



British International School of Timisoara

We Provide the Foundation on which Our Children Can Flourish

School Policies

Safeguarding Children & Child Protection Policy

Approved by:	Head of School	Date: October 2018
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Next reviewed by:	Leadership Team	Date: September 2019

General

The British International School of Timisoara (BIST) is a coeducational private school following the English curriculum and accepting children aged between 4 and 13 commencing with the academic year 2019 - 2020. The school will grow gradually, and we will start admitting children at Key Stage 4 in the academic year 2020 - 2021.

The British International School of Timisoara will offer its students an international experience through a British based curriculum adhering to the guidelines of the Department for Education in England, Council of British International School and assessed by Cambridge Assessment International Education. All the teaching will be done through the medium of the English Language, with the exception of the lessons of Romanian.

Vision, Mission and Values

Our Vision

We Provide the Foundation on Which our Children can Flourish
Inspiring our Students to Learn and Live with Purpose

Our Mission

Building a community of learners where students are given meaningful opportunities to Learn, Experience, Grow, Succeed and Excel in all areas of their academic and personal development

Our core values

We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

At BIST we recognize that all staff members (academic and non-academic) have the responsibility to protect children from harm. The child's wellbeing is a paramount concern for us and all members of staff will do their very best to prevent any possible harm and/or act immediately with no hesitation in case of need.

Safeguarding and Child Protection Policy

The safeguarding and child protection policy is meant to give all members of our community clear guidance on how this fundamental important area of school life will be implemented. It will also highlight procedures meant to contribute to keeping children safe and acting in line with set procedures and guidelines in case of need, in order to ensure our actions will eventually help the child.

Children have the right to protection from abuse; BIST recognises its responsibility for:

- educating staff and pupils in such issues;
- protecting pupils;
- reacting to any child protection issue that may be:
 - suspected
 - reported
 - disclosed
- reporting concerns about pupil welfare or safety within 24 hours of a disclosure or suspicion of abuse;
- keeping parents and caretakers informed in relation to school policies and procedures.

Terminology

The words 'safeguarding' and 'child protection' have different meanings:

Safeguarding is what we do for the children to promote wellbeing and a safe environment:

- protecting children from maltreatment
- preventing impairment of children's health and/or development
- ensuring children grow up and develop in a caring and safe environment
- taking action to enable all children to achieve best possible outcomes

Child protection is about the procedures the school has in place to protect children at risk of harm or who have been harmed. Child protection forms a small part of safeguarding and promoting wellbeing and a safe environment.

Who is this for?

This policy is addressed to all board members, teaching and support staff, school medical and nursing staff and any volunteers working in or on behalf of the school in either a paid or unpaid capacity, as well as any paid contractors who are working on site during term time, parents and carers. It can be viewed at any time on the school's website.

Legislation and Guidance

This policy is based on statutory guidance from the United Kingdom government and relies on information provided in the Keeping Children Safe in Education (May 2018) and Working Together to Safeguard Children (March 2018) policies. In addition, we adhere to the Romanian legislation law No. 272/2004 (republished in March 2014) on Protection and Promotion of child's Right.

What is Child Abuse?

Child abuse is a form of maltreatment of a child. Failing to act to prevent harm is also considered a form of abuse. There are four main types of child abuse:

- physical abuse
- sexual abuse
- emotional abuse
- neglect

Child abuse can happen to children from any background, culture, class, ethnicity or faith.

Aims of this Policy

All members of staff have a duty of care and are involved in safeguarding and child protection. Our aims are:

- To develop an awareness in teaching and non-teaching staff of the need for Safeguarding, Child Protection and their responsibilities in identifying abuse;
- To develop structured procedures to follow to prevent and deal with child abuse;
- To involve and consult with outside agencies as appropriate on relevant issues;
- To have effective school practices to monitor and counter bullying;
- To properly select and train staff.

Supervision of Children

At BIST we expect in general for children to be constantly supervised. Where children need to spend time away from the rest of the group, we are clear where they should be and who is supervising them. No child should be left unsupervised during the school day in or outside the classroom (during lesson time, school organised activities or breaktimes). Equally, we will ensure supervision during school planned activities outside the school campus.

Safeguarding and Child Protection in the Curriculum

- We introduce key elements of child protection into our PSHEE classes, so that children can develop understanding of why and how to keep safe;
- We create within the school a culture of value and respect for the individual;
- We ensure that the Curriculum is carried out in a way that is appropriate for the ages and stages of our children;
- We give particular attention to ways in which children can adjust their behaviours to reduce risks, both in person or when using electronic equipment or when on-line.

