

Safeguarding Children - Child Protection Policy

This policy applies to the whole school

- Safeguarding is the responsibility of all who work, volunteer or learn in our school and they are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Dawn Savage Principal or Deputy Designated Safeguarding Lead (Deputy DSL), the Guidance Counsellor. **British Nigerian Academy (BNA)** recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as Social Services or the police.

HOW TO RESPOND TO CONCERNS RELATING TO A SUSPECTED SAFEGUARDING ISSUE – AN OUTLINE

All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to:

Where you think there might be reasonable grounds for suspecting abuse:

- **LISTEN** to what the child has to say. Do not discuss the situation; reassure the child but advise that you cannot promise to keep a secret.
- **REPORT** all suspicions immediately to our Designated Safeguarding Lead (DSL: Dawn Savage Mobile dsavage@bna.edu.ng In the absence of the DSL inform the Deputy DSL : guidance@bna.edu.ng, who will then contact the children's social care team
- **RECORD** in detail the circumstances (Including the nature and extent of any injuries) and the action taken. **YOU MUST NOT INVESTIGATE THE INCIDENT.**
- **REMEMBER** – speed is essential
- **MORE DETAILED INFORMATION REGARDING PROCEDURE MAY BE FOUND IN THE MAIN BODY OF THIS POLICY**

OUR SCHOOL'S DESIGNATED SAFEGUARDING LEADS

In our school we have two key positions in our safeguarding them, our Designated Safeguarding Lead (DSL) and Deputy DSL have the status and authority within the school to carry out the duties of the post including child protection referrals, raising awareness, training, committing resources and supporting and directing staff. They provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

British Nigerian Academy DSL and Deputy DSL with lead responsibility for child protection are:

- Designated Safeguarding Lead (DSL) for the whole school is
 - Dawn Savage, Principal
 - dsavage@bna.edu.ng
- Deputy Designated Safeguarding Lead (DSL) i
 - Guidance Counsellor
 - [Guidance @bna.edu.ng](mailto:Guidance@bna.edu.ng)

Concerns about a child

Children who have suffered or are likely to suffer significant harm are immediately report to Children’s Social Care. If at any time there is a risk of immediate serious harm to a child, a referral should also be made to Children’s Social Care immediately.

Safeguarding Accusation Regarding an Adult

Allegations are to be reported straight away to the Designated Safeguarding Lead (DSL)

Legal Status:

- This policy complies with Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations in force January 2015, made under sections 94(1) and (2) of the Education and Skills Act 2008, which states that the arrangements to safeguard or promote the welfare of pupils made by the proprietors of independent schools.
- *Keeping Children Safe in Education (KCSIE) Information for all school and college staff* (DfE: 2015)
- *Working Together to Safeguard Children (WT)* A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015)
- *Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government: 2015)
- *Disqualification under the Childcare Act 2006* (DfE:2015)
- Teachers’ Standards (Guidance for school leaders, school staff and governing bodies)
- This policy is also in accordance with the Leicestershire Local Safeguarding Children Board (LSCB) locally agreed inter-agency procedures, their safeguarding processes and procedures
- *What to do if you’re worried a child is being abused. Advice for practitioners* (HM Government: 2015)
- *Child Exploitation and Online Protection (CEOP)* www.thinkuknow.co.uk
- *Cyberbullying: Advice for Principal and school staff* (DfE: 2014)
- *Advice for parents and carers on cyberbullying* (DfE: 2014)
- The policy is consistent with any other relevant and current regulations and any other guidance concerning Safeguarding Children to which schools are obliged to have regard including The Children Act 1989 and 2004 and Section 157/175, Education Act (2002)

Applies to:

- the whole school, out of school care and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school. This includes liaising with the local authority children’s agencies as appropriate.

In our school the term ‘staff’, in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietors.

Related Documents:

- Appendix A – Types, Patterns, Recognitions and Indicators of Abuse and Neglect
- Appendix B – Designated Safeguarding Lead – Job Specification
- Appendix C – Quick Referral and Child Protection Flowchart
- Appendix D – Staff Code of Conduct
- Appendix E – Preventing Extremism and Radicalisation Policy
- Safeguarding Children – Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing and Behaviour Management including Discipline, Sanctions and Exclusions Policy, Personal Social Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) Education

Availability

This policy is made available to parents, staff and pupils via the School website and a copy may be obtained from the Office.

