

THE BRITISH INTERNATIONAL SCHOOL OF STAVANGER
'Creating the role models of the future'

Safeguarding and Child Protection Policy

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead Officer	Anne Howells Principal	0047 51 95 02 50 0047 94 87 71 26 principal@biss.no
Deputy Designated Safeguarding	Fiona Rhodes Deputy Headteacher	Fiona.rhodes@biss.no
Deputy Designated Safeguarding	Brenda Moore Anna Coianiz Inger Torkelsen	brenda.moore@biss.no anna.coianiz@biss.no inger.torkelsen@biss.no
Nominated governor for Safeguarding and Child Protection	Louise Rankin	office@biss.no
Chair of School Board	Louise Rankin	office@biss.no

Safeguarding & Child Protection Policy

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Reviewer: Designated Safeguarding Lead

Reviewing Governor: Louise Rankin

Our School

The British International School of Stavanger (BISS) is a co-educational private day school.

BISS offers children the opportunity to achieve the very best possible academic results by providing stimulating and personalised learning opportunities in an environment that is friendly, calm, safe, supportive, caring and nurturing. Our school inspires confidence and independence, respect, courtesy and responsibility and a sense of belonging that will enable our students to move successfully forward into adult life.

In order for students to succeed they need to feel happy and safe. BISS is wholly committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this fundamental commitment to our students.

The Senior Leadership team and the School Board absolutely support and promote the safety and wellbeing of all of our students

Definitions

Safeguarding:

- 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; and
- Taking action to enable all children to have the best outcomes.

DfE Keeping Children Safe in Education (2015)

Child Protection:

- A part of safeguarding and promoting welfare.
- Refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer significant harm.

ESCC LSCB (2015)

Staff:

All those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child:

Includes everyone under the age of 18.

Parent:

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

Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. The school's safeguarding arrangements are inspected by a BSO approved inspectorate from the UK. Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Policies will be reviewed at least annually unless an incident, or new legislation or guidance promotes the need for an interim review.

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

The procedures contained in this policy apply to all staff and members of the School Board and are consistent with those required by the Norwegian authorities. This policy has also been developed with reference to the following guidance:

- Keeping Children Safe in Education (DfE March 2015 & July 2015)
- Working Together to Safeguard Children (DfE 2015)
- What to do if you are worried a child is being abused (DfE 2015)
- Use of Reasonable Force (DfE 2013)

1. Principles

Welfare of the child is always paramount.

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have equal responsibility to act on any suspicion or disclosures that may suggest a child is at risk of harm.
- Students and staff involved in Child Protection issues will receive appropriate support.

Policy Aims

- To support the child's development in ways that will foster security, confidence and independence;
- To provide a caring, positive, safe and stimulating environment in which students and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be listened too effectively;
- To raise awareness in all staff of the need to safeguard children and to provide all staff with the necessary information to enable them to meet their Child Protection responsibilities. Safeguarding policies, procedures and forms will be available on the staff drives.
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and to ensure that the school contributes to assessment of need and support packages for those children involved in regular Child Protection meetings;
- To emphasize the need for good levels of communication between all members of staff;
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the School Health Service and the Barnevernetjenster;
- To ensure that all staff within our school who have substantial access to students have been checked as to their suitability, including the verification of their identity, qualifications and a satisfactory DBS check /according to DBS guidance) and that a central records is kept for audit;
- To ensure consistent good practice; to demonstrate the school's commitment with regard to Child Protection to students, parents and other partners; and
- To contribute to the school's safeguarding portfolio.

2. Safeguarding legislation and Guidance

Section 157 of the Education Act 2002 (UK) and the Education (Independent Schools Standards – England – Regulations 2003) require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are students at the school.

Due to their day to day contact with students, BISS staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures

for reporting concerns. The school will act on identified concerns and provide early help to prevent concerns escalating.

3. Roles and Responsibilities

Designated Lead	<i>Anne Howells (Principal)</i>
Designated Deputy Safeguarding Lead	<i>Fiona Rhodes</i>
Deputy Designated Safeguarding	<i>Brenda Moore (Head of Primary School)</i> <i>Anna Coianiz (Manager Pre School)</i> <i>Inger Torkelsen (MYP Coordinator)</i>
Safeguarding Member of the School Board	<i>Louise Rankin</i>

The Designated Safeguarding Lead (Requirements)

- Is a member of the schools senior management team and his/her role is explicitly described in his/her job description and has the status and authority to carry out the duties, have access to training and is able to give support and advice to other staff regarding child welfare and child protection matters.
- Is able to take part in strategy discussions and inter agency meetings as necessary.
- Is able to update training every two years.
- Is able to act as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking into account their wishes and feelings.
- Is alert to the specific needs of children in need, especially those with special needs and young carers.
- Has a working knowledge of Child Protection procedures.
- Has an understanding of the locally agreed processes for providing early help and intervention.
- Refers to the Barnevernetjenster if there are concerns about possible abuse, and acts as a focal point for staff to discuss concerns, although any member of staff may refer concerns directly to Barnevernetjenster.
- Keeps written records of concerns about a child even if there is no need to make an immediate referral.
- Ensures that all archived records are kept confidentially and securely behind two locked doors.
- Ensures that an indication of the existence of an additional file above is marked on the student's records.
- Liaises with other professionals and agencies.

