

## SAFEGUARDING & CHILD PROTECTION POLICY

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## SAFEGUARDING AND CHILD PROTECTION POLICY

**The British School of Ulaanbaatar is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times.**

Ms Melanie Hitchcocks (UK) and Ms Indra Batbayar (MGL) are the Co-Designated Safeguarding Lead (DSL) with lead responsibility for managing child protection issues at BSU. The need for Co-DSL arises due to the dual language nature of the school. The Operations Manager, Sainaa, and Mark Adams are the Deputy Designated Safeguarding Leads (DDSL) authorised to deputise in the absence of the DSL.

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### **1. Introduction**

BSU recognises that under the Education Act 2002 arrangements must be made to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

We will take immediate action where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of BSU's community including young people, staff and visitors.

This policy and all associated procedures apply to all staff (including agency staff, volunteers and students on placement), young people and visitors and should be read in conjunction with other safeguarding and employment policies including (not an exhaustive list):

- ☒ Recruitment Policy
- ☒ Health and Safety Policy
- ☒ Management of Behaviour: Rewards and Sanctions Policy
- ☒ Off-Site Visits Policy
- ☒ Acceptable Use Policy
- ☒ Anti Bullying Policy

Failure to comply with these policies and procedures may result in disciplinary action.

Mongolia is a vastly changing landscape and this is true of Child Protection services, which until recently did not exist. There is no known official reporting procedure in terms of social services. In the case of a Child Protection concern that the school believes to be true and genuine a Co DSL will contact a department known to deal with child welfare issues within the Ulaanbaatar local services.

Sensitivity towards local and national differences between Mongolia and the UK, where teaching staff have trained, must be observed. Acceptance levels in relation to certain aspects of care are different in Mongolia. For example in some cases, children considered minor in the UK may well be responsible for younger siblings for pick up, transport home and care in the home. This policy, and its definitions, must therefore be balanced with the knowledge about these differing levels of acceptance when considering children at possible risk.

This policy has been adapted from a UK based policy, taking account of two pieces of Mongolian Law: Law of Mongolia on Child Protection (Article 6. Child Protection in Education Sector); Law of Mongolia on the Rights of the Child. The school endeavours to operate the highest levels of safety and security for the children in it's care and therefore has used UK standards to inform this policy and practice.

Reviewed by the Head of School December 2017

To be reviewed by December 2019

## 2. Definitions

**Safeguarding** and promoting the welfare of children is defined as:

- ☐ protecting children from maltreatment;
- ☐ preventing impairment of children's health or development;
- ☐ ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ☐ taking action to enable all children to have the best life chances.

**Child protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Child** Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

**Staff** refers to all those working for or on behalf of BSU, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

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

## 3. Recognition and categories of abuse

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision (including the use of inadequate care-givers); or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

For **further information on categories of abuse**, including Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Domestic violence including Forced Marriage, Modern Slavery and Private Fostering Arrangements see Appendix 1.

For further information on **extremism and radicalisation** see section 5, below.

#### **4. Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

To ensure that all our young people receive equal protection, we will give special consideration to children who are:

- ☐ young carers
- ☐ vulnerable to being bullied, or engaging in bullying behaviours
- ☐ disabled or have special educational needs
- ☐ living in a domestic abuse situation
- ☐ affected by parental substance misuse
- ☐ otherwise living away from home
- ☐ living in temporary accommodation
- ☐ living 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 child sexual exploitation (CSE)

**This list provides examples of additionally vulnerable groups and is not exhaustive**

#### **5. Extremism and radicalisation**

We recognise that protecting young people from the risk of radicalisation is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation); and are committed to building young people's resilience to radicalisation by promoting fundamental values such as empathy, understanding

and compassion and enabling them to challenge extremist views.

In meeting our obligations, we:

- teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of young people and prepares them for the opportunities, responsibilities and experiences of life. We also place strong emphasis on the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- protect children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervene as appropriate. We will consider the level of risk to identify the most appropriate referral in relation to the services on offer in Mongolia.
- set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- arrange staff training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and know where and how to refer children and young people for further help.

In addition, BSU wishes to make it clear that the promotion of extremist religious views and partisan political views, in the teaching of any subject in our school, will not be tolerated.