Roles and Responsibilities

Safeguarding and child protection is the responsibility of all members of staff. All BIST personnel (academic and non-academic) will be trained by a UK qualified trainer in Safeguarding and Child protection. In addition, all members of staff will have to read and acknowledge all school policies and procedures related to this area. Advanced Safeguarding

Safeguarding and Child Protection Policy

and Safe Recruitment training sessions will be available for the members of the school management team.

A member of the school board will take overall responsibility for Safeguarding and Child protection in the school and will appoint a Designated Safeguarding Lead (from the academic team) who will take responsibility for the overseeing and implementing the policy in the school.

The Designated Board member will oversee matters relating to safeguarding and child protection and will have undertaken Advanced Safeguarding Children Training.

- The Designated board member is responsible for ensuring that the school's procedures are consistent with this policy;
- The Designated board member is responsible for reviewing the Single Central Register annually and reporting that to the Board;
- The Designated board member will liaise with the Child Protection Services in Romania in cases of allegations against members of the Board, or staff members.

Designated Safeguarding Lead (DSL) will ensure that all policies and procedures are well known by all members of staff and are implemented accordingly. The DSL will:

- Ensure that the Designated board member is informed of safeguarding matters
- Ensure that the school's Safeguarding Children and Child Protection Policy are known, understood and used appropriately by all members of the community;
- Take lead responsibility in receiving and dealing with all issues relating to the safeguarding of the pupils at school, as outlined in this document;
- Following receipt of information regarding an alleged or suspected case of child abuse, if the best course of action is not immediately clear, to discuss the situation in confidence with the Head of School and the Designated board member;
- Act as a source of support, advice and expertise when dealing with child safeguarding issues;
- To ensure cooperation exists between staff members through regular meetings;
- Liaise with external experts in the field of the safeguarding of children;
- Where appropriate, to refer families to external experts;
- Be provided with background information during the admissions process about any child with specific needs, including children who are being looked after or were previously looked after and children with SEND;
- Where necessary, to refer cases of suspected abuse to the relevant child protection contacts;
- Keep detailed, accurate, secure records of concerns and referrals;
- Ensure that when children leave the school, their child protection file is transferred to their new school as soon as possible. This should be done in secure transit ensuring confirmation of receipt is attained;
- Ensure that there is always cover for the role of DSL if the DSL is out of school (Deputy DSL);
- Liaise with the Head of School if an allegation is made against a member of staff;
- Liaise with the Chairman of the School Board if an allegation is made against the Head of School;

Safeguarding and Child Protection Policy

- Take lead responsibility in receiving and dealing with all issues relating to Prevent as outlined in this document;
- Liaise with the Head of School in respect of police investigations or investigations which involve the School;
- Inform the local authorities and if appropriate the Disclosure and Barring Service (DBS) in the UK if ever a member of staff leaves because of Child Safeguarding issues;
- Inform the Head of School of all issues relating to the safeguarding of pupils in the school on a regular basis.

Responsibilities of Employees

- To read the School's Safeguarding and Child Protection Policy;
- To sign annually to acknowledge having read and understood the policy;
- To ensure the safety and welfare of all pupils and to them from abuse;
- To report any matters of concern to the DSL, other than those involving another employee which are referred to the Head of School;
- To keep a sufficient record of any significant complaint, conversation or event and pass this on to the DSL;
- To follow procedure as outlined in the school policy when managing a disclosure;
- All temporary supply teachers will meet with the DSL for a Safeguarding and Child Protection briefing on the first day of their employment to make them aware of school policies and who the DSL is;
- To undertake refresher training (reading of the School's policy and a reminder of procedures) annually, to include appropriate training by external trainers at least every second year. This will always contain training in relation to Prevent.
- New employees (no matter when employment starts in the school year) will:
 - Undergo Safeguarding and Child Protection Policy training from the DSL or an external agency;
 - They will provide evidence of successful completion of the online Safeguarding course used by the school
- Know the identity of the relevant DSL
- Read the school's Safeguarding and Child Protection Policy and all other related and adjacent policies;
- To follow the guidance on appropriate professional behaviour to ensure that pupils and staff are not placed at risk of harm or risk of allegation of harm;
- To report to the DSL any pupil that a member of staff suspects may be infatuated with a teacher or other employee;
- To raise all concerns including, but not limited to, poor and unsafe practice, or potential failures in safeguarding.