Policy Child Protection - Students 2016

- Ensures that when required they attend case conferences, core groups or other multi agency meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensures that any student with a current Child Protection plan who is absent from school without explanation is referred immediately to the Barnevernstjenster or his/her key worker.
- If a student goes missing during the school day ensures the police are informed immediately and the parents also informed.
- Organizes Child Protection induction and training every two years for all staff.
- Leads the school's **Prevent** strategy, including the risk assessment of students being drawn into terrorism or support for extremist ideas that are part of terrorist ideology, raising awareness of the **Prevent** duty and organizing staff training.
- Provides a termly report to the School Board, detailing any changes to the policy or procedures, training undertaken by staff and the numbers of incidents and cases of children on the Child Protection register (anonymized).
- When children leave the school, ensures the Child Protection file is copied and transferred to the new school as soon as possible but transferred separately from the main student file.
- Coordinates the school's contribution to Child Protection plans.
- Develops effective links with other related agencies.
- Ensures that all staff have read and signed to indicate they understand the Child Protection Policy.
- Ensures that the Child Protection Policy is reviewed and updated at least annually.
- Liaises with the Safeguarding member of the School Board.
- Keeps a record of staff attendance at Child Protection training.
- Makes the Child Protection Policy available on the school's website.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.

The **Designated Deputy Safeguarding Lead** is trained and, in the absence of the Lead, can carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the designated lead the deputy will assume the functions above.

The School Board ensures that:

- A Designated Safeguarding Lead is appointed from the Senior Management Team and who has undertaken the appropriate training.
- The role of the Designated Safeguarding Lead is described in his/her job description.

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- There is a Child Protection Policy and Procedures that is consistent with the UK statutory requirements, reviewed annually and made available publicly on the school's website.
- There is a safeguarding member of the School Board – a lead safeguarding professional, responsible for championing good practice, to liaise with the Principal and provide information to the School Board.
- Safer Recruitment procedures are in place ensuring that there is at least one person on every recruitment panel that has completed 'Safer Recruitment' training which is renewed every five years.
- There are procedures in place for whistle blowing and dealing with allegation of abuse made against members of staff including allegations made against the Principal and allegations made against other children and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- Members of staff and members of the School Board know how to respond to a student who discloses abuse by use of the school's Safeguarding and Child Protection Procedures.
- All personnel understand that safeguarding incidents can occur anywhere and staff should be alert to possible concerns being raised at school.
- The school has a Staff Code of Conduct which is reviewed annually.
- The school follows 'Safer Recruitment' procedures that include statutory checks on staff suitability to work with children.
- School develops a training strategy that ensures all staff, including the Principal, receive information about the BISS safeguarding arrangements on induction and appropriate Child Protection training, which is regularly updated in line with UK requirements.
- All temporary staff and volunteers are made aware of the school's arrangements for Child Protection.
- The school contributes to interagency work and plans
- Provides a coordinated offer of help when additional needs of children are identified.
- Considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum, covering the relevant issues through personal, social, health economic education (PSHE).
- Remedies weaknesses immediately in Child Protection.
- Parents /carers are aware of the responsibilities of staff members with regards to Child Protection through the publication of the policy on the school's website and in any parent handbooks.
- Does not let (leave) the school during times when students are present.
- Clearly advertises the names of the Designated Lead and Deputy Lead within the school and on the school's website.

In addition:

- The Chairperson of the School Board is responsible for liaising with the local authorities and other agencies in the event that an allegation is made against the Principal.
- It is the responsibility of the School Board to ensure the school's safeguarding recruitment and managing allegations procedure are in accordance with the national guidance.
- The School Board review the safeguarding portfolio of policies annually.

The Principal ensures that:

- The Safeguarding and Child Protection policy and procedures are implemented and followed by staff.
- Allocates sufficient time, training, support and resources, including cover arrangements as necessary to enable the Designated Lead and Deputy Lead to carry out their functions effectively.
- That all staff feel able to raise concerns about poor and unsafe practices and that such concerns are handled sensitively and in accordance with the whistle blowing procedure.
- That students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- The Barnvernetjenster are informed whenever an allegation against a member of staff is made.
- That the Disclosure and Debaring Service are informed about anyone who has harmed or may pose a risk to a child.
- Knows that they have overall responsibility for adherence to the **Prevent** duty and implementation of the **Prevent** strategy.

4. British International School Good Safeguarding Practice Guidelines

To meet and maintain our safeguarding responsibilities towards students we need to agree standards of good practice, which form a code of practice for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect.
- Recognizing that challenging behaviour may be an indicator of abuse.