All members of staff must offer a balanced presentation of views and opinion to pupils and young people, whilst they attend our school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school (including through the distribution of promotional materials).

Failure to observe the above could lead to disciplinary procedures being taken which might include summary dismissal.

## 6. Roles and responsibilities

All members of staff (including agency staff, volunteers and students on placement) should be aware of systems which support safeguarding and ***must immediately refer any child protection concerns (i.e. concerns about welfare or safety) about a young person or member of staff, to the Co-Designated Safeguarding Lead (DSL), or another Designated Person***, details of which are posted throughout this policy.

For further information on **roles and responsibilities**, including those of the Co-Designated Safeguarding Lead see Appendix 2.

## 7. Vetting of staff and volunteers

BSU will always obtain a DBS Disclosure (ex-pat) or police check (local) from the member of staff to be employed as part of the safer recruitment procedures. All staff are subject to appropriate identity checks on their arrival.

### Single central record

In line with the requirements of the relevant legislation, covering independent schools, BSU keeps a single central record which covers the following people:

- ☐ all staff (including supply staff) who work at the school
- ☐ all others who work in regular contact with children in the school, including volunteers and ECA instructors.

The details in staff files must cross match with the single central record.

### Staff training for safer recruitment

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BSU operates best practice with regard to safer recruitment. All staff involved in the recruitment and selection process will receive training, appropriate to their role and responsibilities

For further information, please refer to our 'Recruitment and Selection Policy'.

### **8. Working with parents and carers**

Co-DSL and other (external) professionals that may be involved in a referral/disclosure must work in partnership with parents and carers, by attempting to discuss any allegations and concerns with them as soon as possible (where appropriate).

### **9. Support for young people following a referral**

A young person may choose an adult to accompany them, if they so wish, to any interview, which may take place as a result of a child protection assessment or disclosure. However, the BSU will respect the wishes and feelings of the child, should they want to be on their own. If a young person requires support from staff, this will normally be arranged in discussion with Co-DSL.

### **10. General strategies**

We have adopted a number of general strategies to safeguard and protect young people, see Appendix 4.

### **11. Allegations and concerns involving staff, regardless of their position**

All staff members are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. Any concerns that involve allegations against a member of staff (including members of the Leadership Team) must be referred immediately to the Head of School, or a Co-DDSL, if the Head of School is involved; **nothing should be said to the colleague(s) involved.**

The Head of School will consider the nature, content, and context of the allegation and agree a course of action. **If for whatever reason, you are unable or unwilling to contact the Head of School, you must contact a Co-DDSL.**

The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action.

There may be situations when it may be necessary to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

For details of other contacts, to whom you may wish to refer a safeguarding issue please refer to Appendix 2.

For further information on **concerns involving a member of staff, including the Head of School** please refer to Appendix 4.

### **12. Children with harmful or inappropriate behaviour (allegations against other children)**

All children, but particularly those living away from home, are vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse must always be taken as seriously as abuse perpetrated by an adult and any concerns or allegations against another child or young person must be referred immediately to Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL) and the safeguarding procedures followed for both the victim(s) and the alleged perpetrator.

For further information on **children with harmful or inappropriate behaviour**, please refer to Appendix 5.

### **13. Storage, transfer and retention of child protection records**

For more information on the **storage, transfer and retention of child protection records**, see Appendix 6.

### **14. Implementation, monitoring, evaluation and review**

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Safeguarding and Child Protection Policy' is the Head of School.

The designated member of staff is also responsible for ensuring that all young people, staff, parents are aware of our policy and know what to do if they believe that a child is being abused. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website [www.britishschool.edu.mn](http://www.britishschool.edu.mn)

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

The school managers will also undertake an annual review of the school's policies and procedures relating to safeguarding, and ensure that all duties have been discharged in accordance with current legislation, regulations and guidance.

### Further Information on categories of abuse

For information on **physical, emotional, sexual abuse** and **neglect** see section 3, above.