Volunteers or school collaborators working in the school in regulated activity are required to have appropriate police checks and must undertake safeguarding training before working with children. Volunteers or collaborators in non-regulated activity should never be left unsupervised with children.

Training

Training sessions on Safeguarding and child protection training sessions will take place regularly in line with set standards for a UK school.

Online training sessions will take place every year and all new members of staff will be required to complete the online training courses related to this area as soon as they join the school.

Induction programme at the beginning of every year will contain substantial and meaningful information related to Safeguarding and Child protection and all adjacent areas (Health and Safety, Prevent duty, Anti-bullying, Equal opportunities, etc...)

The DSL responsibilities include training sessions with staff in implementing the school policies and ensuring all staff are aware of what needs to be done and when.

Good Safeguarding Practice

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice includes:

- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school's child protection policy and guidance and other adjacent policies;
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- where school activities take place outside of school campus or hours, this policy applies.
- members of staff or relevant supervisors will be made aware of this policy and will check that they have procedures in place to ensure the children's safety and welfare.

Use of Mobile Phones and Other Electronic Devices

The term 'mobile phone' is intended to cover all mobile devices, including cameras, smartphones or any other such device with the facility to make/receive calls, capture images and/or share data. Children are not allowed to have mobile phones in their possession in the school. At the same time, we advise our staff to ensure that mobile phones will not interfere

with work, whilst on break duty, or teaching in the classroom, unless for the execution of their duties. Staff will use their mobile phones in case of emergency (any situation when they consider that the life or the safety of a child is in immediate danger) to call the emergency line, the DSL or the Head of School.

On some occasions (school trips for example) staff will be required to use the school mobile phone. This should be for school purpose only and should never be used to take photographs of the children.

The Use of Cameras and Mobile Phones in Reception Group

- Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings;
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students);
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to parents;
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area;
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers;
- Personal calls may be made in non-contact time but not within the teaching areas;
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used;
- Photographs and recordings can only be transferred to and stored on a school computer before printing;
- All telephone contact with Parents/Carers must be made on the school telephone;
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes;
- In the case of school productions, parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking sites.

Photography and Images

Most people who take photographs or videos of children do so for legitimate and acceptable reasons. Unfortunately, there are people who will abuse this technology for inappropriate and harmful purposes. To protect the children, we will:

- follow all protocols for usage and storage of audio-visual material as outlined or updated by DSL;
- seek parental/carers consent as appropriate for photographs and videos to be taken or published (for example, on our website or in newspapers or publications);
- use only the pupil's first name with an image;
- do not have individual photos available on the school website;
- ensure pupils and staff are appropriately dressed;
- image consent form and updated information is available from school office.

Online and e-Safety

The effective use of technology is a focus at BIST. However, technologies can be abused to take advantage of vulnerable people and cause harm.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Staff members should contact students only through the official school-sanctioned platforms. Staff should never be in contact with a current school pupil or a group of pupils via a private social media platform such as Facebook and Instagram. Staff may face disciplinary procedures and action, up to and including dismissal and reported to local law enforcement authorities if appropriate, when found to be in breach of school policy.

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

There are various definitions for 'Sexting' but in this policy we will define it as:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

As these incidents can differ, we recognise the importance of responding to each case in a manner appropriate to the situation.

If a member of staff becomes aware of a sexting incident, we will do the following:

- The incident should be referred to the DSL and as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If there is any concern that the young person has been harmed or is potentially in a position to be harmed a referral should be made to the local children's services and/or the police immediately.

Data Protection and Information Sharing

We recognise that all matters related to personal info about the children and related to child protection are to be treated and shared with care and in line with the legislation related to data protection and safeguarding children.

Safeguarding and Child Protection Policy

- All matters related to child protection are confidential;
- The DSL or the Head of School will disclose personal information to other member of staff on need to know basis and only if it is in the benefit of the child and in line with procedures and legislation;
- All staff must be aware that they can't promise confidentiality to children in case of a disclosure;
- All staff should not disclose any information on a child to a third party, unless there is written permission from the parent or carer of the child;
- Unless there is a legal requirement limiting access to a child's information by one parent, or special circumstances deemed to put the child at risk, the school will inform the parents on all matters related to the welfare of the child.