- Reading and understanding the school's Child Protection Policy and guidance documents on wider safeguarding issues, for example, anti-bullying, behaviour, physical restraint and e-safety.
- Asking the permission of students before initiating any physical contact, such as physical support during PE lessons or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students avoiding the use of sexualized or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force or restraint only as a last resort and in compliance with the school's procedures.
- Referring all concerns about a student's safety and welfare to the Designated Safeguarding Lead, or their Deputies or, if necessary directly to the police or Barnevernstjenster following the school's rules with regard to communication with students and use of social media and online networking.
- Discussing Child Protection concerns with the Designated Safeguarding Lead only, or their Deputies in his/her absence, and not with any other member of staff.

5. Abuse of Trust

All British International School staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if the student is over the age of consent.

The school's Staff Professional conduct Code of Conduct sets out our expectations of staff and is signed by all members.

6. Prevention

We recognize that the schools plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel safe and secure and are encouraged to talk and are always listened to. Information is displayed around the school and is also included in every student planner. We are a 'telling' school and regularly communicate this as a fundamental part of our practice.
- Include regular consultations with students e.g. through safety questionnaires, participation in anti-bullying week.
- Ensure that all students know where there is an adult in the school whom they can approach if they are worried or in difficulty. There is a team of professionals who are proactive in supporting students when they are worried or in difficulty. There are prompts and reminders around the school.
- Include safeguarding across the curriculum, including and particularly within PSHE education, opportunities which equip students with the skills they
- Need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology, social media and have discussed safeguarding issues around the use of mobile phone technologies and their associated risks. See school e-safety policy.

7. Risk Assessments: Student Welfare

Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed and appropriate action will be taken to reduce the risks identified. This will be recorded and then regularly monitored and reviewed by the Designated Safeguarding Lead and the Deputy Designated Safeguard Leads at their weekly meetings. The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents/carers, and third parties in order to safeguard and promote the welfare of a particular students or students generally.

8. Student Relationships

All staff will be vigilant and look out for developing relationships between students, particularly those with disparity, which may be risk indicators. Exploitative and harmful relationships can form when there is an imbalance of power in the relationship. Power imbalances are very important and can occur through differences in size, age, social communication skills and development where gender, sexuality, race and levels of sexual knowledge are used to exert power.

If a member of staff becomes aware of a student relationship they should inform the Principal. The Principal will investigate and consider the need for a risk assessment and advise staff if a risk assessment is drawn up. The risk assessment will be monitored and updated and will include an analysis and response to changing circumstances.

9. Supporting Children

We recognize that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth. We recognize that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The British International School of Stavanger will support all students by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to e-safety, enabling students and parents to learn about the risks of new technologies and social media and to use these responsibly.
- Ensuring that Child Protection is included in the curriculum to help students to stay safe, recognize when they do not feel safe and identify who they can talk to about this.
- Encouraging development of self-esteem and self-assertiveness, through the curriculum as well as our relationships, through the schools' overarching values and ethos, whilst not condoning aggression or bullying.
- Ensuring repeated hate incidents e.g. racist, homophobic, gender or disability based bullying are considered under Child protection procedures.
- Promoting a caring, safe and positive environment within the school.
- Providing students with a number of appropriate adults to approach if they are in difficulties.
- Supporting students' development in ways that foster security, confidence and independence.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying the Barnevernetjenester as soon as there is a significant concern.
- Providing continuing support to the student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new school and ensuring the school medical records are forwarded as a matter of priority.

10. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

Children may be:

- Disabled or have special educational needs
- Young carers
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home and vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Involved directly or indirectly in sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM) or forced marriage

This list provides examples of additionally vulnerable groups but is not exhaustive.

11. Children Missing from Education

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Principal will monitor unauthorized absence, and any incidents of students going missing from school, particularly where children go missing on repeated occasions to help identify the risk

of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff must be alert to the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The school has a duty to inform the School Board of any student who is going to be deleted from its admissions register and attendance where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education.
- Has been permanently excluded.

The school must inform the authorities of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 schools days or more. When a student is missing from education, particularly on repeat occasions, the Principal will put in place appropriate safeguarding responses to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risk of a student going missing in future.

12. Helping children to keep themselves safe

Our students are taught to understand and manage risk through our PSHE and e-safety programmes and through all aspects of school life. Our approach is designed to help them think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Students are taught how to conduct themselves and how to behave in a responsible manner. They are reminded regularly about e-safety and tackling bullying procedures. The school community promotes an ethos of respect for children, and students are encouraged to speak to a member of staff in confidence about worries they may have. The school is a 'listening' school.

13. Support for those involved in a Child Protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. BISS will support students, their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (Designated Safeguarding Lead) who will keep all parties informed and be the central point of contact.

- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need to know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures lead down in our whistle blowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

14. Complaints Procedure

We have a clear reporting procedure for students, parents and other people to report concerns or complaints. Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for Child Protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the Heads of School, the Principal and the School Board. The school has a written Complaints Policy which is available on the school website.

Complaints from staff are dealt with under the school's Complaints and Disciplinary and Grievance Procedures.