**Female Genital Mutilation (FGM)** involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. *This practice is not required by any major religion.*

For further information see Home Office & DfE (2014) '*Female genital mutilation: guidelines to protect children and women*' <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

**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 the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and 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 unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

For further information see DfE (2012) '*What to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners*' <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

**Domestic violence and abuse** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional behaviour.

*Controlling behaviour* is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

*Coercive behaviour* is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

For further information see Home Office (2015) '*Guidance: Domestic violence and abuse*' <https://www.gov.uk/domestic-violence-and-abuse>

Children in violent homes face three risks: the risk of observing traumatic events, the risk of being abused themselves, and the risk of being neglected. Research consistently shows that children living with domestic abuse have higher rates of depression, trauma symptoms, and behavioural/cognitive problems than other children. In 90% of incidents, children are in the same or next room to the violence. Evidence suggests that witnessing DV may be as harmful to children as suffering physical abuse).

## **Other specific safeguarding issues**

### **Modern slavery**

- ☐ Human trafficking (see below)
- ☐ Forced labour
- ☐ Domestic servitude
- ☐ Sexual exploitation, such as escort work, prostitution and pornography
- ☐ Debt bondage – being forced to work to pay off debts that realistically they never will be able to

### **Possible indicators of modern slavery**

- ☐ Signs of physical or emotional abuse
- ☐ Appearing to be malnourished, unkempt or withdrawn
- ☐ Isolation from the community, seeming under the control or influence of others
- ☐ Living in dirty, cramped or overcrowded accommodation and or living and working at the same address
- ☐ Lack of personal effects or identification documents
- ☐ Always wearing the same clothes
- ☐ Avoidance of eye contact, appearing frightened or hesitant to talk to strangers
- ☐ Fear of law enforcers

For further information [https://modernslavery.co.uk/?gclid=CL\\_f1LqO0sECFeFZ2wodNUUAUg](https://modernslavery.co.uk/?gclid=CL_f1LqO0sECFeFZ2wodNUUAUg)

**Trafficking** The United Nations Convention against Transnational Organised Crime (the ‘Palermo Protocol’) describes trafficking as: “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

For further information see DfE and Home Office (2011) ‘Guidance: Safeguarding children who have been trafficked’ <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and NSPCC website. [Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:](#)

- ☐ bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- ☐ drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>

- ☐ fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

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- ☐ faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
  
- ☐ forced marriage \_  
<https://www.gov.uk/forced-marriage>
  
- ☐ gangs and youth violence \_  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
  
- ☐ gender-based violence/violence against women and girls (VAWG) \_  
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
  
- ☐ mental health <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
  
- ☐ preventing radicalisation \_  
<https://www.gov.uk/government/publications/channel-guidance>
  
- ☐ sexting <https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
  
- ☐ teenage relationship abuse <https://www.gov.uk/government/collections/this-is-abuse-campaign>

## Roles and responsibilities

All Designated Safeguarding Leads (and Deputy Designated Safeguarding Leads) will undertake safeguarding training and will attend refresher courses in accordance with the recommended timescales or following changes to legislation and/or DfE guidance and in any event within two years.

The role of the Designated Safeguarding Lead (DSL) is to:

- ☑ Ensure that child protection procedures and a written policy are in place and updated, as appropriate;
- ☑ Maintain a working knowledge of relevant guidance in respect of specific safeguarding issues.
- ☑ Ensure that all staff are aware of and follow both BSU's policy and any local authority guidance and protocols that may exist;
- ☑ Encourage a culture of listening to children and taking account of their wishes and feelings
- ☑ Create an environment where staff feel able to challenge senior leaders over any safeguarding issue, raise concerns which they have about the own safety or the well-being of others, and feel supported in their safeguarding role;
- ☑ Provide advice, guidance and support to staff involved in/affected by safeguarding and child protection issues;
- ☑ Provide advice, guidance and support to young people involved in/affected by safeguarding and child protection issues;
- ☑ Undertake a review of all child protection referrals made to assess and share any lessons to be learned
- ☑ Keep records of any concerns/suspected cases of abuse/referrals on young people's child protection files, separate to the main pupil file, and stored securely;
- ☑ Co-ordinate arrangements for monitoring young people on roll who have been identified as being in need of protection;
- ☑ Ensure that all staff receive appropriate child protection training in accordance with their roles and responsibilities;
- ☑ Act as 'case manager' in the management of allegations concerning members of staff and volunteers;
- ☑ Review arrangements for safeguarding and promoting the welfare of children on an annual basis, and support the implementation of any action plan arising from this review;

Working to safeguard vulnerable children and young people is demanding and can be stressful and distressing. BSU is committed to ensuring that the Designated Safeguarding Lead (DSL) and other Designated Persons have sufficient authority, time, funding, resources, training, supervision and support to carry out their responsibilities safely and effectively. The Board Members provide external supervision and support for Ms Melanie Hitchcocks and Ms Indra Batbayar (co-DSL) and other Designated Persons.