Informing the Authorities

Where it has been discovered that a student is in danger or risk of being abused, the Head of School will contact the local authorities within 24 hours to assist as appropriate.

1. Directia Generala de Asistenta Sociala si Protectia Copilului Timisoara
2. Asociatia C.O.P.I.I. Timisoara

If a staff member or any person involved in the BIST activities has been found in breach of Safeguarding and Child protection standards, the Head of School will inform the authorities as appropriate:

1. Police department
2. Disclosure and Barring Service in the United Kingdom
3. Directia Generala de Asistenta Sociala si Protectia Copilului Timisoara
4. Asociatia C.O.P.I.I. Timisoara

Whistleblowing

All staff will be aware of their responsibility to raise concerns about the attitude or actions of colleagues Concerns should be raised directly with the DSL or the Head of School.

Allegations Against Staff

Staff members who are concerned about the conduct of a colleague towards a pupil are without a doubt placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. However, all staff members must remember that the welfare and safety of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns for possible child abuse by colleagues should be reported to the Head of School and/or DSL immediately. Concerns of poor practice or possible child abuse by the Head of School should be reported to the DSL (Designated Safeguarding Lead) and/or designated board member immediately.

Safeguarding and Child Protection Policy

When an allegation against a member of staff is made, we will follow a certain procedure:

- Relevant members of school management will be notified;
- Pertinent information regarding the allegation will be gathered;
- An investigation will be started immediately;
- Advice from relevant agencies will be taken;
- Member of staff will be informed at the appropriate time, depending on the case;
- If necessary, the staff member will be suspended until investigation is concluded (suspension is not an assumption of guilt, but a protection method for both parties)
- Confidentiality will be maintained throughout the process and information will only be revealed to relevant parties.

It is unlikely for a child to make an accusation that is entirely false and malicious but misunderstanding or misinterpretation of events can happen. A child may also make an accusation against an innocent party because they are too afraid to name the real perpetrator. We must accept that sometimes there are professionals that pose a serious risk to children and we must act on every allegation.

Safe Recruitment

At BIST we want to ensure that we do our very best to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the school's procedures. Safe recruitment means that all applicants will go through the following process:

- complete the application form available on the school website;
- provide two referees (one from the current or most recent employer);
- provide evidence of identity and qualifications;
- be checked through police records certification and the Disclosure and Barring Service as appropriate;
- be interviewed, preferably in person, and by video conference if not, and be specifically asked if the applicant has any reason why they could not take the job or should not be working with children.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs. All staff sign to confirm they have received and read a copy of the child protection policy.

How to respond if a child wants to talk to you about possible abuse?

There are a set of useful and important guidelines and steps we will follow when a child decides to talk to us about a possible abuse.

What to do!

1. **Always make time to listen.** Remember it takes courage for the child to disclose;
2. **Find a safe quiet place** where the child will feel safe and the conversation will not be interrupted;
3. **Stay calm and listen carefully;**
4. **Do not interrupt** the child when he/she speaks to you about his/her concern;

5. **Ask question for clarification only;**
6. **Communication** with the child is vital from the perspective of making the child see that you care, and you listen; try using their language;
7. **Reassure them** tell them you are sorry that has happened to them, that they are making a good thing by talking about it and tell them that you will do your best to help them;
8. **Emergency** situations will require immediate action;
9. **Make notes** of us much as you remember after the child talked to you and using the child's words as much as possible;
10. **Contact the DSL** immediately after the conversation has finished;

What not to do!

1. **Don't look shocked;** show that you are sorry, but do not allow your emotion and anger show;
2. **Do not ask about the abuser;** if the conversation reveals that the parent or carer is the abuser, talk to the DSL immediately;
3. **Do not ask leading questions;** you may ask simple questions for clarification of certain facts, but it is the role of the DSL to investigate;
4. **Do not promise confidentiality;** if the child asks you to promise you want tell anyone else, just say that you will do everything you can to help him/her.

If you suspect a child is at risk of harm

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

Use the safeguarding concern form to record these early concerns and seek advice from the DSL or a trusted colleague. Remember that sharing information keeps us safe. If the pupil does begin to reveal that they are being harmed, you should follow the advice above (What to do/ What not to do) if the child will disclose to you. If, after the you remain concerned, you should further discuss your concerns with the DSL or Head of School.

