



ST ANDREW'S INTERNATIONAL HIGH SCHOOL



Safeguarding Policy

This policy is intended as a guide for SAIntS' staff, volunteers and the Board of Governors and as a reference for the public in general. Its fundamental purpose is to provide protection from harm, primarily to students, but also to SAIntS' staff and volunteers and the Board of Governors.

Rational

St. Andrew's International High School will ensure that all necessary and reasonable steps are taken to protect students and other stakeholders from potential harm and to ensure their ongoing success, particularly in relation to the following five outcomes:

- a) safe recruitment processes are followed to ensure that those who are unsuitable to work with children are not employed
- b) prevention of abuse through the creation of a positive school atmosphere and effective teaching and pastoral support offered to students
- c) protection of individual children by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- d) support to students who may have been abused.
- e) Making a positive contribution to the school and its community

We have a primary responsibility for the care, welfare and safety of the students in our charge, and we will carry out this duty through our Pastoral Care system which aims to:

- Provide a caring, supportive and safe environment;
- Value individuals for their unique talents and abilities;
- Enable all our young people to be able to learn and develop to their full potential.

A. Safeguarding

The school's systems and procedures for safeguarding students:

Safeguarding is included in the following areas:

- 1. Child Protection (See Section B)**
- 2. Health and Safety**

The school will take all reasonable measures to provide an environment that is safe. This includes First Aid and the provision of a school nurse and a sick bay and this is monitored by Mrs. Samanyika.

All educational trips, visits and residential trips are subject to a risk assessment in line with School policy and fall under the remit of Dr Harrison.

The school's designated teacher for Child Protection/Safeguarding is Mrs Gaunt.

- 3. Site Security**

The following measures are in place to increase site security:

- All staff wear identity tags;
- Visitors sign in and are issued with visitor tags;
- Security guards are on duty throughout the school day;
- Receptionists are on duty 7.00 am – 4.30pm
- Duty teachers, boarding parents, and senior leaders are available during the school day. Students who are on school site after the end of the standard school day are the responsibility of their Parent/Carer, unless they are participating in an organised, supervised school activity.
- Use of school sports provisions outside of normal school hours has to be cleared by SLT and those participating will park in the Ndirande carpark.

4. Safer recruitment

The selection and recruitment of staff will include taking up at least two references, one of which must be the current Head teacher or similar employer, and all staff will undergo Police or disclosure checks.

5. Pastoral System

All students are assigned to a Form Tutor who oversees their well-being. This process is supported by the Heads of Year, Heads of House and Head of Boarding. The Schools' pastoral system is indicated below:

6. E-Safety

Students are given guidance on the safe use of the Internet, which is monitored and supervised by staff during lesson time. All students sign a school agreement on use of ICT and the school has a comprehensive security programme to prevent access to unsuitable sites. Parents/Carer are required to sign the school ICT agreement in the student's planner. For further information, please refer to the SAIntS e-policy.

B. Child Protection

The designated teacher for Child Protection (Designated Safeguarding Lead - DSL) Mrs. Gaunt oversees all matters related to the protection of our students.

The purpose of the following procedures is to protect our students by ensuring that everyone who works in our school has clear guidance of the action which is required to ensure the care, welfare and safety of each student.

Children and young people need protecting from:

- Abuse; Physical, Sexual, emotional and neglect (See Appendix for physical and behavioural symptoms)
- Self
- Radicalisation and extremism
- Domestic abuse
- Forced marriage/marriage under the age of 18 yrs

Radicalisation and Extremism:

The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights Movements.

Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the schools child protection and safeguarding procedures.

SAIntS recognises the following as vulnerable groups (although not exclusively):

- Children with Special Educational Needs
- Children at risk of neglect; physical; sexual and emotional abuse
- Disabled children
- Children with emotional/behavioural/attachment disorders
- Children experiencing bereavement
- Children at risk of exclusion
- Looked after children and those subject to private fostering arrangements
- Children missing education/ low attendance
- Children at risk from bullying, including online bullying and prejudice based bullying
- Children at risk from the impact of new technologies on sexual behaviour, for example sexting
- Children dealing with issues around domestic abuse
- Children at risk of exploitation, sexual exploitation and trafficking and extremism and radicalisation
- Children of minority ethnic background/religion
- Children at risk of honour based violence or forced marriage
- Children with caring responsibilities or classified as a young carer
- Children affected by issues around bullying

SAIntS will endeavour to support students through:

- a) the curriculum to encourage self-esteem and self-motivation;
- b) the school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- c) the implementation of the school's behaviour management and anti-bullying policies;
- d) the tutor time and assembly programme;
- e) a consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued;
- f) regular liaison with other professionals and agencies that support the students and their families;
- g) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so;
- h) the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations;
- i) recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse; and
- j) recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.
- k) ensuring that staff complete annual Educare training
- l) ensuring all staff sign the SAIIntS Code of Conduct

SAIntS recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Procedures for reporting suspected (or disclosed) child abuse

If a student makes a disclosure to a stakeholder, the stakeholder must act promptly. He/she should not investigate - but should report these concerns immediately using the Safeguarding pathways. A written record must be made.