15. If you have concerns about a colleague

We recognize that students cannot be expected to raise concerns in an environment where staff members fail to do so. Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult position. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardize their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. See Whistleblowing Policy.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of the School Board. Staff may also report their concerns directly to the

Barnevernetjenester or the police if they believe direct reporting is necessary to secure action.

16. Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Principal. The Principal will contact the Deputy Designated Lead to discuss the content of the allegation as soon as is practical or in very serious urgent matters the police and, or the Barnevernetjenester.

Allegations against the Principal should be reported immediately to the Chair of the School Board who will consult the Deputy Designated Lead without notifying the Principal first.

Staff may report their concerns directly to the police or the Barnevernetjenester if they believe direct reporting is necessary to secure action.

Staff parents and members of the School Board are reminded that publication of material that may lead to the identification of a teacher who is subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

17. Allegations by one students against another

At our school we believe that all students have a right to attend school and learn in a safe environment. Students should be free from harm by adults in the school and other students. We recognize that some students may sometimes negatively affect the learning and wellbeing of others; their behaviours will be dealt with under the school's Behaviour Policy.

It is important to recognize the potential for children to be the perpetrators of abuse of other children. Occasionally allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely, that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

Is made against an older student and refers to behaviour towards a younger student or a more vulnerable student.

Is of a serious nature, possibly including a criminal offence.

Raise risk factors for other students in the school.

Indicates that other students may have been affected by this student.

Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

- Physical abuse.
- Violence (particular pre planned)
- Forcing others to use drugs or alcohol.
- Emotional abuse.
- Blackmail or extortion.
- Threats and intimidation.
- Sexual abuse.
- Indecent exposure, indecent touching or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.
- Sexual exploitation.
- Encouraging other children to attend inappropriate parties.
- Photographing or videoing other children performing indecent acts.

This list is not exhaustive.

Any such allegations will always be taken seriously and will be dealt with using sensitively and care.

18. Staff training

It is important that all staff have training to enable them to recognize the possible signs of abuse and neglect and to know what to do if they have a concern, and whom they should discuss it with.

New staff and members of the School Board will receive training during their induction which includes basic Child Protection training on how to recognize the signs of abuse; how to respond to any concerns; e-safety and the provision of and familiarisation with the school's Safeguarding and Child Protection Policy and other related policies; identification of their Child Protection needs; reporting and recording arrangements; the staff code of conduct; Keeping Children Safe in Education and details of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

All staff, including the Principal and *members of the School Board* will receive Child Protection training that is regularly updated to maintain their understanding of the signs and indicators of abuse and the procedures by which they should be addressed and the Designated Safeguarding Lead will receive training updated at least every two years, including inter-agency procedures.

All members of staff are trained in, and receive regular updates in e-safety and reporting concerns. Supply staff and volunteers will receive training commensurate with their roles before starting work.

Supply staff and other visiting staff will be given this policy and the BISS staff safeguarding booklet "Action for Everyone".

The school will maintain accurate records of staff induction and training.

19. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in 'Keeping Children Safe in Education' (July 2015 UK).

Safer recruitment means that applicants will:

- Complete an application form which includes their employment history.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- If offered employment, be check in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role.
- If offered employment, provide evidence of their right to work in Norway.
- Be interviewed, if shortlisted.

The school will also verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.

The school will telephone referees to verify the authenticity of an applicant's references.

At least one member of each recruitment panel will have attended safer recruitment training.

All staff sign to confirm they have a copy of the Child Protection Policy.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked.

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

Volunteers

Volunteers, including School Board members will undergo checks commensurate with their work in the school and contact with students.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

20. Site Security

All staff members have a responsibility to ensure that our buildings and grounds are secure, and for reporting any concerns that may come to light.

We check the identity of visitors, contractors and volunteers coming into school. Visitors are expected to sign in and out of the office visitors' log and to display a visitor's badge while on the school site, which confirms that they have permission to be on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Visitors are not left alone and unsupervised with students.

The school will not accept the behaviour of any individual, parents or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Parents who are simply delivering or collecting their children so not need to sign in. all visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

21. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the School Board, our own Child Protection Policy and Procedures apply. If other organizations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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

22. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- Seek their consent for photographs to be taken or published (e.g. on our website or in newspapers or publications)
- Only use either school cameras or devices or school SD cards with our own cameras or devices to take photographs or videos of students. If using a school SD card, this should be obtained from the ICT coordinator and returned immediately after use.
- Seek parental consent before taking any photo or videos.
- Use only the student's first name with an image.
- Ensure students are appropriately dressed.

- Encourage students to tell us if they are worried about any photographs that are taken of them.

23. E-safety

BISS has a written policy relating to E-Safety. Our student increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's E-Safety Policy explains how we try to keep students safe in school. Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through the anti-bullying procedures.

Chatroom and social networking sites are the most obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be "chatting" on mobiles or social networking sites when at home and parents are encouraged to consider measures to keep their children safe when using social media.

Staff also receive advice regarding the use of social networking and electronic communication with students.