All members of staff (including volunteers and students on placement) should be aware of systems which support safeguarding and ***must immediately refer any child protection concerns (i.e. concerns about welfare or safety) about a young person or member of staff, to Ms Melanie Hitchcocks and Ms Indra Batbayar, the Co-Designated Safeguarding Leads (DSL) or another Designated Person***, details of which are posted throughout site.

If you are not satisfied with the response, or if you are unwilling or unable to make a report to the DSL for whatever reason, you should make a referral yourself by contacting a Board Member.

If the child's situation does not appear to be improving the staff member with concerns must press for re-consideration. Concerns should always lead to help for the child at some point.

## 2.1. Recognising and responding to concerns

It is important to remember that, for many reasons, children rarely talk about their own abuse, and staff need to be vigilant to physical, emotional, sexual, and behavioural signs which may suggest abuse.

For further information on **recognising signs of abuse** please refer to the *NSPCC factsheet*

*'Recognising signs of abuse at different stages of a child's development';*

[http://www.nspcc.org.uk/Inform/research/briefings/signs-of-abuse\\_wda102204.html](http://www.nspcc.org.uk/Inform/research/briefings/signs-of-abuse_wda102204.html)

If a young person chooses to confide in you, disclosing any form of abuse, ***the most important thing to do is to listen attentively without asking any leading questions, otherwise later investigation may be compromised.*** The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon. If you make any notes, you must only use the child's own actual words, or the words in which anyone else reports to you. ***You must not interrogate anyone or conduct your own investigation or make assumptions based on hearsay.***

You must also consider any measure that may be necessary to protect the child or young person involved in or affected by an allegation of abuse or neglect, which may include monitoring, discreet supervision and separation, where appropriate.

## 2.2. Recording of disclosures/concerns

If note-taking is inappropriate or not possible at the time, you must immediately afterwards, record any key points in writing using the child's own words and phrases, if possible. ***These notes must be kept as originals, timed, dated and signed, as they may be crucial to the protection of the well-being of the child, and could well be used as evidence in court.*** You must report the concern to Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL) without delay.

***Information disclosed by a young person must not be discussed with any member of staff, other than Co-DSL or, in their absence, another Designated Safeguarding Lead.***

## 2.3. Physical evidence

If any physical injuries or bruising are noticed it is appropriate, as a caring adult, to ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries, howsoever caused, must be recorded and the document handed to Ms Melanie Hitchcocks or Ms Indra Batbayar (Co-DSL), with the child's explanation attached. ***You must not examine a child beneath their clothing, ask any leading questions take photographs or conduct any further investigations.***

## 2.4. Issues of confidentiality

If a young person requests confidentiality they must be told that this cannot be promised, explain to the young person (in a way that they will understand) that staff have a responsibility to share information with adults who will be able to help protect them from harm. The young person should be reassured that only staff who need to know about it will be told. This could result in the young person not continuing the conversation, in which case your enquiries must not be pursued but concerns recorded and forwarded directly to the Co-DSL using the Child Protection Reporting Form.

Staff must not discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure must be treated and marked as STRICTLY CONFIDENTIAL, and must only be shared with others on a need to know basis.

Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL) will ensure that a label is placed on the young person's main file, in order to inform staff of child protection concerns and the existence of a separate child protection

file.

### **2.5. Staff concerns about practice**

If you have any concerns about practices in the school which you feel may put children at risk of abuse or serious harm you must raise these with a member of the Leadership Team.

### **2.6. Making a referral**

When Ms Melanie Hitchcocks and Ms Indra Batbayar (co-DSL) have been informed of a case of suspected abuse or of a young person who may be at risk of abuse they will act in accordance with the local and national guidance and protocols published in Mongolia.

Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL) will always bring relevant issues to the notice of parents/carers, referring authority and polices appropriate and all necessary details will be recorded.

Where a decision is made to dismiss or remove an individual due to safeguarding concerns, or would have been had they not resigned, Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL) must make a referral to the Disclosure and Barring Service (ex-pat staff) or police department if local staff.