Informing Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, there are cases when the DSL and school may feel that that notifying parents could increase the risk to the child. In such cases, advice may be sought from other local agencies, or a decision may be taken for school to contact an extended family member.

Impact of Abuse

The impact of child abuse should not be underestimated. Some children recover well and go on to lead healthy and happy lives. However, most adult survivors agree that the emotional scars remain well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Safeguarding and Child Protection Records

School records for children in need/child protection are kept in a safe and locked. All information held on a child will be done so in a fair and lawful manner and will always remain secure. The DSL will consider if they feel it necessary to share any information with the receiving school of a child who has a Safeguarding file open. They will ensure that a child's Safeguarding file is transferred to their new school or college as soon as possible, ensuring secure transit and reception.

Risk Assessment for Safeguarding

Risk assessment for safeguarding purpose will be conducted by the Designated Safeguarding Lead supported by the relevant staff member in all areas where this is necessary: Physical Education, Art and Music, School trips, etc.

Forms of Abuse

Physical abuse may involve: hitting, shaking, throwing, drowning, burning or scalding, poisoning, 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) induces illness in a child.

Sexual abuse involves someone forcing a child to take part in sexual activities, not necessarily involving a high level of violence. The activities may involve:

- physical contact such as: assault by penetration, non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities, such as: watching sexual activities, encouraging children to behave in sexually inappropriate ways, involving children in looking at, or in the production of, sexual images, grooming a child in preparation for abuse (including via the internet)

Emotional abuse is the persistent emotional maltreatment of a child that causes severe adverse effects on the child's health and emotional development. Emotional abuse is involved in all types of ill-treatment of a child to some level, though it may also occur alone.

Emotional abuse can involve: rejecting or ignoring a child, conveying to a child that they are worthless or unloved, using humiliating language or behaviours towards them, making fun of them, threatening them, encouraging them to develop self-destructive behaviour, preventing the child from interacting socially with other children or adults, experiences of bullying. a child

seeing or hearing the ill treatment of another (including domestic abuse), the exploitation or corruption of children, the constant pressure on children to achieve to a far higher level than they can attain, high criticism.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition to the four types of abuse above, there are also some specific safeguarding issues:

- Child sexual exploitation
- Female Genital Mutilation
- Radicalisation
- Bullying (including cyber-bullying)
- Peer on peer abuse
- Honour based violence

Child Sexual Exploitation involves exploitative situations, contexts and relationships where children receive something (gifts or even simply affection) as a result of engaging in sexual activities. These relationships are marked by an imbalance of power, with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. It is important to note that some children who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM) is related to girls being at risk of suffering (or have already suffered) from FGM. It is important to be aware of the issues and the possible signs surrounding them. Each sign on their own may mean nothing, but the presence of two or more may indicate risk.

Preventing Radicalisation is about extremist ideology that can run counter to some of the basic values which make our communities successful such as respect and tolerance for others, the rights of all to live free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. The process of radicalisation is different for every individual and usually takes place over an extended period. Vulnerable people can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet, for example, using websites, on-line forums etc.

Bullying is represented by all forms of physical and psychological abuse directed at victims who find this hurtful. This can include but is not limited to bullying which is racial, religious, cultural, sexual or sexist, homophobic, bullying of those with special educational needs and disability or because a child is adopted. It may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). It is usually repeated over time.

Peer on Peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/ sexual assaults and sexting.

Honour Based Violence encompasses acts or crimes which are committed to protect or defend the honour of the family.

Possible signs of abuse:

- The pupil says he/she has been abused or asks a question which gives rise to that inference;
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been several injuries; there is a pattern to the injuries;
- The pupil's behaviour stands out from the group as either being unusual behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- The pupil asks to drop subjects with a teacher and seems reluctant to discuss the reasons;
- The pupil's development is delayed;
- The pupil loses or gains weight;
- The pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- The pupil is reluctant to go home or has been openly rejected by his/her parents or carers.

Specific Child Abuse Signs and Symptoms

Although these signs do not necessarily indicate that a child has been abused, they can help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Physical Abuse signs and symptoms

- Unexplained recurrent injuries or burns;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Refusal to undress for gym;
- Bald patches;
- Chronic running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact - shrinking back if touched;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study');
- Fear of suspected abuser being contacted.

