



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

**Britannica International Shanghai Safeguarding and
Child Protection Policy
August 2021**

Britannica will be:

INSPIRING: an inspiring place of learning creating globally-minded leaders of tomorrow

INCLUSIVE: an inclusive community, which values the needs of all individuals

COLLABORATIVE: a supportive and collaborative workplace

EMPOWERING: a school that empowers students to develop their confidence and independence, to achieve their academic potential

Our Mission

INSPIRING: Provide outstanding learning experiences for all students, focused on delivering the best of British education

INCLUSIVE: Celebrate achievements and successes in all fields, recognising all students' individuality and range of skills and talents.

COLLABORATIVE: Foster a caring and close community characterised by mutual respect and interdependence, within an international community

EMPOWERING: Promote independence and high academic achievement through supportive and dedicated mentoring; placing students at the heart of their learning journey

Designated Safeguarding Lead (DSL) Mr Anthony O'Brien, Head of Secondary,
aobrien@educator.orbital.education

Deputy Designated Safeguarding Lead (DSL) Ms. Katherine Mustoe, Vice Principal,
kmustoe@educator.orbital.education

The Definition of Safeguarding – Children and Young People

The school is committed to the values inherent in the UN Convention on the Rights of the Child (UNCRC)* (1990). At Britannica International Shanghai, we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Our children have the right to protection from harm, harassment, or abuse, regardless of their age, gender, ability, race, or social background. They have a right to be always safe, both in school and in their lives outside school.

In relation to children and young people, Britannica International adopts the definition used in the Children Act 2004 and the UK Department for Education (DfE) guidance document: Working Together to Safeguard Children 2018, which define safeguarding and promoting children and young people's welfare 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 outcomes.
- The above UK statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding children and child protection guidance and legislation applies to all children up to the age of 18.

Reference to Keeping Children Safe in Education (KCSIE 2021) 2020 and 2021 revisions – This guidance remains in force throughout the response to Covid-19. KSCIE comes into effect from 01st September 2021.

The School's Responsibility for Child Protection

All adults working at Britannica International should be aware of their responsibility to safeguard and promote the welfare of every student, both physical and emotional, inside, and outside school. This involves ensuring that students are protected from significant physical, sexual and/or emotional harm and that there is a positive commitment to ensure the satisfactory development and growth of the individual. Everyone working at Britannica International should be fully committed to every aspect of the school's Safeguarding Policy. All employees are required to report to the Designated Safeguarding Lead (DSL) if they suspect child abuse or neglect. All staff must know how to recognise possible abuse and should be familiar with the process of recording information in school and referral through the correct channels.

All staff at Britannica International are required to complete an approved online training course and regular refresher training in Child Protection. Upon successful completion of the course, a copy of the certificate must be placed in the staff member's HR file. In accordance with the Safer Recruitment Policy version 6, all staff are required to provide a relevant Police Certificate/ enhanced DBS/ ICPC certificate when seeking employment or contract extension with the School.

This policy aims to:

- Provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection and Safeguarding issues.
- Provide clear direction to staff and others about how to respond if concerned about a child or the behavior of an adult.
- Ensure that Child Protection concerns, and referrals are handled sensitively, professionally and in ways that support the needs of the child
- Make clear our commitment to the development of good practice and sound procedure

Please refer to the resources available as part of your Online Child Protection course for more information and advice on signs of child abuse.

Recognising Child Abuse

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. There are four main types of child abuse. Child abuse can be physical, sexual, or emotional. It can also take the form of neglectful behaviour towards a child.

Physical Abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick, or other object, to shaking, punching, or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive, and some may be clearly premeditated with an intent to cause harm.

Sexual Abuse

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene

photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood.

Emotional Abuse

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important impact on a developing child's mental health, behaviour, and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission, and it is important the problems for a child's parents do not obscure professionals' view of their child's emotional development.

Bullying – serious bullying causing a child to feel frightened or in danger may now be regarded as emotional abuse.

Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships, and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family.

Peer on Peer Abuse

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and seminude images and or videos (also known as sexting or youth produced sexual imagery);

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Whole school approach to Peer-on-Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

Britannica International takes all allegations of peer-on-peer abuse extremely seriously. Staff are required to report any allegation of peer-on-peer abuse that is reported to them directly to the DSL, following the 'Reporting Abuse' structure detailed in this policy. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Britannica International recognizes that peer on peer abuse may be taking place within school, even if it is not reported. It is therefore important that all staff recognise the signs of peer-on-peer abuse and remain vigilant when around students.