**This is a legal duty and failure to refer when the criteria are met would be a criminal offence in the UK.**

## General strategies

### 4.1 Regulating and vetting visitors

All visitors to BSU must sign the Visitors' Book on arrival at Reception and sign out on departure (both through the FRONT of SCHOOL only). Visitors' badges must always be prominently displayed and returned before leaving site. Visitors must be accompanied at all times.

Arrangements for visiting young people (where possible) are agreed in advance by a member of the Leadership Team.

All staff must ensure visitors are carefully monitored, in a manner appropriate to the individual circumstances. ***Under no circumstances, should any visitors ever have unsupervised access to other children.*** Staff must challenge anyone on the site if they are unsure of their identity.

### 4.2 Regulating and vetting visiting professionals and contractors

Wherever any type of work is undertaken of any duration by visiting professionals and contractors, the following safeguarding measures will be adopted:

- ☐ Where possible, we will ensure that contractors and other external agencies have obtained barred list and police on all staff working regularly on BSU's premises.
- ☐ It is up to the Head of School to use their professional judgement to decide whether to request a police check for professionals and contractors who do not work regularly on BSU's premises. Where a police check is not carried out, the contractor must be supervised at all times when on site, unless segregation can be assured.
- ☐ We will monitor and/or supervise any contact between visiting professionals, contractors and young people, in accordance with individual circumstances and relevant risk assessments.
- ☐ We will segregate young people from contractors' staff as far as reasonably practicable. Segregation can be achieved by physical means or by time, or by a combination of both.

Without exception, all contractors' staff and visiting professionals are subject to appropriate identity checks on their arrival.

### 4.3 Contact with young people outside of work

Under no circumstances should staff make or agree arrangements to contact, communicate or meet current students outside of BSU-related business or invite/permit a child to visit their own home or that of a family member, colleague or friend.

Staff must not give their personal contact details to children or young people, including their mobile number, or communicate with young people through social networking sites.

Furthermore, staff must not invite/permit any ex-pupils/residents under the age of 18 to visit their own home or that of a family member, colleague or friend.

### 4.4 Induction and training of staff

All staff are required to attend a basic child protection course, prior to working with young people and refresher

sessions every year. Advanced training is made available to those with specific roles in relation to child protection e.g. Co-DSL.

We recognise the importance of relationships between staff and young people should be based on mutual respect and understanding, and there being clear boundaries in relation to acceptable behaviour on both sides.

Staff are asked to read and sign a Safe Working Practice document (see Appendix 8) to ensure they have understood our expectations on safe practice. All staff receive high quality support, advice and individual supervision meetings with a member of senior staff.

#### **4.7 Personal social and emotional development curriculum (incl. Pastoral Care Policy)**

By establishing secure, positive and trusting relationships with young people, staff empower them to seek help when they are worried about their own or others' safety. Issues surrounding social awareness, health education and sex education are taught to all young people during PSHE (Personal, Social and Health Education) and other areas of the academic and social curriculum.

#### **4.8 Children's rights**

All children have the right to be protected from harm (violence, abuse, neglect and exploitation).

We recognise that children are our primary concern and must be given a voice in all matters relating to their care and education including safeguarding and child protection. Children's opinions are sought over key decisions which are likely to affect them; their privacy and dignity are respected, as far as is consistent with good parenting and their need for protection; and all matters related to child protection concerns are kept confidential, with access only to those who need it for the child's protection. Child protection records are kept in individual files, away from the child's own school record, and secured in a locked cabinet with access clearly defined.

Children are informed about how to complain if they are unhappy with any aspect of the education or care provided at BSU, so that they can feel confident that any complaint will be addressed seriously and without delay.

#### **4.9 Relationships between peers**

We need to be concerned about the quality of relationships between all young people. Day to day management will depend upon the judgement of staff in changing circumstances. However, the following guidelines will help staff develop a consistent approach.

##### *Play*

Some students need support to learn the distinction between acceptable and unacceptable play. Both boys and girls need to understand that the difference between play and harassment is essentially to do with the feelings of either party. If play leads to uncomfortable feelings or pain then it ceases to be play. An activity can only be called play if it is on the basis that there is no difficulty in either party saying "stop". "I was only playing" is not an acceptable excuse for hurtful comments, gestures or actions.

