



## BRAEBURN DAR ES SALAAM INTERNATIONAL SCHOOL (BDIS) SAFEGUARDING POLICY

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### INTRODUCTION

This School Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school and is an overarching document which demonstrates how everyone working in or for our school service, shares an objective to help keep children safe from harm and abuse. This Policy must be read in conjunction with BDIS's 'Staff Code of Conduct' and the most recent Keeping Children Safe in Education (KCSIE) publication. This policy applies to the Early Years Foundation Stage, Primary School and Secondary School.

The school will safeguard and promote the welfare of children who are pupils at the school in compliance with the statutory guidance Keeping Children Safe in Education (KCSIE) September 2021 and the DfE Publication 'Working Together to Safeguard Children.'

This policy is reviewed annually and updated, where necessary, by the DSLs (Designated Safeguarding Leads) and the Headteachers.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

Keeping Children Safe in Education 2021

"Working Together to Safeguard Children" 2006

"Framework for the Assessment of Children in Need and their Families" 2000

"What to do if you are worried a Child is being Abused" 2006 <sup>1</sup>

Safeguarding Children and Safer Recruitment in Education 2006

[African Charter on the Rights and Welfare of the Child & UN Convention on the Rights of the Child.](#)

The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights.

The African Charter on the Rights and Welfare of the Child is a regional human rights treaty adopted in 1990 and which came into force in 1999. It sets out rights and defines principles for the status of children.

Tanzania ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1991 and the African Charter on the Rights and Welfare of the Child in 2003.

This policy is informed by a set of principles that are derived from the UNCRC and The African Charter on the Rights and Welfare of the Child. It includes:

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<sup>1</sup> What to do if you are worried a child is being abused [www.desf.gov.uk/everychildmatters/resources](http://www.desf.gov.uk/everychildmatters/resources)

1. All children have equal rights to protection from abuse and exploitation.
2. Each child has a fundamental right to life, survival and development. Braeburn's child-centered approach provides a basis for ensuring the realisation of children's rights to be protected from harmful influences, abuse and exploitation.
3. All children should be encouraged to fulfil their potential, and inequality and discrimination should be challenged.
4. Children will be assured the right to express their views freely and this will be given 'due weight' in accordance with their age and level of maturity. We will not discriminate against the child. The child will be treated with respect irrespective of gender, nationality or ethnic origin, religious or political beliefs, age, physical or mental health, sexual preference and gender identity, family, socio-economic and cultural background, or any history of conflict with the law.
5. Everybody has a responsibility to support the care and protection of children.
6. These particular responsibilities extend to those individuals or organisations who are associated with Braeburn. Therefore, everyone working for or associated with Braeburn must be aware of and adhere to the provisions of this policy.

The Board of Directors takes seriously the responsibilities under section 175 of the Education Act 2002 to safeguard<sup>2</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The safety and wellbeing of all our pupils at Braeburn Dar es Salaam International School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

### **Safeguarding Aims**

- to ensure that children within our school feel safe at all times
- to ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their actions
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
- to ensure that all adults who have contact with children in school have been trained
- to undertake their safeguarding responsibilities effectively.

### **School Commitment**

BDIS is committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance.

### **DEFINITIONS**

Within this document:

**BDIS** refers to Braeburn Dar es Salaam International School.

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<sup>2</sup> Safeguarding (as defined in the Joint Inspectors Safeguarding report is taken to mean 'All agencies with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare is minimised' and 'where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address these concerns'

**DSL** refers to designated safeguarding leader.

**MDT** refers to multi disciplinary team

'**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood. Our safeguarding practice applies to every child.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, including Peripatetic and support staff in either a paid or voluntary capacity. This also includes parents and Board members.

## **ROLES AND RESPONSIBILITIES**

### **School**

The school is responsible for ensuring that all action taken is in line with current safeguarding procedure in Tanzania and in the U.K. Guidance has been taken from the Framework for Assessment of Children in Need and their Families, Keeping Children Safe in Education and Working Together to Safeguard Children. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The school may also have a role in the provision of services to children and their families.