Online safety and Peer on Peer Abuse

Britannica International has an Online Safety and Social Media Policy which is available to both staff (on Canvas) and Parents on the school website. It is important that we are all aware that peer on peer abuse can often take place using social media. Therefore, staff must adhere to the rules on mobile phone use in school which are stated in the Online Safety/Social Media Policy and must bring to the attention of the DSL as well as the Principal any unauthorised mobile phone use in school as soon as it occurs. If a student reports peer on peer abuse which is being conducted via social media but outside of school hours this will be dealt with as a safeguarding issue and parents will be informed. It is important that parents are aware of the risks of internet use and to facilitate this a copy of the school's Online Safety and Social Media Policy will be shared with parents at the beginning of the academic year.

Students reporting Peer on Peer Abuse

It is important that our students are aware of the support that is available if they are experiencing peer on peer abuse. As part of the PSHE programme and anti-bullying week students should be made aware of what to do if they experience this, or any type, of abuse, they should also be aware of what constitutes peer on peer abuse and that Britannica International operates a zero-tolerance policy towards this type of behaviour. In addition, there are posters around school that highlight peer on peer abuse and encourage students to report any behaviour that makes them feel uncomfortable.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Recognising abuse in students with SEND

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff should be extra vigilant when working with young people with special educational needs and disabilities.

The designated safeguarding lead should liaise regularly with the behaviour lead, and the attendance lead, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

A one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Child Protection at Britannica International

The school must promote satisfactory development and growth by providing intellectual and physical challenge through the development of a sound curriculum policy that will promote the welfare and safeguarding of children. The school aims to create an environment within which children feel comfortable and know how to discuss such matters within a culture of strong pastoral support.

Zero Tolerance Approach

Britannica International has a zero-tolerance approach to anyone who causes harm or abuse and will **thoroughly investigate and respond** to any concern and, where appropriate, report such matters to the police and/or local authorities.

The school is also bound to take reasonable measures to safeguard the emotional welfare of its students from bullying or abuse within the school. Please see Staff Handbook – Staff Behaviour Policy/ Code of Conduct for further information. There should be no unauthorised use of mobile phones or cameras anywhere in the school.

Responsibilities of the Principal:

The Principal has overall responsibility for safeguarding and child protection. In the DSL 's absence the DDSL will be responsible.

The Principal must do all that he/she can to ensure that all those working with children at Britannica International are suitable people (see safer recruitment policy version 6). This involves scrutinising applicants, after school instructors, volunteers and other agencies connected with the school by verifying their identity, obtaining references, and obtaining comprehensive background checks. This involves DBS/ ICPC checks for all UK staff appointments and Police checks for other nationality employees. All Board members are required to undergo suitable checks. Senior members of staff will also undertake safer recruitment training every two years.

Ensure that Designated Safeguarding Lead training is up to date and includes knowledge of local procedures. Training with EduCare at L3 Advanced must be updated at least every two years and face to face updates every two years. All staff to receive annual training regarding the safeguarding and child protection policy and procedures. A record of attendance must be maintained and kept on file. The Regional Head of School (RHoS) will facilitate face to face safeguarding training for senior personnel.

The Principal is responsible for reviewing and amending the policy where necessary to be approved on an annual basis. The policy will be annually reviewed and approved by the Board.

Responsibilities of the Designated Safeguarding Lead (DSL)

- The DSL is responsible for training all staff (academic, support, auxiliary) at induction and with regular updates.
- The DSL is responsible for reporting suspicions of child abuse directly to the RHoS
- The DSL must ensure all volunteers and contract staff undergo suitable checks.
- The DSL must ensure that important parties such as the DDSL, tutors and teachers are informed of any suspicions or allegations of abuse that have been made regarding a student.
- The DSL is responsible for ensuring that School complies with all aspects of national Chinese law relating to the protection of children. In these matters the DSL will consult both the Principal and RHoS.

When abuse is detected, the Principal will consult the RHoS and then may proceed by contacting Social Services and/or Police. This does not require parental consent for referral. This will be done by contacting them and requesting that they come to the school. A record will be kept of that meeting by the Designated Safeguarding Lead.

The DSL should keep a record with the documents that support the allegations of abuse, signed by the person who reported it. The Designated Safeguarding Lead should also keep records of the follow up actions taken with the students after the incident was addressed by the school authorities, in terms of external support and school counselling. These records will be maintained in a secure area/ cabinet. Only authorized personnel will have access to these records.

Responsibilities of the Human Resources Coordinator and Security-

It is the responsibility of the Human Resources Coordinator or the equivalent to keep up to date and accurate records of Police and DBS/ ICPC checks for all employees, volunteers, and external tutors. Timely audits of the Single Central Register (SCR) are undertaken by both the Principal and the RHoS and recorded on the Principals Monthly Report. All employees have completed the relevant online Child Protection course (information to be held on iSAMs).

At all times, reception staff and security personnel are required to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of visitors to the school.

Responsibilities of all Britannica International employees

All Britannica International staff must complete and regularly review the Child Protection in Education online course, or any other course considered appropriate by the Principal/ DSL. The certificate of completion of this course must be kept with the staff member's records by the Human Resources Department (or electronically on their HR file on iSAMs). Staff will receive safeguarding training on an annual basis. Staff who join after the start of the academic year must read and sign the Child Protection and Safeguarding Policy before undertaking their duties and benefit from safeguarding training as soon as practicable.