24. Restraint

Our policy on restraint is set out separately and acknowledges that the decision whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Methods to de-escalate confrontations or potentially challenging behaviour are used wherever appropriate to avoid the use of restraint, including reasonable force. We acknowledge that staff must only use restraint, including reasonable force, in exceptional circumstances to prevent injury to any person, including the child, or to prevent serious damage to property of any person, including the child's, or to prevent the child leaving the school premises where this may lead to the child injuring themselves or others. Restraint in relation to a child must be necessary and proportionate and at all times the minimal force necessary must be used. See Restrain Policy.

We recognize that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure that they are clear about their professional boundary.

25. BISS Child Protection Procedures

We have developed a structured procedure which will be followed by all members of the school community in cases of suspected abuse. In line with these procedures the Barnevernetjenester will be notified as soon as there is a significant concern.

We will ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the Safeguarding and Child Protection Policy on our website and by referring to them in school publications.

Recognizing abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse may be committed by adult men and women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Types of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to protect them. They may be abused by an adult or adults or 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, an 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 of developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development capacity 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 ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or in exploitation or corruption of children. Some levels 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.
- Clothing or 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).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level. Bullying can have a disastrous effect on a child's well-being.

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures. This includes all forms, such as cyber, racist, homophobic and gender related bullying. The school delivers a zero tolerance approach to all forms of bullying including verbal, physical and cyber. See Anti-Bullying Policy. The Principal keeps a record of known bullying incidents.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Every student has information in their student planners on what to do if they are being bullied or see other being bullied and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the procedures to tackle bullying are deemed to be ineffective, the Principal and, or the Designated Safeguarding Lead will consider implementing Child Protection procedures.

Indicators of Abuse

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

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

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming.
- Look unkempt and uncared for.
- Have consistently poor hygiene.
- Have ill-fitting/dirty clothes.
- Change in their eating habits.
- Have difficulty in making and sustaining friendships.
- Appear fretful.
- Be reckless with regard to their own or other’s safety.
- Self-harm.
- Frequently miss school or arrive late.
- Show signs of not wanting to go home.

- Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn.
- Challenge authority.
- Become disinterested in their schoolwork.
- Be consistently tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol.
- Display sexual knowledge or behaviour beyond that normally expected for their age.
- Make strong efforts to avoid specific family members or friends, without obvious reason.
- A sudden lack of concentration. Tired and hungry.
- Talk about being left at home alone, with inappropriate carers or with strangers. Regularly missing from school or education.
- Reluctant to go home after school. Poor school attendance and punctuality, or who are consistently late being picked up.
- Drink alcohol regularly from an early age.
- Are concerned for younger siblings without explaining why.
- Talk about running away. Shy away from being touched or flinch at sudden movements.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Lead to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Taking action

Any child, in any family in any school could become a victim of abuse. BISS staff should always maintain an attitude of “it could happen here”.

Be alert	Question behaviours	Ask for help	Refer
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What to do if you are worried a child is being abused (DfE 2015)

Key points for staff to remember for taking action are:

- In an emergency take action necessary to help the child, for example call the police.
- Report your concern to the Designated Safeguarding Lead the same day.
- Do not start your own investigation.
- Share information on a need to know basis only – **do not discuss the issue with colleagues, friends or family.**
- Complete a record of concern.
- Seek support for yourself if you are distressed.

If you are concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may be noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask a student if they are OK or if they can help in any way.

Staff should use the welfare concern form to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned they should discuss their concerns with the Designated Safeguarding Lead.

Is a student discloses to you

It takes a lot of courage for a student to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost trust in adults; or they may believe, or have told, that the abuse is their own fault.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** - staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students staff will:

- Allow them to speak freely.

- Remain calm and not overreact – the student may stop talking if they feel they are upsetting the listener.
- Give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Not be afraid of silences – staff must remember how hard this is for the student.
- **Under no circumstances** ask investigative questions – such as how many times has this happened, whether it happens to siblings too, or what does the student’s mother think about all this.
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as a comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive, but may be interpreted by the child to mean that they have done something wrong.
- Tell the student what will happen next. The student may agree to go to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the Designated Safeguarding Lead even if the child has promised to do it by themselves.
- Write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concern about a student with their parents. This must be handled sensitively and the Designated Safeguarding Lead will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice will be first sought from the Barnevernetjenester.

Referral to Barnevernetjenester

The Designated Safeguarding Lead will make a referral to Barnevernetjenester if it is believed that a child is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's Anti-Bullying Procedures where necessary. However, there may be occasions when the child's behaviour warrants a response under the Child Protection procedures rather than Anti-Bullying procedures.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (For example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from seemingly 'consensual' relationships where sex is exchanged for affection or gifts, to serious organized crime by gangs or groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwarranted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognize that some young people who are being sexually exploited do not exhibit the external signs of this abuse. Sexual exploitation is a serious crime and can have long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends and girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education don't take part in education.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the designated Safeguarding Lead.