All directors and staff, including peripatetic, domestic and ground staff in school have a role to play in relation to:

Protecting children from abuse

Promoting the welfare of children

Preventing children from being harmed

**The role of the school in situations where there are child protection concerns is to recognise and refer and, where applicable, fact find..**

## **Designated Safeguarding Leads**

The Designated Safeguarding Leads are responsible for:

- Coordinating child protection action within school
- Liaising with other agencies (Provincial Director of Children Services / Local Police)
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system - central register
- Managing and monitoring the school's part in child care
- Organising training for all school staff
- Liaising with other professionals, such as the multi-disciplinary team within CPAN (Child Protection Advocacy Network, Kenya) and the MDT in Tanzania..
- Transferring records when a child changes school
- Informing the designated Director of any allegations of child abuse.

## **Directors**

The Designated Director will be informed of any allegations of child abuse and will be kept informed of all communications with outside agencies.

## **Parents**

We will always undertake to share our concerns with and support parents/carers but the school is required to take into account the safety of the pupil.

## **Key Members of Staff**

The DSL is Vanessa Kemp for the whole school assisted by Lucy Simon in Primary and Ben Hopkinson in Secondary. Site Safety is overseen by Phil Treacher, Vanessa Kemp and Serena Almeida. ICT Safety is overseen by Fasali Mwenzegule.

**CONTACT DETAILS WITHIN BRAEBURN DAR ES SALAAM:**

**Vanessa Kemp: 0742533492**

**Lucy Simon: 0768597592**

**Ben Hopkinson: 0718370187**

Additionally, there are further BRAEBURN GROUP policies which also contribute to our aim of complete and total care for the children in our school.

- Anti-bullying policy.
- Behaviour policy.
- Boarding Policy.
- Data Protection Policy
- IT Safety agreement
- FGM Policy
- Food and Beverage Policy
- Health and Safety policy
- Risk Assessments Policy
- Safer recruitment and disclosure Policy
- Security Policies-Fire/Duck and cover
- Staff Code of Conduct
- Staff Induction Policy
- Trips Policy
- Visitors Policy
- Whistle Blowing Policy

All staff at BDIS will be made aware of these policies as part of the job induction process as well as each time they are reviewed..

## **PRINCIPLES AND VALUES**

Safeguarding is everyone's responsibility. As such it does not rest with the Designated Safeguarding Lead (DSL) to take a lead responsibility in all of the areas covered within this policy.

As part of the ethos of the school we are committed to:

- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff receive up to date training and support and are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals

Some areas, such as Health and Safety, are a specialist area of safeguarding and The 'Health and Safety Committee' takes the lead on these.

Safeguarding processes are intended to put in place measures that minimise harm to Children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the school. This will be led by SLT.

BDIS prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting BDIS. Copies of this policy, together with our other policies relating to issues of Safeguarding are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with our Child Protection policy.

As a school, we review this policy at least once a year. This policy will also be reviewed once a year by the Braeburn Board.

### **What Is Child Abuse?**

The NSPCC defines child abuse as:

"Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

"A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed.
- Left in unsafe situations, or without medical attention.
- Constantly "put down," insulted, sworn at or humiliated.
- Seems afraid of parents or carers.
- Severely bruised or injured.
- Displays sexual behaviour which doesn't seem appropriate for their age.
- Growing up in a home where there is domestic violence.
- Living with parents or carers involved in serious drug or alcohol abuse.

"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.

"Abuse is always wrong and it is never the young person's fault."

### **Types of Abuse**

#### **Symptoms of Abuse**

NSPCC (UK) list

- Repeated minor injuries that are unexplained
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care attitude'
- Overly compliant behaviour
- A 'watchful attitude'
- Sexually explicit behaviour (e.g. Playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play

- A child who is reluctant to go home or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others
- Pregnancy
- When explaining injuries parents are defensive compared to genuine accidents when parents are usually distressed or blame themselves, or explanations are incompatible eg description of minor accident in relation to a major injury

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts

### **Types of abuse and neglect**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of 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 by another child or children.