##### *Pairings*

Forming strong attachments is part of adolescence. Experience shows that at times these attachments are short-lived. However, occasionally they become longer lasting. We need to strike a balance between respecting the developmental needs of adolescents in terms of relationships and other needs to provide a safe environment and to avoid negative or disturbing stereotypes for younger children. In managing such relationships we need to consider what a sensible parent would do.

☒ Holding hands, walking arm-in-arm and cuddling are not acceptable during formal parts of the school day,

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including assembly and academic lessons.

- ☐ At appropriate times and places there may be a more relaxed attitude by staff towards 'couples', but these children need to respect the sensibilities of staff and younger children.
- ☐ 'Love bites' or any deliberate marking of partners, including tattoos, should be actively discouraged and reported when it does occur at any age in the school.
- ☐ Sexual intercourse or any other intrusive sexual activity is absolutely forbidden. Staff must take special care to supervise children who are thought to be sexually active, especially when they form close bonds with a partner which cross the 12/13 or 16/17 year old divide. Legal age of consent is 18 in Mongolia.
- ☐ Staff must not act as messengers or letter carriers between couples. Nor should they write letters or cards on behalf of children in relationships.
- ☐ If children are unable to show a reasonable degree of self-control in relationships then it may be necessary to take steps to ensure that contact is closely monitored.

#### **4.10 Risk-taking**

BSU acknowledges that all young people take risks as a normal part of growing up and it is a tool they use to discover, define and develop their abilities and identity. However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits and making new friends) and negative or dangerous risk-taking, e.g. drug abuse, going missing from education or care and shoplifting.

In promoting an appropriate balance between healthy and dangerous risk-taking, BSU has adopted a number of safeguarding policies and procedures.

As experienced and responsible adults, our staff also have an important part to play in supporting our young people in respect to risk. They:

- ☐ need to help young people learn how to evaluate risks and anticipate the consequences of their choices.
- ☐ need to help young people identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent *un*healthy risk-taking.
- ☐ must also be aware of their own patterns of risk-taking. Young people do watch and imitate the behaviour of adults around them, whether they acknowledge it or not.

We also recognise that staff will "risk assess" on an on-going basis, whether on or off site, and make decisions on the basis of those assessments.

In addition, staff must take reasonable precautions and make informed professional judgements based on the individual child's needs and developmental stage about when to allow a child to take a particular risk or follow a particular course of action. If a child makes a choice that would place them or another person at significant risk of harm, staff should assist them to understand the risks and manage their risk-taking behaviour to keep themselves and others safe.

Where there are safeguarding concerns for a child, their plan, agreed with their placing authority, must include details of the steps the staff will take to manage any assessed risks on a day to day basis.

#### **4.11 Anti-bullying policy**

All members of our community have a right to learn and work in a safe, secure and positive environment. Bullying of any kind is wholly unacceptable and will not be tolerated. We have, and follow, an anti-bullying policy, with which children and staff are familiar. Further information can be found in our Anti Bullying Policy.

#### **4.12 Missing children**

BSU has a rigorous approach to monitoring absences with timely and appropriate follow-up to ensure that students attendance is maintained in accordance with our high expectations.

Reviewed by the Head of School December 2017

To be reviewed by December 2019

#### **4.13 E-safety and multi-media policy**

Given the potential for misuse, we provide comprehensive guidance for staff and young people on the use of the internet, email facilities, mobile phones and other multi-media devices. Staff and students are obliged to sign a multi-media contract which provides a clear and concise summary of our expectations.

## **APPENDIX 4**

### **Concerns involving a member of Safeguarding Designated Leads, including the Head of School**

If the Head of School is the subject of an allegation, the Co-DDSL will discuss the matter with the Board.

The purpose of an initial discussion is for the Co-DDSL to consider the nature, content and context of the allegation and agree a course of action. The Co-DDSL may be asked to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the Co-DDSL, will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Co-DDSL should discuss the allegation(s) with the Board in order to help develop a reasonable response and determine whether police involvement is necessary.

#### **5.1. Support for staff subject to allegations**

The Head of School will inform any member of staff who is subject to an allegation about that allegation as soon as possible, and they will follow directions from the police (should they be involved) as to what can be shared and when.