Monitoring and Review:

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- This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Leads (DSLs). The Proprietor will undertake an annual review of this policy, including an update and review of procedures and their implementation and a review of the efficiency with which the related duties have been discharged, by no later than January 2016, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Next review: September 2017

Principal

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School Website Safeguarding Statement:

The parents of children at (British Nigerian Academy (BNA)) should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a safeguarding policy and this school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We operate the following policy on our website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- where a child is named, no photograph of that child is displayed;
- where a photograph is used which shows a child, no name is displayed and
- where children are named, only their first names are given.

The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other private information about children is ever published on the website such as surnames or contact details. By observing these points, of (British Nigerian Academy (BNA)), ensures that visitors to the website cannot link images of children to the family names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and will not include images which are in any way inappropriate, such as close-up portrait shots of individual children.

Transparency: British Nigerian Academy (BNA) prides itself on respect and mutual tolerance. Parents/carers have an important role in supporting the School and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website.

Definition of Safeguarding and Promoting the Welfare of Children in Our School: This is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18. We see it as our duty to prevent people from being drawn into terrorism.

Types and Signs of Abuse and Neglect including Possible Indicators (Please refer to Appendix 'A')

Types of Abuse and Neglect: *Working Together to Safeguard Children (HM Government, 2015 (UK))* defines abuse as 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. They may be abused by an adult or adults or another child or children. *Working Together to Safeguard Children (HM Government, 2015)* further states that the type of abuse and neglect include: *Abuse and Neglect; Neglect; Physical abuse; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability; Vulnerable Groups; Vulnerable Pupils; Children in Need; Significant Harm.*

We understand that expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and at www.nspcc.org.uk. The GOV.UK website gives guidance on the following issues: Child Sexual Exploitation (CSE) (see also below), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM) (see also below), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse and trafficking.

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Signs and Symptoms of Abuse and Neglect (also refer to Appendix A- Types, Patterns, Recognitions and Indicators of Abuse and Neglect)

A child who has been, or may be experiencing abuse may show behavioural, emotional or physical signs of stress and abuse.

Some general indicators of child abuse include:

- Personality changes such as showing wariness, nervousness and distrust of adults; regressing to younger behaviour patterns such as rocking, sucking or biting excessively; bedwetting or soiling;
- Change in behaviour patterns - demanding, attention seeking, antisocial or aggressive behaviour; sleeping difficulties, often being tired and falling asleep; low self-esteem;
- being isolated or withdrawn, lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child-minder; difficulty in forming relationships; confusing affectionate displays;
- difficulty relating to adults and peers; abusing alcohol or drugs; being seemingly accident prone;
- having broken bones or unexplained bruising, burns or welts in different stages of healing;
- being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable;
- feeling suicidal or attempting suicide; unresponsiveness; having difficulty concentrating; sudden underachievement; being withdrawn or overly obedient; reluctance to change for, or participate in PE;
- children's comments which give cause for concern; running away, stealing/lying; allegations made by a child concerning sexual abuse; 'frozen' look; apprehension; poor self-esteem; self-mutilation; extreme anger or sadness; depression, overdoses; anorexia;
- being reluctant to go home; running away; creating stories, poems or artwork about abuse.

Some indicators of neglect include:

- malnutrition, under-nourishment; sudden loss of appetite; compulsive eating; begging, stealing or hoarding food; poor hygiene, matted hair, dirty skin or body odour;
- unattended physical or medical problems; comments from a child that one is home to provide care; repeated infections;
- being constantly tired; frequent lateness or absence from school;
- inappropriate clothing, especially inadequate clothing in winter; frequent illness, infections or sores;
- being left unsupervised for long periods; deterioration in child's well-being.

Remember safeguarding children is not just about the formal definitions of abuse. It may also include, for example, self-harm, self-neglect, eating disorders, bullying, or even adverse risk-taking.

Child Sexual Exploitation (CSE): CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from 'consensual' to serious organised crime by gangs. The perpetrator always has power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, cyberbullying and grooming. Some young people do not exhibit any external signs of abuse.