**Physical abuse:** 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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:** 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:** 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, 12 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.

Staff should address concerns regarding any of our pupils to either the DSL. They will then seek the advice of members of the CPAN MDT in Kenya and the MDT child services in Tanzania..

## **Safeguarding Areas:**

### **Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education. Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSL and staff should consider:

Missing lessons:

- Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the BDIS Site or are they absent from the site?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other concerns?
- Is the lesson being missed one that would cause bruises or injuries to become visible.

Single missing days:

Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing BDIS of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?

Continuous missing days:

Has BDIS been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

BDIS will follow up unexplained absences and children of concern will be discussed in Key Stage and SMT meetings.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. Children can also be groomed online.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Indicators a child may be at risk of CSE include:

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part in education.
- Appearing with unexplained gifts or new possessions such as clothes or mobile phones.
- Associating with other young people involved in exploitation.

- Relationships with controlling or significantly older individuals or groups.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Gang association and/or isolation from peers/social networks.
- Excessive receipt of texts/phone calls.
- Concerning use of the internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.
- Involvement in petty crime such as shoplifting.
- Inappropriate sexualised behaviour for age or suffering from sexually transmitted diseases or becoming pregnant.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim. **Staff should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance, working together.**

Any concerns regarding CSE should be passed to the DSL who will investigate the situation further.

### **Domestic Abuse**

Domestic abuse is any incident or pattern of incidents of controlling, bullying, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

In situations of domestic abuse, both males and females can be abused or be abusers. Domestic abuse can happen in any relationship regardless of age, sexuality, gender identity, race or religious identity.

### **Forced Marriage**

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Staff should address concerns regarding any of our pupils to either the DSL.

### **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in Tanzania.

Signs (NSPCC) to look out for:

- A long holiday abroad or going 'home' to visit family
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- Someone in the close family being cut.

**Indicators FGM may have taken place**



A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

In situations where FGM is suspected or where it is believed that a girl may be vulnerable to FGM, the DSL and/or head will be informed.. **At no time will members of staff examine girls to confirm FGM.**

### **Parental Mental Health**

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk. For children the impact of parental mental health can include:

- The parent/carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate
- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent/carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child.

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL. A plan will be put together considering the best way that the child and family can be supported.

### **Parental Substance Misuse**

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family. For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children(family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties
- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance).
- Isolation –finding it hard to socialise, make friends or invite them home.
- Tiredness or lack of concentration.
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries/accidents(due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time.
- Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the DSL. A plan will be put together considering the best way that the child and family can be supported.

### **Preventing Radicalisation and extremism**

The PREVENT duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. At the start of every year, as part of the child protection training, the staff will receive training on PREVENT from the DSL. This will be through Educare.

Protecting children from the risk of radicalisation should be seen as part of BDIS's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Any child who is considered vulnerable to radicalisation will be referred to the DSL.

From 1 July 2015, specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), 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 applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Any concerns regarding the 'PREVENT' duty should be passed to the DSLs who will work together to decide whether any action is necessary.

### **Teenage Relationship Abuse**

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. Checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships.

Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships.

This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

In response to this BDIS will provide education through our 'PCSHE' programme to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

### **Technology**

Technology is developing at an unprecedented rate and the majority of children will use a range of online tools to complete tasks and communicate with others locally and internationally. Whilst technology itself is not harmful it can be manipulated by others to make children vulnerable and to abuse them. BDIS works with their pupils and the parents to educate them on the numerous issues surrounding technology.

### **Online Safety and Social Media**

Children are educated to use the Internet in a safe way. All staff and children (and parents) must sign an **ICT Acceptable Usage Agreement**. Parents, pupils and staff must sign this to ensure that they understand the risks in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the

Headteacher without delay.