It is recognised that any allegation of abuse may cause the member of staff anxiety. The BSU will always consider carefully whether the circumstances warrant suspension to allow a fair and full investigation to take place or whether alternative arrangements can be put in place until the allegation or concern is resolved. The following alternatives will be considered before suspending a member of staff:

- ☐ redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- ☐ providing an assistant to be present when the individual has contact with children;
- ☐ redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- ☐ temporarily redeploying the member of staff to another role in a different location.

**All of which will be dependent on the nature of the allegation and an assessment of risk.**

The BSU will provide effective support for anyone making an allegation and anyone facing an allegation and provide the latter with a named contact, irrespective of whether they are suspended or not.

The staff member will be kept advised as to the progress of the investigation as far as possible.

Where, on conclusion, the person (who has been suspended) can return to work, the line manager must consider how best to facilitate this. Most employees will benefit from a supported return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The line manager must also consider how the person's contact with the child, or children, who made the allegation can best be managed if they are still at the school.

### Children with harmful or inappropriate behaviour

We acknowledge that children who are affected by abuse may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. We have a strong commitment to safeguarding and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a child protection context.

Professionals working with children and young people who abuse others, including those who sexually abuse/offend, should recognise that such children are likely to have considerable needs themselves and also that they may pose a significant risk of harm to other children and young people.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences. Such children and young people are likely to be children in need, some will in addition be suffering or be at risk of suffering significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for the abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In deciding the most appropriate response, relevant considerations will include:

- ☐ the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- ☐ the context of the abusive behaviours;
- ☐ the child/young person's development, family and social circumstances;
- ☐ the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

BSU is committed to participating in plans both to provide students who are at risk from other children and those who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all students, subject to appropriate risk assessments and risk management plans.

## Storage, transfer and retention of child protection/safeguarding records

### 7.1. Storage of child protection records

All child protection records are kept in individual files, away from the child's own school/care records, and stored securely in a locked filing cabinet with access clearly defined and restricted. The school file will also be labelled to indicate that additional child protection information is held separately.

### 7.2. Transfer of child protection records

When a young person transfers to another school or college, their child protection records (if any) must be forwarded to the new placement without delay, and in any case within five working days.

The original child protection records and safeguarding file (where one exists) must be passed on either by hand or sent recorded delivery under separate cover from the regular personal file(s). Care must be taken to ensure confidentiality is maintained at all times and the transfer process is as safe as possible.

If the records are posted, they should be copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new establishment. They can then be shredded.

Whether child protection files are passed on by hand or posted, there should be written evidence of the transfer (such as a slip of paper signed and dated by the member of staff at the receiving establishment). This receipt should be retained for no less than 6 years.

### 7.3. Retention of child protection records (child)

BSU will retain the child protection records of any young person for as long as they remain on roll and transfer them in accordance with the process outlined above, where appropriate.

However, when a young person reaches statutory school leaving age and **does not** move on to another educational center, we will store them securely for a maximum of 6 years.

### 7.4. Retention of safeguarding records (staff)

Record keeping is an integral part of all safeguarding processes. Records which relate to the management of allegations need to document a complete picture of the events, decisions and actions and records must be kept and maintained at every stage of the process.

The BSU will keep a clear and comprehensive summary of the case record securely in a locked cabinet and a reference document placed on the person's confidential personnel file. Details of any referral to the Disclosure and Barring Service, or local police service, will also be placed on the file, where appropriate.

Details of allegations that are found to have been malicious will be removed from personnel records. However, records of all other allegations must be retained until the subject of the allegation reaches normal retirement age, or 10 years from the date of the allegation, if that is longer. Records relating to false and unsubstantiated allegations which have been found to be without substance must also be retained in the same manner. Accurate record keeping and retention will allow for patterns of behaviour which may pose a risk to children to be identified.

## SAFEGUARDING AND CHILD PROTECTION IN PRACTICE - KEY POINTS FOR STAFF

It is important to consider that someone who abuses a child could be a member of their immediate or extended family, a friend, a neighbour, a stranger to them, a member of staff or another young person in this establishment. It is therefore essential to remain professional in our approach and objective in our judgement, and not make any assumptions because of our knowledge of the person(s) involved.

All members of staff (including temporary staff, volunteers and students on placement) **MUST** adhere to the following procedures if they are worried that a child or young person may be being abused.