Female Genital Mutilation

Female Genital Mutilation (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of possible indicators that could signal a person may be at risk of FGM, which individually may not indicate

risk, but if there are two or more indicators present, this could signal a risk to a child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. If a staff member is concerned they should speak immediately to the Designated Safeguarding Lead.

FGM Mandatory Reporting Duty

The UK FGM Act 2003 places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. Those failing to report will face disciplinary sanctions. Unless the teachers has good reasons not to report they must report to the Designated Safeguarding Lead who will involve the Barnvernetjenester as appropriate.

26. Extremism and Radicalisation: The Prevent Duty

BISS has a duty to have due regard to the need to prevent students from being drawn into terrorism. This is known as 'The Prevent Duty'. The current threat from terrorism in Europe can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism, or activity in support of terrorism.

Since 2010 there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been occasions in which extremist groups have attempted to radicalize vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racial violence, or to steer them into rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalization.

BISS values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable of that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in Europe may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalization of extreme views may also make children and young people

vulnerable to future manipulation and exploitation. BISS is clear that this exploitation and radicalization should be viewed as a safeguarding concern.

Definitions of radicalizations and extremism, and indicators of vulnerability to radicalization.

Extremism is defined by the UK government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

Extremism is defined by the UK Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke other to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalization through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognize those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration; local community tensions; and events affecting the student’s country of origin or region of origin may contribute to

a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.

- Unmet aspirations - the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Needs and Disability – some of our students may experience difficulties with social interaction, empathy with others, understanding the consequences of that actions and awareness of the motivation of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalization for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organizations.
- Significant changes to appearance and or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis or a personal crisis.

Risk Assessment

The Designated Safeguarding Lead will assess the risk of students being drawn into terrorism, including the support of extremist ideas that are part of a terrorist ideology. The risk assessment will demonstrate an understanding of the risks affecting children and young people in the area of a specific understanding of how to identify individual students who may be at risk of radicalization and what to do to support them.

Risk assessment may include consideration of the school's Ethics/Philosophy/Industrial and Society Curriculum, SEND, the use of school premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the school's profile community and philosophy.

Staff Training

The Designated Safeguarding Lead will undertake 'Prevent' awareness training. All staff will receive 'Prevent' training to equip them to identify students at risk of being drawn into terrorism and to challenge extremist ideas. As part of this training staff will be made aware of when it is appropriate to make a referral.

Staff will know that if they have a concern they:

- Report immediately to the Designated Safeguarding Lead.
- The school will follow its Child Protection procedures.
- The designated Safeguarding Lead will inform the police who will undertake an initial assessment as appropriate.
- If a member of staff disagrees with the Designated Safeguarding Lead's action they should consult the police directly.

IT

BISS ensures that our students are safe from terrorist and extremist material when accessing the internet at school by ensuring suitable filtering is in place. We also teach students online safety through our PSHE and E-Safety programme.

Risk Reduction

The school will screen staff, visitors and volunteers to ensure they will not deliver messages of extremism or radicalization. The risk assessment will be reviewed as part of the annual Child Protection audit.

27. Confidentiality and sharing information

All staff understand that Child Protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Principal or Chair of the School Board (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Following a number of cases in the UK where senior leaders in school have failed to act upon concerns raised by staff *Keeping Children Safe in Education (2015)* emphasizes that **any** member of staff can contact the Barnvernetjenester if they are concerned about a child.

All staff must be aware that they cannot promise a student to keep secrets, which might compromise the child's safety and wellbeing.

We will always undertake to share our intention to refer a student to the Barnvernetjenester with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Barnvernetjenester duty manager for an assessment on this point.

Child Protection information will be stored and handled in line with the Data Protection Act 1998 principles. Information is:

- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Kept no longer than necessary.
- Processed in accordance with the data subject's rights.
- Secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorized access, and sensitive information should not be stored on laptops or computers, which, by the nature of probability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If a member of staff receives a request from a student or parent to see Child Protection records, they will refer the request to the Principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information-sharing is available to parents and students on request.

28. Record Keeping

Good record keeping is an important part of the school's accountability to our students and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about our students.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for students and enable informed and timely decisions about appropriate action to take. All staff members, School Board members, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with the terms of this policy.

The Designated Safeguarding Lead will ensure that records are maintained appropriately for students with safeguarding concerns and that stand-alone files are created and maintained in line with the requirements of the above guidance.

29. Professional Challenge and Disagreements

Working with children and families, and in particular, Child Protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for our students, we need to challenge one another's practice.

We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of Child Protection in the school. This may include raising concerns about decision, action and inaction by colleagues about individual students. If necessary, staff members will speak with the Designated Safeguarding Lead, the Principal, and the Chair of the School Board or with the Barnvernetjenester Duty Officer.

Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

If there are any professional disagreements with practitioners from other agencies the Designated Safeguarding Lead or the Principal will raise these concerns with the relevant agency.

30. Inter-Agency Working

We will develop effective working relationships with other agencies, including the Barnveretjenester and the police. We will ensure that relevant staff members participate in multi-agency meetings and forums to consider individual children.