The Headteachers have overall responsibility for Internet safety and will have access to all email addresses and passwords provided.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Person for child protection should be informed immediately).
- Every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.
- secondary pupils adhere to the school policy on mobile phones.
- training is provided to pupils, parents, staff and volunteers on e-safety matters where necessary.
- A parent workshop is provided annually to educate and update parents on issues such as social media age restrictions

### **Cyber bullying**

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.” By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones.
- The use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, and defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites.
- Using e-mail to message others.

Cyber bullying will be dealt with in line with the BDIS Anti-bullying and Behaviour Policies. At BDIS we will educate the children about cyber bullying through assemblies, ICT lessons and PSHE.

### **Youth Produced Sexual Imagery (YPSI) or Sexting**

Youth Produced Sexual Imagery (YPSI) refers to the sharing of naked or ‘nude’ pictures or video through mobile phones and the internet. It also includes underwear shots and sexual poses. This is also often called 'Sexting' which might also include explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation that takes place between strangers.

Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

Staff at BDIS will educate pupils about the legal and the personal implications of such actions. This will be done through PSHE lessons.

All incidents of sexting will be dealt with as safeguarding concerns and should be passed to the DSL. The DSL will then review each case individually and may refer to CPAN (kenya) or MDT (Tanzania) for advice

### **Gaming**

The main concerns around Gaming focus on two issues. The first is the idea of pupils accessing games and information that is inappropriate for their age, the second is the time spent playing games and the effect it has on someone's health and finally the concern that if the Gaming takes place online it leaves children vulnerable to online grooming and exploitation.

BDIS seeks to educate the staff, pupils and their parents through workshops, assemblies, PSHE lessons, Computing lessons and by sharing relevant updates and articles through mediums such as our newsletters.

## **SAFEGUARDING ISSUES RELATING TO INDIVIDUAL PUPIL NEEDS**

### **Pupils with medical conditions in school.**

In school we have a trained nurse, who is stationed next to the main reception. First Aid kits are situated around the school in the following locations:

- 1) Nurse's office
- 2) Swimming Pool
- 3) Headteachers office - primary
- 4) On school buses
- 5) Headteacher's office - secondary

When a child is unwell or has suffered an accident in school or on the school grounds, the following steps are followed:

Step 1: A nurse is immediately called to provide assistance and advice.

Step 2: The incident/accident is logged in the incident/accident register.

Step 3: The parent is notified of the incident/accident as soon as necessary.

Step 4: The Child is taken for medical attention at the nearest hospital/ clinic (or that specified by the parent) if necessary

For children who have specific medical needs the school nurse will keep a register of any allergies and medical conditions that may affect the children whilst at school. Parents must inform and update staff regarding any medical issues and these notes will be kept on their files.

### **Mental Health**

Children of concern will be raised in Key Stage and SLT Meetings and concerns may be taken to the DSL. A support plan may then be put in place for the student and if necessary the family. Counselling may be offered with a suitably qualified counsellor.

### **Intimate Care**

The changing facilities for our Crèche children are in the Early Years Unit. Children will only be changed by staff from the Early Years and only those who work as Teachers and TAs in this part of the school. If any member of staff has any concerns about any child or changing situation they should raise it with the DSL in Primary or in their Supervision meetings with the Head of Early Years.

Children in the EYFS will change for swimming in their classroom with the EYFS staff.

## **OTHER SAFEGUARDING ISSUES IMPACTING PUPILS**

### **Bullying**

BDIS takes bullying seriously and encourages an open approach to dealing with any situations which may arise.

*(See Anti-bullying Policy)*

### **Drugs and Substance abuse**

*(See Drugs and Substance abuse Policy)*

# **Safeguarding Processes**

## **Safer recruitment**

The school pays full regard to current UK guidelines ensuring that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including those who run activities. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the mental and physical good health for the job. It also includes undertaking interviews and where relevant, undertaking ISA Children's list checks (formerly list 99 and POCA), Data Barring service, International Child Protection Certificates, Criminal Records Bureau checks and in providing honest and accurate references when people move on.