- ☐ Immediately refer any child protection concerns about a young person or member of staff, to Ms Melanie Hitchcocks and Indra Batbayar (Co-DSL) or, in their absence, another member of the Safeguarding team - details of which are posted throughout this site.
- ☐ If a young person chooses to confide in you, disclosing any form of abuse, you must listen attentively but **not ask any leading questions**. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon.
- ☐ Record any key points, in writing, as soon as reasonably possible, using the child's own words and phrases, if possible. **These notes must be kept as originals, timed, dated and signed, as they may be crucial to the protection of the well-being of the child, and could well be used as evidence in court.** As soon as possible seek out a Co-DSL.
- ☐ If any physical injuries or bruising are noticed ask the child how they sustained the bruise, graze scratch, bite or other mark on their body. All such marks or injuries howsoever caused must be recorded and the document handed to Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL), with the child's explanation attached. Do not **examine a child beneath their clothing, ask any leading questions or conduct any further investigations**.
- ☐ If a young person requests confidentiality, tell them that this cannot be promised and explain that staff have a responsibility to share information with those adults who will be able to help protect them from harm. Reassure the child that only staff who need to know about it will be told. This could result in the young person not continuing the conversation, in which case do not pursue the matter but record your concerns and hand it to Ms Melanie Hitchcocks and Ms Indra Batbayar (Co-DSL).
- ☐ Do not discuss information given in confidence outside the appropriate professional contexts. All documentation regarding the disclosure must be treated and marked as **STRICTLY CONFIDENTIAL**, and must only be shared with others on a need to know basis.
- ☐ If you have any concerns about practices in the school which you feel may put children at risk of abuse or serious harm you must raise these with a member of the Leadership Team.
- ☐ **Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence (in the UK).**

## Safe Working Practice

BSU is committed to safeguarding and promoting the welfare of children and staff must act in the best interests of our students. It is everyone's responsibility to ensure that our students are cared for appropriately and safeguarded from harm, and their duty of care is to promote the health, safety and welfare of all members of our community.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of BSU, including those involved in any off-site activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

### You must always:

- ☐ Follow BSU's policies and procedures, all of which are specifically written with safeguarding in mind.
- ☐ Behave in a mature, respectful, safe, fair and considered manner at all times.
- ☐ Provide a good example and 'positive role model' to the young people.
- ☐ Observe other people's right to confidentiality (unless you need to report something to Ms Melanie Hitchcocks and Ms Indra Batbayar (Co -DSL) e.g. concerns about a child protection issue).
- ☐ Treat all children equally; never build 'special relationships' with individual young people or confer favour on particular children.
- ☐ Use staff designated toilets.

### ☐ **Report to a member of the Leadership Team** (as soon as reasonably possible)

- Any difficulties that you are experiencing, for example, coping with an unruly child; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another person at BSU which give you cause for concern or breach this code of conduct or other policies and procedures
- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.

### You must never:

- ☐ Behave in any way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- ☐ Touch children in a manner which is, or may be considered, sexual, threatening, gratuitous or intimidating.
- ☐ Discriminate either favourably or unfavourably towards any child.
- ☐ Make arrangements to contact, communicate or meet children outside agreed working arrangements or allow children to visit your home.
- ☐ Develop over-personal or sexual relationships with children.
- ☐ Act in a way that could be reasonably expected to deliberately inflict pain or cause injury, for example by pushing, tripping, hitting, kicking, punching, slapping or throwing missiles at a child or threatening to do so.
- ☐ Engage in any type of 'play-fighting' or tickling with children at any time.
- ☐ Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- ☐ Intentionally embarrass or humiliate children by using sarcasm or humour in an inappropriate way.
- ☐ Give or receive (other than 'token') gifts unless arranged through the Head of School, for example, outgrown sports kit, football boots etc.
- ☐ Encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- ☐ Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of

drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, failing to use seatbelts or driving in an unsafe manner whilst transporting children.

- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example, under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress or extreme tiredness which are likely to impair your judgement.
- Ignore or fail to report a potential safeguarding and/or child protection issue.

I .....have read the BSU documents 'Safeguarding and Child Protection in Practice – key points for staff', and 'Safe Working Practice' and agree to abide by their guidance.

Signed ..... Date .....