Sexual Abuse signs and symptoms

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age;
- Medical problems such as chronic itching, pain in the genitals, venereal diseases;
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
- Personality changes such as becoming insecure;
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Starting to wet again, day or night/nightmares;
- Become worried about clothing being removed;
- Suddenly drawing sexually explicit pictures;
- Trying to be 'ultra-good' or perfect;
- Overreacting to criticism.

Emotional Abuse signs and symptoms

- Physical, mental and emotional development lags;
- Sudden speech disorders;
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes;
- Extreme fear of any new situation;
- Inappropriate response to pain;
- Neurotic behaviour (rocking, hair twisting, self-mutilation);
- Extremes of passivity or aggression.

Neglect signs and symptoms

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Untreated medical problems;
- No social relationships;
- Compulsive scavenging;
- Destructive tendencies.

FGM signs and symptoms

A girl may:

- Have difficulty walking, sitting or standing;
- Spend longer than normal in the bathroom or toilet;

Safeguarding and Child Protection Policy

- Have unusual behaviour after an absence from school;
- Be particularly reluctant to undergo normal medical examination;
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

Child Sexual Exploitation signs and symptoms

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Signs of child sexual exploitation include the child or young person:

- going missing for periods of time or regularly returning home late;
- skipping school or being disruptive in class;
- appearing with unexplained gifts or possessions that can't be accounted for;
- experiencing health problems that may indicate a sexually transmitted infection;
- having mood swings and changes in temperament;
- using drugs and/or alcohol;
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting");
- they may also show signs of unexplained physical harm, such as bruising, and cigarette burns;
- be involved in abusive relationships, intimidated and fearful of certain people or situations;
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers;
- associate with other young people involved in sexual exploitation;
- get involved in gangs, gang fights, gang membership;
- have older boyfriends or girlfriends.

Radicalisation signs and symptoms

The following issues can make individual children and young people vulnerable to radicalisation:

- Identity Crisis - distance from cultural/religious heritage and feeling uncomfortable with their place in the society around them;
- Personal Crisis - family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration; local community tensions; events affecting country or region of origin; alienation from school values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet aspirations - perceptions of injustice; feeling of failure; rejection of community values;
- Criminality - experiences of imprisonment; previous involvement with criminal groups.

Safeguarding and Child Protection Policy

However, those closest to the individual may first notice the following changes of behaviour:

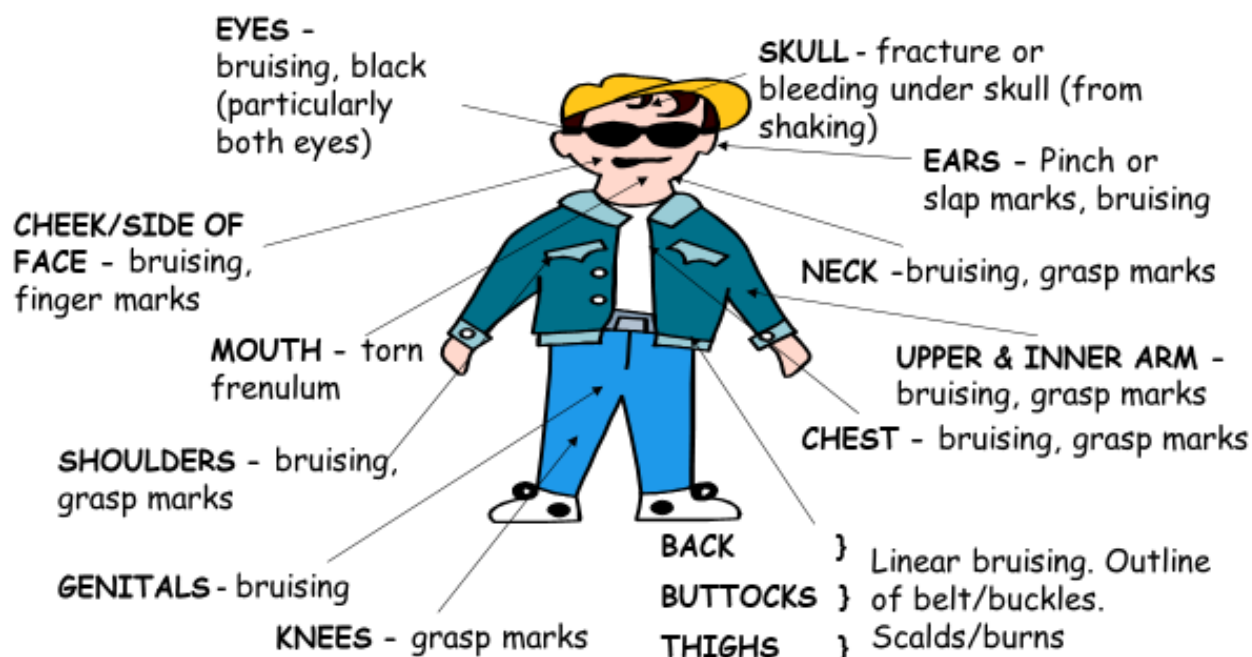
- General changes of mood, patterns of behaviour, secrecy
- Changes of friends and mode of dress
- Use of inappropriate language
- Possession of violent extremist literature
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Policy Review