In line with statutory requirements:

- a CRB enhanced disclosure, now called DBS, or a CID check for Tanzanian staff, will be obtained for all new appointments to our school workplace. (including volunteers)
- this school is committed to keep an up to date single central record (SCR) detailing a range of checks carried out on staff.

The following staff have undertaken and completed Safer Recruitment training and will be in attendance at interview for all staff and volunteer appointments:

Headteachers: Phil Treacher and Vanessa Kemp

## **Staff Induction**

The school's Designated Person, with responsibility for child protection, and any named deputies undertake specific child protection training, which includes how to undertake their role. Refresher training is undertaken at yearly intervals.

All other school staff, including non-teaching staff, undertake appropriate in house training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by refresher training at termly intervals as a minimum requirement. We subscribe to Educare training as well as Veema and all teaching staff, including TAs take refresher courses in courses designed for the international school setting. The school is a member of the Safeguarding Alliance, UK.

Staff who are new to the school will complete in house training before the first day of term and Educare modules within the first half term of their contract.

## **SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL. All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection. The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

## **TRAINING OPPORTUNITIES**

The DSL is responsible for ensuring staff including him/ herself receive training in the area of safeguarding and child protection. For Designated Staff this will take place every year and whole school staff every term.

## **MONITORING AND REVIEW**

All school personnel and directors will have access to a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Board of Directors being formally sought.

## **Staff Code of Conduct**

The Staff Code of Conduct is in both the Primary and Secondary handbooks and is updated annually.

*See staff code of conduct*

Staff/Pupil ratios:

Staffing arrangements throughout the school provide a high staff/pupil ratio.

- In Creche there is one staff member to every 4 children.
- In FS1 and FS2 there is one staff member to every 10 children.

*The ratios prescribed above are the UK recommendations. These are continually under review so are not set in stone. Therefore, at Braeburn there is some flexibility with these as factors have to be taken into considerations, for example, adult qualification, stage in the school year, age of children in the class.*

- In the rest of the school class sizes are limited to 24

### **Health and Safety**

The school has a Health and Safety Policy, which is monitored and reviewed each year by the Headteachers and the Health and Safety Committee.

The Headteachers, with the staff member with responsibility for Health and Safety oversee the policy. Any concerns from staff or pupils are reported to any of the above and the Headteacher Administration carries out an initial examination, assessing what remedial action needs to take place.

### **Site Safety**

BDIS aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- gates are kept closed and manned by security Guards
- visitors only enter through the main entrance and must sign in
- All visitors are required to register and wear a visitors badge throughout their visit. They are escorted from the gate to the office.
- Children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.
- Children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.
- The school is manned by the Security guard Company BONDS in conjunction with the School Management Team and 2 security guards directly employed by the school
- Cars need to be registered with the office and issues a serialized car sticker in order to gain entry to the school (unless being signed in as a visitor)
- BDIS is informed of security updated through a network for security monitoring and threat assessment with external/informal networks, as well as through Embassies, the United Nations, Police, independent security experts, Tanzanian authorities and other organisations.

### **Off Site Safety**

Any trips or off site visits will require a thorough Risk Assessment in order for them to go ahead. These will need to be checked by the headteacher prior to the event taking place. All accompanying staff will read and sign the risk assessment.

### **Taking and the Use and storage of images**

Photographs will only be taken on school owned equipment. Private cameras, phones and other equipment will not be used to take or store images of children unless with explicit permission from the DSL. (Photos need to be uploaded asap and then deleted from the phone or device.)

### **Whistle Blowing Policy**

BDIS has a Whistle Blowing Policy which is available to all staff and explains the procedures if there are Safeguarding concerns which need to be addressed.

### **ANNUAL REVIEW**

As a school, we review this policy at least annually in line with the relevant UK statutory guidance.

BDIS monitors and evaluates its Safeguarding policy and procedures through the following activities:

- Senior Management Team discussion sessions with children and staff.
- Staff Safeguarding questionnaires
- Staff Forum responses
- Pupil questionnaires.
- Frequent scrutiny of attendance data.
- Regular analysis of a range of risk assessments.
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior management team.
- Regular review of parental concerns and parental questionnaires.