All members of the school staff have a responsibility to identify, and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the DSL.

All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All staff are required to adhere to the policies, protocols, Staff Behaviour Policy/ Code of Conduct, and the standards in the Staff Handbook

All staff are expected to;

O be aware of symptoms of abuse.

O report concerns to DSL as appropriate

O keep clear, dated, factual and confidential records of child protection concerns. All staff are expected to attend regular and relevant professional development sessions.

Visitors to Britannica International

All visitors to the schools must sign in with security and wear a visitors' badge which is always clearly visible. Whilst on site, visitors must be always accompanied by a member of staff. Visitors may only use toilets designated as 'staff toilets.' If any visitor wishes to report a safeguarding concern, they must be directed by staff to report the concern immediately to the DSL.

School Commitment-Recruitment, Training and Selection

The school safer recruitment procedures will be followed for all staff employed by the school. All staff (both teaching and non-teaching), including volunteers who apply to work at the school, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children and eligibility to work in Britannica International.

At least, two references will be taken up and they will be required to give evidence of their qualifications. References will be followed up and checked by the Principal or delegated member of staff. At least one person on an interviewing panel must have completed safer recruitment training (renewed every two years). Staff will have access to Child Protection and Safeguarding Policy and will be required to sign a document certifying that they have read it and agree to abide by its contents. All these policies are applicable when students go on trips away from school.

Reporting Abuse

All employees are required to report to the DSL if they suspect child abuse, peer on peer abuse or neglect.

If a child or young person tells you that they are being abused, it is important that you know how to respond. If a child chooses to disclose, you SHOULD:

- Be available and amenable;
- Listen carefully and at the child's pace;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you must pass this information on;
- Make a careful, handwritten record of what was said **verbatim**;

- Avoid too many questions

You should NEVER:

- Take photographs or examine a child;
- Investigate a disclosure or allegation;
- Make promises to a child;
- Speculate or accuse anybody;
- Forget to record what you have been told;
- Fail to pass the information on to the correct person;

You must report orally to the DSL immediately and as soon as possible complete an Incident Report Form (this is attached as an appendix) that should be handed to the Designated Safeguarding Lead. The DSL may involve other members of staff as required in an investigation. In the absence of the DSL, incidents must be reported to the Deputy DSL.

Allegations against a member of staff or volunteer must be reported immediately to the DSL. An allegation of abuse by a teacher or volunteer will be taken very seriously and treated in accordance with child protection procedures. Pending a full investigation, the member of staff may be suspended from duty.

An allegation against the Principal or the DSL must be reported to Mr. Michael Clack, Regional Head of Schools, michael@orbital.education or by calling +44 161 485 7091.

Policy Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in safeguarding and child protection arrangements will be remedied without delay. The Principal and Regional Head of Schools (on behalf of the Board) will undertake an annual review of the school's Child Protection/ safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

Relevant laws:

The 2021 version of Keeping Children Safe in Education (KCSIE) comes into force on 1 September.

Linked Britannica International School Policies:

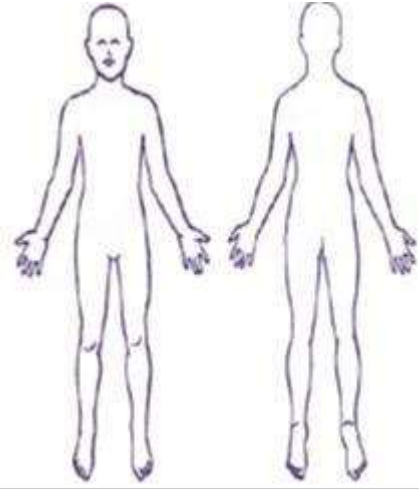
- Staff handbook –
- Staff Behaviour Policy/ Code of Conduct
- Safer Recruitment Policy
- Lockdown Policy

This policy was amended and reviewed by Paul Farrell, August 2021

Date approved:

To be reviewed: August 2022

(Appendix A) EIS Child Protection Disclosure Pro-forma
CONFIDENTIAL

Date:		Name and role of person completing form:	
Name of Child:			
<p>Details of disclosure by child / incident / child protection concerns</p> 			

Action taken by person(s) above:

Date of notification to DSL:

Name of DSL:

Detail of decision / action by DSL:

Reason(s) for this decision or action by DSL:

Notes of feedback between DSL and the person who raised this child protection concern, including date of feedback:

Tick to confirm added to student's chronology and copy placed in student's C.P. file

Date for review:

Name of person(s) to review:

Notes of review (if necessary, continue a separate page and attach):

(Appendix B) Flow Chart Report/ Referral of Suspected Abuse

