



# Byron College

## Safeguarding Policy

**Issued:** September 2014

**First Review Date:** February 2016

**Second Review:** July 2017

**Review Date:** August 2018

**Distribution:** To all

Safeguarding is a priority across all aspects of the school's work from academic and pastoral to robust site security and risk assessment. In this manner Byron College seeks to ensure that all pupils live, and are educated in, a safe and nurturing environment that actively supports their physical and mental well-being and is free from abuse of all kinds. We recognise that safeguarding is more than child protection: It seeks to protect from radicalisation and extremism, promotes health and well-being and all pupils' personal and emotional development through a positive and preventative curriculum.

We acknowledge that safeguarding and welfare are crucial to securing and improving educational outcomes and that poor mental health is a significant barrier to learning. We ensure that our pupils have a high level of awareness of their rights and teach them how to stay safe, how to protect themselves from harm and exploitation, and how to take responsibility for their own and others safety. Our pupils know how and who to ask for help. They are also courteous and responsible enabling everyone to feel secure and well-protected. With rigorous monitoring we are able to correct inappropriate behavior, if it does arise, through timely and appropriate responses. Absenteeism is also strictly monitored and is recognized as a possible warning sign of abuse.

### **Our values are based on the beliefs that:**

- All children and young adults have the right to lead their lives free from maltreatment of any kind.
- All staff have a responsibility and duty of care to support, promote, nurture and care for the welfare of all pupils enabling them to thrive in a safe and secure educational environment.
- All pupils should have the opportunity and confidence to report bullying and abuse
- All pupils have the right to privacy but know that there are limits to confidentiality.

### **Staff recruitment**

All employees are required to have certification of a clean criminal record following National and International guidance and our recruitment procedures identify, deter and reject people who are unsuitable to work with children or young people.

As a condition of employment all teaching staff complete and provide certification of successfully passing six Educare for Education courses:

1. Child protection
2. Child exploitation
3. Safeguarding Young people
4. Preventing Bullying
5. Child Protection Refresher
6. First Aid

And from September 2017 all teaching staff will be required to complete two additional courses:

1. Child Protection for International Schools
2. Safer Recruitment for International Schools

All teaching staff follow a CPD session annually with the school's Designated Safeguarding Lead.

All non-teaching staff, such as security, caretakers, cleaners, bus drivers and bus monitors, follow an annual CPD session with the Designated Safeguarding Lead reinforcing their ability and knowledge on recognising and responding to suspicions and disclosures of abuse and the procedures for responding and reporting .

**Byron College requires that all staff:**

1. Understand what form child abuse can take and the effects that it can have.
2. Understand the likelihood of abuse in affluent families.
3. Recognise signs that may mean that a child is suffering abuse and how to respond if a child confides in them.
4. Understand the process and system for reporting abuse.

**Good Practice means:**

1. Treating all pupils equally with respect and dignity putting their welfare first.
2. Ensuring that children and young people know the limits of confidentiality.
3. Discussing all safeguarding needs of pupils with their parents or guardians openly and honestly and as early as possible.
4. Ensuring that all involved parties feel they will be listened to and their point of view valued.
5. Recognising the importance of discussions being easily understood and when requiring an interpreter.
6. Providing curriculum based awareness education of on-line safety, healthy relationships, abuse, neglect, bullying, exploitation etc
7. Recognising the importance of the developmental needs and capacity of differing age groups.
8. Building balanced relationships with pupils based on trust and empowering pupils to share in decision making.
9. Being excellent role models.
10. Ensuring that all staff keep up to date with safeguarding training and qualifications.
11. Maintaining a safe and appropriate distance with pupils.
12. Working in an open environment, where possible, avoiding private or unobserved situations and encouraging open conversation.
13. Never initiating physical contact with pupils.
14. Recognizing that it is totally unacceptable for staff to have intimate relationships with any pupil or to share a room with any pupil or pupils on school trips.
15. Keeping a written record of any injury that occurs with details of time place and circumstances along with the details of any treatment given.

16. Requesting written parental consent if members of staff are required to transport young people in their cars to any extra curriculum activity.

**Some of the following signs might be indicators of 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;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired or hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, 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.

**Designated Safeguarding Lead.**

**Ms. Emma Dodds**, is Byron College's Designated Safeguarding Lead. If Ms. Dodds is unavailable, the Deputy Safeguarding Lead is **Mr Panos Kostopoulos**.

**Procedures for reporting abuse:**

- When a child discloses that they are being abused, or confides information that could be interpreted as abuse whether at home, at school or in the wider community, or abuse is suspected, it is imperative that the DSL or Deputy is informed immediately.
- While disclosure is taking place, it is imperative to remain calm and not to ask leading or explicit questions.
- Be reassuring, non-judgmental and take any information seriously.
- Do not promise confidentiality.
- Make a full and written record of what has been said or heard as soon as possible and do not delay in passing on the information to the DSL.
- Inform the pupil of the procedure that will follow.
- Do not discuss the matter with any colleague other than the DSL.
- Parents must not be contacted by anyone other than the DSL or Deputy.
- If an employee of the school is accused of or suspected of abuse or gross misconduct the same reporting procedure applies.

### **The DSL report will include:**

- The pupil's name, age and date of birth.
- Whether or not the DSL is expressing her own concerns or those of another member of staff.
- The nature of the allegation, including dates, times and special factors and any other relevant information.
- Make a clear distinction between what is fact, opinion and hearsay.
- A description of any visible bruising or other injuries. Also, any indirect signs such as behavioural changes.
- Details of any witnesses to incidents
- The child's account of the abuse.
- The parents' account.
- If a school employee is accused or suspected of misconduct or abuse the same procedure applies and the person will be suspended until the matter is fully investigated.
- This report may be forwarded to the police or relevant authority.

Working Together to Safeguard Children (2016)

#### **Social Media**

It is forbidden for pupils to take photographs on school premises unless permission has been given by the Heads of School. Neither teachers or parents are permitted to post photographs, other than of their own children, on Social Media of pupils at school. Without parental permission, no photographs are taken of pupils or posted on the School's website or Facebook page.