The DSL will report to the board once a year to discuss this policy and any areas or issues of concern.

### Responding to concerns

Concerns for a child may come to the attention of staff in a variety of ways, for example, through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible
- Inform the DSL

### Record keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded on the Child Protection incident forms found in the child protection file in the relevant DSL's office / on the school server. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

### Information to be recorded

Child's Name:  Gender:  Class/Age/DOB:  Other details: <i>(note here any other background details that may be relevant to this child protection report)</i>
<b>Details of the Incident, Disclosure or Suspicion</b>
Full Name (of person making the report):  Staff role &/or relationship to student:  Contact details:  Date of incident or disclosure:  Time of incident or disclosure:

Location of incident or disclosure:

Name of alleged perpetrator (if known):

Relationship to child:

**Details of the incident, disclosure or suspicion:** • Provide a clear account of the incident or disclosure noting how you became aware of the incident and include the names of witnesses, if relevant.

• Be as specific as you can. Use names to add clarity to your statements.

• Where possible, use the exact words of the student(s) and note this using quotation marks.

• Avoid speculation or personal conclusions, for example, say child was crying, not child was upset. • If reporting a suspicion, what are the indicators or instances which led you to consider that a child may be subject to harm or at risk of harm (including family violence). Consider physical, behavioural and emotional indicators of abuse and any patterns of behaviour that have raised a suspicion.

• Attach a body map, if appropriate, to indicate the injury shape, location, and colour

**The details above are vital to the information gathering process and do not constitute an investigation.** Written information should be passed to the DSL. The Headteacher should always be kept informed of any significant issues.

### **Storage of records**

The DSL will ensure that records relating to concerns for the welfare or safety of children are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance. There will be a single central register.

### **Referrals to Outside agencies**

It is the responsibility of the DSL to decide when and if to make a referral to outside agencies. To help with this decision he/she may choose to consult, within 24 hours of a disclosure or suspicion of abuse, with the Designated Director from the Braeburn Group. Advice may also be sought from BDIS Headteachers CPAN (Child Protection Advisory Network, Kenya and relevant TZ authorities). Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer is made.

If a child is referred, the DSL will ensure that other relevant staff are informed of this. If after consultation with the DSL staff feel that appropriate action is not being taken in respect of their concerns for a child they should refer directly to the Designated Director.

### **Concerns involving members of staff**

Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher. When such an allegation is made to the Headteacher, he will establish when and where the incident is alleged to have taken place, what led up to it, who was involved and who, if anyone, witnessed it. The context in which an incident occurs is crucial to understanding whether it is properly dealt with as a conduct or competency issue or a child protection matter. The member of staff will be suspended from duty until investigations are completed.

The procedure for managing allegations against staff is found in the Appendix.

**All staff need to be aware that it is their duty to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

### **CODE OF PRACTICE**

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering themselves or others and such events should be



recorded and signed by a witness. Staff should be aware of the school's own Relationship and Behaviour Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

All school staff should work towards providing an environment and atmosphere for children to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.

The policy forms part of our school development plan and will be reviewed annually by the DSL and Designated Director. Should any deficiencies or weaknesses in our policy be highlighted at any time, an immediate review will take place by the DSL and the Designated Governor and the revised procedure will be issued with immediate effect.

**All staff have access to this policy and have signed to the effect that they have read and understood the contents.**

## **APPENDIX**

### **PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF**

If a child or his/her parent volunteers to a member of staff information about abuse by another member of staff, the person receiving the information should immediately write down the information given and inform the Designated Safeguarding Lead Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced, reporting must be instantaneous and the informant assured of that. Such information will be extremely sensitive because abuse in these circumstances is particularly serious, but unfounded allegations can be traumatic for the teacher concerned and can inflict long term damage on a person's health and career. In the event of any such allegations DCSF best practice will be followed.