31. Early Help for Children and Families

Most parents look after their children without the need of help other than from their family and friends. However, some parents may need additional help from the school, the school nurse, the family centre or other services provided by the family doctor. Providing help early is more effective in promoting the welfare of children than reacting later.

School will always endeavour where a concern is noted to talk to the family about referral and the need to involve other professionals, such as the school nurse, psychologists and experts in the field. If a family does not consent to early help, we will make a judgement about whether the needs of the child will escalate, or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate then we will contact the Barnvernetjenester.

32. Quality Assurance

We will ensure that systems are in place to monitor the implementation of, and compliance with, this policy and accompanying procedures. This will include periodic audits of Child Protection files and records by the Designated Safeguarding Lead or their Deputy.

The school's Senior Leadership Team and the School Board will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in Child Protection arrangements.

33. Policy Review

This policy and the procedures will be reviewed at least annually. All other linked policies are reviewed in line with the policy review cycle. The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

34. Monitoring and Evaluation

Our Child Protection Policy and Procedures are monitored and evaluated by:

- Safeguarding School Board member visits.
- School Board visits to the school.
- Senior Leadership Team members 'drop ins' and discussions with students and staff.
- Student surveys.
- Senior Management Team meetings.
- Scrutiny of attendance data.
- Scrutiny of risk assessments.
- Scrutiny of School Board minutes.
- Logs of bullying and racist incidents for the School Board to monitor.
- Review of parental concerns and questionnaires.

Related Safeguarding Policies:

- Staff Code of Professional Conduct.
- Restraint and Reasonable Force Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- E-Safety/Internet Policy
- Whistleblowing Policy.
- Safer Recruitment Policy.
- Allegations of abuse against Staff Policy. See Grievance/Disciplinary Policy.
- Allegations of abuse against Students Policy. See Grievance/Disciplinary Policy.
- Health & Safety Policy.
- First Aid Policy.
- Medical Conditions and Medical Emergency Guidance.
- Lone Working Policy.

Related School Policies:

Curriculum Policy.

35. Contact Details

Barnvernetjenester Stavanger Kommune,
Postboks 8001,
Stavanger 4068

Telephone: Politi 02800
Stavanger 51912600

Additional Kommune Telephone Contacts:

Sandnes	51976300
Sola	51653300
Randaberg	51414100
Gjesdal	51611200
Klepp	51429900
Time	51776000
Hå	51799802

Anti-Terrorist Hotline UK: 0044 800789 321

DfE Prevent Hotline UK: Email: counter.extremism@education.gsi.gov.uk
Telephone: 0044 20 7340 7264

Appendix 1

Recognizing Signs of Child Abuse

Sign of abuse:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age inappropriate sexual behaviour.
- Child sexual exploitation.

Risk Indicators:

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with the Lead Designated Child Protection Officer in school or one of the designated team members.
- May require consultation with and, or referral to the Barnvernetjeneter.

The absence of such indicators does not mean abuse or neglect has not occurred.

In an abusive relationship the child may:

Appear frightened of the parents/carers.

Act in a way that is inappropriate to his/her age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parents or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be missing or misusing substances.
- Persistently refuse to allow access to home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognizing Physical Abuse

The following are often regarded as indicators of concern:

- An explanation that is not consistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help”) and which if ignored could lead to a more serious injury.
- Family use of different doctors and accident and emergency departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising in or around the mouth.
- Two simultaneous bruised eyes, without bruising to the forehead. (Rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour, possible indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hairbrush.
- Bruising or tears around, or behind, the earlobes indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of a bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, for example:

- Circular burns from cigarettes.
- Linear burns from hot metal rods or electrical fire elements.
- Burns of a uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid.
- Old scars indicating previous burns/scalds which do not have appropriate treatment or adequate explanation.

Fractures

Fractures may cause pain, swelling and discolouration over the bone or joint. There are grounds for concern if:

The history provided is vague, non-existent or inconsistent with the fracture type.

There are associated old fractures.

Medical attention is sought after a period of delay where the fracture has caused symptoms such as swelling, pain or loss of movement.

Scars

A large number of scars or scars of different sizes or ages, or on different types of the body, may suggest abuse.

Recognizing Emotion Abuse

Emotion abuse may be difficult to recognize, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness.
- Low self-esteem and lack of confidence.
- Withdrawn, seen as a loner, difficulty relating to others.

Recognizing the signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and, or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional or behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualized conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothing e.g. for PE (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of the genital area.
- Blood on the underclothes.
- Pregnancy in a young girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genital or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism. Bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity

This encompasses those actions which are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterized by mutuality and of seeking of consent.

Inappropriate Sexual Behaviour

This can be inappropriate socially, inappropriate to development, or to both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any parties involved and what concerns it raises about a child or young person. It should be recognized that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage etc. It may also be that the behaviour is “acting out” which may derive from sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an equal power base.