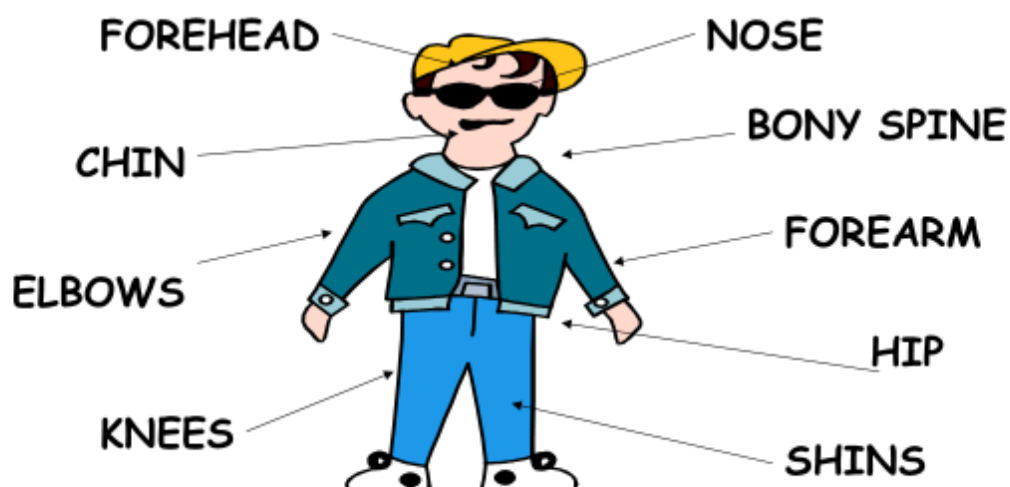
This policy will be reviewed on yearly basis by the School Leadership Team and will be get the final approval from the Head of School supported by the Designated Safeguarding Lead. The school will take into account all possible updates and changes based on the UK and local legislation and all members of staff will be made aware of these changes.