Professional Confidentiality:

- 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. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

This policy will be reviewed annually by the Senior Leadership Team.

Review date: **August 2017**

Appendix

The following information is from an EDUCARE resource:

Physical abuse

Physical abuse may involve:

hitting, shaking, throwing, drowning, burning or scalding, poisoning, suffocating, otherwise causing physical harm to a child.

Physical signs include:

- finger mark bruising on cheeks or any other area of the body where bruises are unlikely to appear in everyday activity
- presence of injuries that are in several stages of healing suggesting that a child has experienced repeated maltreatment over time
- bald patches on a child's head
- bite marks
- injuries that form a shape or pattern
- scald marks and burning, including cigarette marks
- black eyes
- marks that might indicate a child has been restrained or strangled
- broken bones

any injuries that are inconsistent with the explanation given.

Behavioural signs include:

- flinching when touched
- inability to recall how injuries occurred
- avoiding getting changed for sporting or other activity
- reluctance to go home
- excessively eager to please
- being very aggressive or withdrawn
- attempts to run away
- being sad, frequently crying
- drug and/or alcohol misuse

any behaviour that is not consistent with a child's age or stage of development.

Sexual abuse

Sexual abuse is not solely perpetrated by adult males. Though less common, women can also commit acts of sexual abuse, as can other children.

The activities may involve physical contact, including:

- assault by penetration

- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

It may also include non-contact activities, such as:

- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet)

Physical signs include:

- stomach pains
- discomfort in walking or sitting
- genital soreness, bleeding or discharge
- recurring genital-urinary infections
- sexually transmitted infections.

Behavioural signs include:

- a change in behaviour
- not wanting to undress
- sexual knowledge, language and behaviours beyond their years
- eating disorders
- fear or avoidance of being with a person or a group of people
- self-harming
- unexplained amounts of money
- disturbed sleep
- sexualised drawings
- change in handwriting
- the types of questions asked (do they suggest sexual knowledge that a child should not have).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Emotional abuse may involve:

- rejecting or ignoring a child completely
- using degrading language or behaviours towards them
- responding to their attempts to interact with emotional detachment
- making fun of them
- threatening them or encouraging them to develop behaviours that are self-destructive
- preventing the child from interacting socially with other children or adults

- experiences of bullying, including cyberbullying
- a child seeing or hearing the ill treatment or serious bullying (including cyberbullying) of another
- causing children to feel frequently frightened or in danger
- the exploitation or corruption of children.

Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity.

Physical signs include:

- erratic behaviour
- erratic weight or growth patterns
- delayed development, either physically or emotionally
- self-harm marks.

Behavioural signs include:

- difficulty in forming relationships
- emotional withdrawal
- self-harming
- unexplained underachievement at school
- inappropriate attention-seeking
- disturbed sleep.

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 misuse.

Neglect may involve a parent or carer failing to:

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

Physical signs include:

- unattended medical or dental problems
- lack of energy due to inadequate food intake and/or poor nutrition
- poor personal hygiene/unwashed clothing
- inadequate clothing (not having warm clothes in winter)
- untreated skin or hair problems (rashes, sores, flea bites, head lice)
- consistent hunger/big appetite – can't seem to eat enough
- very thin or swollen stomach.

- lack of muscle tone (bones appearing to stick out)

Behavioural signs include:

- demanding constant attention and affection
- difficulty in making friends
- missing or irregularly attending school
- stealing or begging food from others
- emotional withdrawal
- anti-social behaviour
- alcohol or substance misuse
- developmental delay (weight, language, social skills).

Forced marriage

In forced marriage, one or both people do not or cannot consent to the marriage and duress is involved. This can include physical, sexual, financial and emotional pressure. If families have to resort to violence or emotional abuse to make someone marry, the person has not given consent freely and therefore it is a forced marriage.

Forced marriage is different to an arranged marriage, where the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement rests with both the people involved.

In addition to the general signs of sexual abuse discussed previously, behavioural signs of forced marriage include:

- anxiety, depression, emotionally withdrawal
- low self-esteem
- absence from lessons or permission sought for extended leave
- less commonly, cut or shaved hair as a punishment for disobeying or a girl may say she has been to a doctor to see if she is a virgin
- showing fear about forthcoming school holidays.