Assessment

In order to determine more fully the nature of the incident, the following factors should be given consideration:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- Consent – agreement including all of the following:
 - a) Understanding that is proposed based on age, maturity, development level, functioning and experience.
 - b) Knowledge of society’s standards for what is being proposed.
 - c) Awareness of potential consequences and alternatives.
 - d) Assumption that agreements or disagreements will be respected equally.
 - e) Voluntary decision.
 - f) Mental competence.
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used as a guide.

Recognizing Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause.
- Failure to grow within the normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualized behaviour.
- Sexually risky behaviour.
- Repeat sexually transmitted infections.
- In girls – repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things.
- Changes in the way they dress.
- Going to hotels or unusual locations to meet friends.
- Seen at known places of concern.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality.

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- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved with crime.
- Police involvement.
- Involved in gangs.
- Injuries from physical assault, physical restraint, sexual assault.

Appendix 2

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls with the UK Crown Prosecution Service's definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene as a school.

Victims of existing or prospective forced marriage may be fearful of discussing their worries with friends and teachers, but may come to the attention of professionals for various behaviours or circumstances consistent with distress. These may include:

- A family history of siblings being forced to marry or to marry early.
- A sibling who suddenly disappeared or went abroad.
- Frequent authorized school absences or truancy from school/lessons.
- Social isolation.
- A sudden decline in education performance, aspirations or motivation.
- Unreasonable restrictions on the child's liberty e.g. accompanied to and from school, not allowed to attend extra-curricular activities.
- Depression, self-harming behaviour, eating disorders.
- Lethargy and inability to concentrate.
- Physical and domestic abuse.
- Running away from home.
- Reported to have left the country suddenly or on an extended family holiday.

This information may come from the following:

- The child/young person themselves.
- One of the child's peer group.
- A relative or member of the child's local community.
- Another professional.

Forced marriage may also become apparent when other family issues are addressed, such as domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child not attending school or a missing child/runaway.

Forcing someone to marry in the UK can result in a sentence of up to 7 years in prison. Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

Female Genital Mutilation

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are four types of procedure:

- Clitoridectomy – partial/total removal of the clitoris.
- Excision – partial/total removal of the clitoris and labia minora.
- Infibulation – entrance to the vagina is narrowed by repositioning the inner/outer labia.
- All other procedures which may include pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

The belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- It preserves a girl's virginity.
- It is part of being a woman/rite of passage.
- It upholds family honour.
- It cleanses and purifies the girl.
- It gives a sense of belonging to the community.
- It fulfils a religious requirement.
- It perpetrates a custom/tradition.
- It is cosmetically desirable.
- It makes childbirth easier.

Is FGM legal?

FGM is internationally recognized as a violation of human rights of girls and women. It is **ILLEGAL** in most countries.

Circumstances and occurrences which may point to FGM happening are:

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.

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- Child's family from being one of the "at risk" communities for FGM – Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan.
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be "cut" or to prepare for marriage.

Signs that a child has undergone FGM are:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them and they are not allowed to talk about it.
- Secretive behaviour. Including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinary tract infections.
- Disclosure.

Appendix 3

Indicators of Vulnerability and Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the UK Government in the "Prevent Strategy" as:

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Extremism is defined by the UK Crown Prosecution Service as:

"The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke other to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence.

There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalization through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognize those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

- Personal circumstances – migration; local community tensions; and events affecting the student’s country of origin or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.
- Unmet aspirations - the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Needs and Disability – some of our students may experience difficulties with social interaction, empathy with others, understanding the consequences of that actions and awareness of the motivation of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalization for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organizations.
- Significant changes to appearance and or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis or a personal crisis.

Risk Assessment

The Designated Safeguarding Lead will assess the risk of students being drawn into terrorism, including the support of extremist ideas that are part of a terrorist ideology. The risk assessment will demonstrate an understanding of the risks affecting children and young people in the area of a specific understanding of how to identify individual students who may be at risk of radicalization and what to do to support them.

Risk assessment may include consideration of the school’s Ethics/Philosophy/Industrial and Society Curriculum, SEND, the use of school premises by external agencies, integration of students by gender and SEND, anti-

bullying policy and other issues specific to the school's profile community and philosophy.

Staff Training

The Designated Safeguarding Lead will undertake 'Prevent' awareness training. All staff will receive 'Prevent' training to equip them to identify students at risk of being drawn into terrorism and to challenge extremist ideas. As part of this training staff will be made aware of when it is appropriate to make a referral.

Staff will know that if they have a concern they:

- Report immediately to the Designated Safeguarding Lead.
- The school will follow its Child Protection procedures.
- The designated Safeguarding Lead will inform the police who will undertake an initial assessment as appropriate.
- If a member of staff disagrees with the Designated Safeguarding Lead's action they should consult the police directly.

IT

BISS ensures that our students are safe from terrorist and extremist material when accessing the internet at school by ensuring suitable filtering is in place. We also teach students online safety through our PSHE and E-Safety programme.

Risk Reduction

The school will screen staff, visitors and volunteers to ensure they will not deliver messages of extremism or radicalization. The risk assessment will be reviewed as part of the annual Child Protection audit.

Policy reviewed May 2016