London Child Protection Procedure at http://www.londoncp.co.uk/

4. Types of abuse / specific safeguarding issues

a. Keeping Children Safe in Education (DfE, 2018) defines abuse as the 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 another child or children"

b. The four main types of abuse are
  ➢ Physical
  ➢ Emotional
  ➢ Sexual
  ➢ Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

c. Peer on peer abuse
  ➢ Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

  ➢ Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

d. Children with special educational needs and disabilities
  ➢ Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
  ➢ Being more prone to peer group isolation than other groups and being disproportionally impacted by things like bullying, without outwardly showing signs of being bullied

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
- Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint. **e.**

e. Child Sexual Exploitation (CSE)
Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

f. Sexting
- The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

- This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.

- We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

g. Sexual violence and sexual harassment between children
- Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

- Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Not dismissing or tolerating such behaviours as this risks normalising them.

h. Prevention of radicalisation

➢ As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

➢ It requires schools to:
- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

5. Procedures
a. All action is taken in accordance with the following guidance;

➢ London Child Protection Procedures (2018)

➢ Keeping Children Safe in Education (DfE, 2018)

➢ Working Together to Safeguard Children (DfE, 2018)

➢ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

b. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, and how to share concerns with the staff and Headmistress.

c. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Headmistress.

d. The Headmistress will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Westminster or the local authority where the child lives.

e. All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

f. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.

g. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the Headmistress for re-consideration of the case.

h. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

6. Training

a. All staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:

- Indicators of abuse
- Prevent
- CSE
- Online Safety
- FGM
- Sexual violence and sexual harassment

b. Induction for all new members of staff, governors and volunteers will include:
- safeguarding and child protection policy
- staff code of conduct and staff acceptable use policy
- behaviour policy
- procedures for managing children who are missing education

c. Records of all child protection training undertaken are kept for all staff and Trustees.

7. Confidentiality

a. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.

b. In accordance with statutory requirements, child protection concerns must be reported to the Headmistress and may require further referral to and subsequent investigation by statutory agencies (i.e., children's social care and police).

Information on individual child protection cases may be shared by the Headmistress with other relevant staff members on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

a. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

b. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

c. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the *Safeguarding Concern/Incident Form* noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include any action taken at the time. This is then presented to the Headmistress, who will decide on the next steps and record this accordingly.

d. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially **and will be retained for 25 years after the pupil's date of birth.**

e. Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

9. Multi-Agency Working

a. It is the responsibility of the Board of teachers to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.

b. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.

c. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the Board of teachers will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.

10. Allegations about members of the workforce

a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook .
c. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children).
d. Where the concern involves the Headmistress, it should be reported directly to the Safeguarding Trustee.

11. Whistleblowing

a. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
b. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Whistleblowing policy.
c. Parents or others in the wider school community with concerns can contact a member of the Board of teachers or the Headmistress.

Headmistress: D.Angelova
Board of teachers:
      T. Todorova
      D. Ivanova
      V. Merdzhanova
      G. Porashka
      M. Petkova
      R. Kitanova
      H. Ugrinova
09/09/2018