The relevant Designated Safeguarding Lead, will consider initially whether there is sufficient substance in an allegation to warrant investigation. The DSL will consult with the Headteacher who, where necessary will consult the Managing Director of the Braeburn Group Mr Andy Hill and the Managing Director of Tanzania, Anne Bishop. If the allegation refers to one of the Headteachers then the assistant DSLs will contact the Managing Directors directly to progress the investigation. In cases of serious harm the Police will be informed immediately.

Staff should be aware that they are at risk of accusation or abuse. It is advisable to avoid physical contact with children. All sports coaches will be given clear guidelines on acceptable conduct whilst undertaking their duties by the Head of Games. All one to one meetings with children should be conducted in school office areas or classrooms where the doors remain open with other staff nearby as a safeguard to all. Adequate regard for transparency and lack of secrecy should be had. School minibus or hired transportation is advised wherever possible.

Staff should not communicate electronically with children other than by use of the school email addresses and system on matters of school business only. Each communication may be screened by the ICT Department. Staff should not hold child mobile numbers on their telephones or use SMS text to communicate with children.

All staff may make a public interest disclosure in the interests of child safety at any point and may approach either the DSL, the Head or the Managing Director with any concerns they may have regarding Child Protection. Any such disclosure, often known as whistle blowing, will not entail recrimination on behalf of the staff member making such a disclosure.



**CHILD PROTECTION REPORT PART 1:**

**TO BE COMPLETED BY THE STAFF MEMBER MAKING THE REPORT or CPO/DSL**  
**Please make a copy in word, or make your own confidential copy on the drive.**  
**Please complete the sections in grey and return to DSL**

<b>Child's Information</b>
Child's Name:  Gender:  Class/Age/DOB:  Other details: <i>(note here any other background details that may be relevant to this child protection report)</i>
<b>Details of the Incident, Disclosure or Suspicion</b>
Full Name (of person making the report):  Staff role &/or relationship to student:  Contact details:  Date of incident or disclosure:  Time of incident or disclosure:  Location of incident or disclosure:  Name of alleged perpetrator (if known):  Relationship to child:
<b><i>Details of the incident, disclosure or suspicion:</i></b> • Provide a clear account of the incident or disclosure noting how you became aware of the incident and include the names of witnesses, if relevant.

- *Be as specific as you can. Use names to add clarity to your statements.*
- *Where possible, use the exact words of the student(s) and note this using quotation marks.*
- *Avoid speculation or personal conclusions, for example, say child was crying, not child was upset.*
- *If reporting a suspicion, what are the indicators or instances which led you to consider that a child may be subject to harm or at risk of harm (including family violence). Consider physical, behavioural and emotional indicators of abuse and any patterns of behaviour that have raised a suspicion.*
- *Attach a body map, if appropriate, to indicate the injury shape, location, and colour*

Please add details here:

**PART 2: TO BE COMPLETED BY THE CPO/DSL ONLY**

<b>Action Taken: School</b>
<ul style="list-style-type: none"><li>• <i>Report any action taken, eg. safety planning, referrals, disciplinary action, etc</i></li><li>• <i>Provide details of discussions with the child protection team, including discussion outcomes</i></li><li>• <i>Provide details of discussions with any member of the multi-disciplinary team that may have been consulted</i></li><li>• <i>Provide details of discussions with school leadership, including discussion outcomes</i></li></ul> <p>Please add details here</p>
<b>Action Taken: Parents/Carers</b>
<ul style="list-style-type: none"><li>• <i>Provide details of your discussion with the child's parents/carers and any follow-up action that may have been taken. Include who was involved in the discussion(s).</i></li><li>• <i>If parents/carers were not informed of the incident or disclosure, state reasons why this was not deemed appropriate (eg. family member involved in abusing the child,</i></li></ul>

*someone may be put in danger or informing parents may interfere with a criminal investigation).*

Please add details here:

**Action Taken: External Agencies**

*• Note if any external agencies have been informed of this concern, eg. embassy, police, local support services, ICMEC response team, local hotline or cyber tip line etc. Signature: Date of report: Planned Actions & Ongoing Support*

*• Note here any further action, responses, or recommendations from the child protection committee have been undertaken to support the child, including any referral to specialised services. These should include risk assessment, risk mitigating actions, and safety plans with the names of those accountable for following up.*

- *Include the names of anyone to whom information of the incident was shared.*

Please add details here:

### **Safety & Well-being Review**

*Complete this section 4-6 weeks following the reporting of an incident.*

Is the child safe from abuse or harm? No/Yes

If no, what steps need to be taken?