Appendix 1

Common sites for physical injury



Common Sites For Accidental Injury



Appendix 2

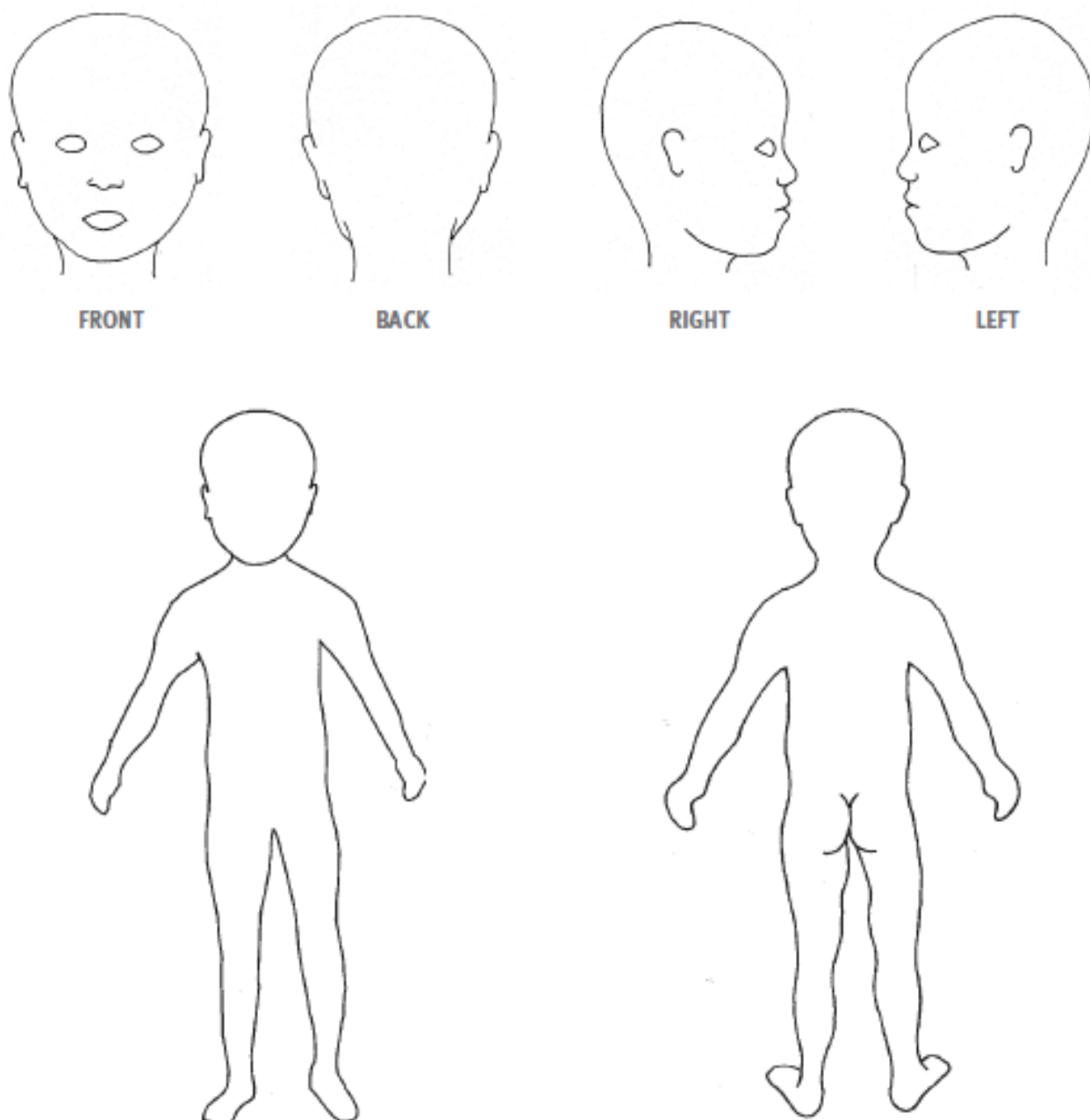
Safeguarding Concern Form

Child's details	Name			
	Date of birth			
	Year group			
Person reporting the concern		Date		
Details of concern Write down the reasons for making this referral. Ensure the following facts are recorded: who, what, when and where. Include if possible, names of witnesses and any other information that can be relevant to the respective incident.				
Signature of person reporting the concern		Date		
To be completed by the DSL Record the response (including possible actions) and the outcome of actions taken				
DSL details	Name			
	Signature		Date	

Appendix 2 continued

Body Map

If the concern will relate to marks observed on the child's body, you should indicate on the body map below where these marks are and describe them (e.g. bruises, welts, burns, etc.)



Appendix 3

Essential Contacts

Role	Name	Contact
Designated Safeguarding Lead (DSL)	TBA	
Designated Safeguarding Board Member	Alina BARNA	office@britishschool-timisoara.ro 0040 726 707 446
Head of School	Ciprian D. TIPLEA	headofschool@britishschool-timisoara.ro 0040 726 707 302
Deputy Designated Safeguarding Lead	TBA	
Police Emergency number	Emergency number	112
Child Protection Timisoara		dgaspctm@gmail.com 0040 256 490 281
Asociatia C.O.P.I.I.		info@asociatiicopii.org 0040 728 007 141
Childline United Kingdom	TBA	TBA
Disclosure and Barring Service (DBS) United Kingdom	TBA	TBA
Council of British International Schools (COBIS)	TBA	TBA

Appendix 4

Confirmation of Receipt of Safeguarding & Child Protection Policy

Name:

Date of joining school:

Position in school:

Date of your induction programme:

Date of your last *Safeguarding and Child Protection* training:

Name and designation of staff member responsible for induction or training:

I confirm that:

- I have received and read the school child protection and safeguarding policy
- I have been made aware of my duty related to safeguarding and child protection
- I understand the procedure for reporting concerns about a pupil

Name: _____

Signature: _____

Date: _____

This form must be signed and returned to the Designated Safeguarding Lead at the beginning of the school year after the induction programme has been completed.