Does the child have any well-being issues that are not currently being addressed?  
No/Yes

If Yes are further actions or supports needed to improve the well-being and mental health of this child?

Does the person/staff member that made the report need any support? No/Yes

What actions, if any, were made to support the member of staff and was this adequate?

Does the school need to take any further action?

Tick all that may be appropriate:

- Review child protection policies and procedures
- Review and adapt safety plans for child/ren involved
- Engage child's parents/carers
  
- Are there any learning's from this incident that can be used to prevent harm to children

Please add details here:

Signature of Child Protection Officer:

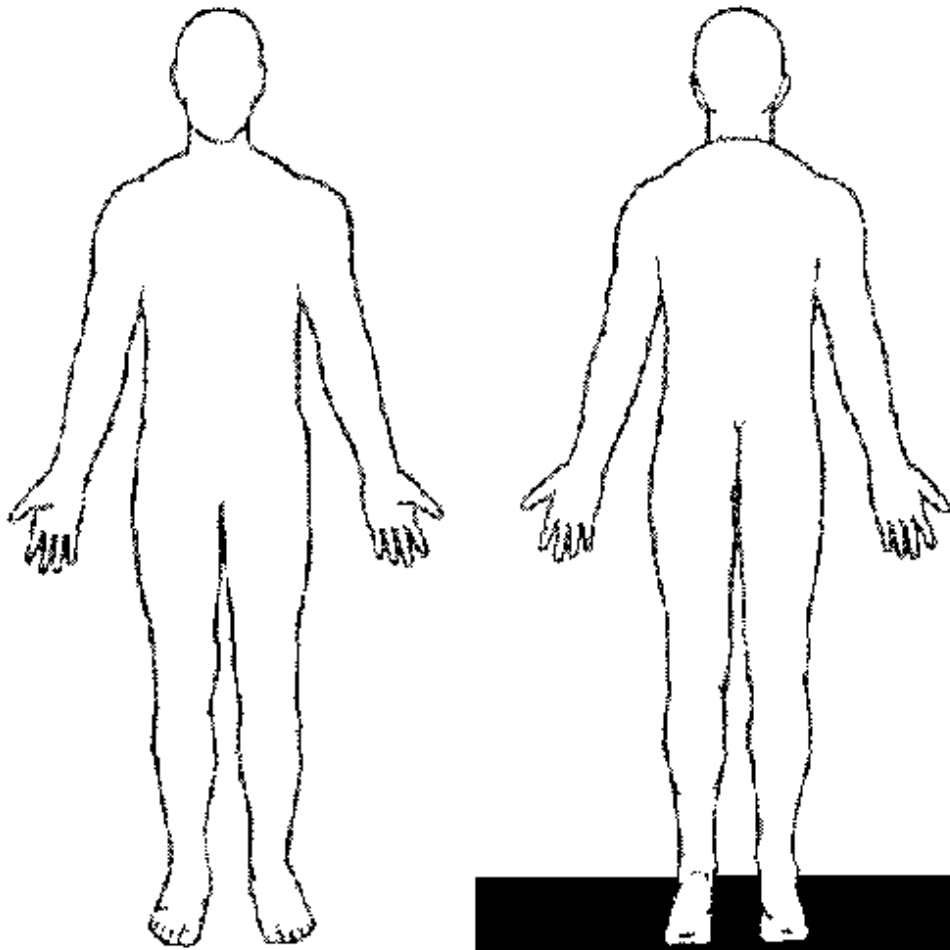
Date:

Signature of Head Teacher/Deputy HT

Date



BODY MAP



**Front**

**Back**