Female Genital Mutilation (FGM): Professionals in all agencies need to be alert to the possibility and indicators of a girl having suffered or being at risk of FGM. Victims are likely to come from a community that practises FGM but girls at risk may not yet be aware of the practices or that it may be conducted on them; sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Purpose: of British Nigerian Academy (BNA) fully recognises its responsibility to safeguard and promote the welfare of children at school. The purpose of this policy is to provide staff, volunteers and proprietors with the guidance they need in order to keep children safe and secure in school and to inform parents, guardians and carers how pupils will be safeguarded whilst they are in the school's care.

Context: It is recognised that children have a right to feel secure and cannot learn effectively unless they do so. Parents, guardians, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.

Our policy and support documents cover many aspects of safeguarding, including contractors, work placements, host families and female genital mutilation, but the areas that will impact most upon those working in schools are the checks required for volunteers and agency staff, the new focus on child sexual exploitation risks and an important change to how we must now manage allegations. We consider it our duty to promote the *Helping Children Achieve More* outcomes of: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic wellbeing.

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Aims: These procedures apply to all staff, proprietors and volunteers working in British Nigerian Academy (BNA). The aim of these procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils at British Nigerian Academy (BNA). We raise awareness of child protection and safeguarding roles and responsibilities with staff. This includes implementing and reviewing procedures in our school that enable all staff to identify and report suspected cases of abuse. Support is given to pupils who have been abused (in accordance with their agreed Child Protection Plan) and children with additional needs.

Our school ensures the practice of safe recruitment in checking and recording the suitability of staff to work with children and establishes a safe environment in which children can learn and develop. Allegations or concerns against staff are dealt with in accordance with guidelines and procedures.

Designated Safeguarding Lead (DSL) for the whole school including job specification (Please Refer to Appendix B- Designated Safeguarding Lead – Job Specification) Our Proprietor ensures that DSL's have the appropriate status, authority, time, funding, training, supervision, resources and support to fulfil their child welfare and safeguarding responsibilities effectively and to provide direction and advice to staff on child protection matters.

The Key responsibilities of the DSL are:

- Understanding the assessment process for providing early help and intervention, for example through locally agreed assessment processes
- Having a working knowledge of how to conduct child protection case conferences and case review conferences, and be able to attend and contribute to these effectively
- Ensuring each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff
- Being alert to the specific needs of children in need, those with special educational needs (SEN), children at risk of harm and young carers
- Being able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtaining access to resources and attend any relevant or refresher training courses.
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

The DSL is also the first point of contact for external agencies who are pursuing Child Protection investigations and co-ordinates the School's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences). All professionals working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters.

Whole School Responsibilities: We recognise that because of our day to day contact with children, our staff are well placed to observe the outward signs of abuse. The school establishes and maintains an environment where children feel secure, are encouraged to talk and are heard. Children know that there are adults in the school whom they can approach if they are worried about any problems. Opportunities are made within the curriculum for children to develop the skills they need to stay safe from and recognise abuse. Our school follows the procedures laid down in the Child Protection Policy. We treat all disclosures with the strictest confidence and report any disclosures to Designated Safeguarding Lead (DSL). BNA ensures that parents, guardians and carers have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations on the school website and offering parents, guardians and carers a copy of this policy on request. We notify parents, guardians and carers of concerns and when appropriate provide them with opportunities to change the situation, where this does not place the child at greater risk. Our school liaises with other agencies that support pupils such as Police and the Educational Psychology Service through normal referral routes.

We require that:

- all staff and volunteers should know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children;
- staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- staff and volunteers explicitly and immediately report to the Designated Safeguarding Lead (DSL) or Deputy any concern or allegation about school practices or the behaviour of staff and volunteers which are likely to put pupils at risk of abuse or other serious harm and provide immunity from retribution or disciplinary action against such staff for "Whistleblowing" in good faith is as far as possible guaranteed by the school and
- at all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

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Induction and On-Going Training for all staff: Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. Role-appropriate training are in accordance with KCSIE as follows:

- All staff, including temporary staff, volunteers and Proprietor must understand our safeguarding policy and procedures and have up to date knowledge of safeguarding issues. They are provided with induction training that includes:
 1. the school's staff code of conduct/behaviour policy;
 2. child protection, behaviour, anti-bullying, safeguarding and e-safety policies;
 3. the identity and function of the Designated Safeguarding Leads (DSLs);
 4. the whistleblowing policy (which is integrated into both training and codes of conduct),
 5. Part 1 of *Keeping Children Safe in Education* (KCSIE) (DfE: 2015) which is required reading by all staff which includes those already in post.
- We consult with our LSCB to determine the most appropriate schedule, level and focus for our regular child protection training. This enables our staff to follow the school's procedures and to raise concerns appropriately. Within our school community e-safety is a relevant factor along with female genital mutilation, radicalisation, cyber bullying and mental health.
- The Designated Safeguarding Lead (DSL) receives updated child protection training at least every two years. This training is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children..
- We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the school.

Our Generic Safeguarding Procedures: It is not the role of staff to investigate or resolve allegations of abuse. Once an adult has clarified that a concern is present, information must immediately be passed on to the Designated Safeguarding Lead. **Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect we will:**

- **take the child seriously;**
- **listen carefully and record their concerns;**
- **tell the child they have done the right thing by telling us;**
- **clarify if necessary;**
- **make an accurate record as soon as possible and**
- **inform the DSL without delay.**

We will not:

- **promise confidentiality;**
- **investigate;**
- **ask leading questions and**
- **repeatedly question/ask the child to repeat the disclosure over and over.**

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Designated Safeguarding Lead so that appropriate action can be taken. The following procedures are also part of the child protection process of our school.

We:

- follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- notify the new school when a child moves to a new school at any point during their time at British Nigerian Academy (BNA) and
- develop and then follow procedures where an allegation is made against a member of staff or volunteer.

Our School will ensure that all staff, teaching, non-teaching and volunteers, will:

- be aware that they have individual responsibility for referring every complaint or suspicion of abuse from and keep a sufficient record of any significant complaint, conversation or event;
- have received a copy of the school's child protection policy;
- ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

Teaching Children to Keep Safe including eSafety (Also please refer to our e-safety and cyber-bullying policies)

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The Curriculum: As a school we will educate pupils to Keep Safe through our school ethos and curriculum which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. We acknowledge the important role that the internet and curriculum can play in the prevention of abuse and in the preparation of our pupils' for the responsibilities of adult life and citizenship. Our aim is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults for example by taking part in charitable activities. We recognise that our senior leadership team need to consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils and ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work to entrench it in wider teaching and learning. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. Our teaching of personal, social, health, economic (PSHE) education and citizenship helps to develop appropriate attitudes and decision making skills in our children.

Cyber bullying is the unacceptable face of new technology, and we need concerted action across society to address it. All computer equipment and internet access within our school is subject to appropriate controls and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied at home. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential. Technology can be misused, and this can be very hurtful for both children and teachers who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available. If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention the School nor make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents or pupils via social networking sites.

Integral to this, is our policy concerning Spiritual, Moral, Social and Cultural (SMSC) education. We actively and positively support core Nigerian and British values. From time to time staff will base assemblies on related topics. As part of developing a healthy, safer lifestyle, pupils will also be taught to adjust their behaviours in order to reduce risks by:

- recognising and managing risks in different situations and deciding how to behave responsibly;
- judging what kinds of physical contact are acceptable and unacceptable;
- recognising when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- using assertiveness techniques to resist unhelpful pressure and emotional literacy and
- safe use of electronic equipment and access to the internet.

In so doing we promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being. We also make use of the resources promoted by the DfE such as the UK Safer Internet Centre (www.saferinternet.org.uk) and also CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Safety in the school: No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to our school premises will be controlled by security and we have constant staff supervision; carelessness in closing any controlled entrance will be challenged. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity or school visitor badges. Unidentified visitors will be challenged by staff or reported to the Principal or School Office. The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police with a view to alerting other local schools through appropriate systems. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities for private use and with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected. Volunteers will be subject to a close supervision risk assessment, working under the direction of an established member of staff. Volunteers will be subject to the same code of conduct as employees. All computer equipment and internet access within the school will be subject to appropriate "parental controls" and Internet safety rules and in line with our e-safety policy and cyber-bullying policies.

Staff Code Conduct - Power, Positions of Trust and Staff Behaviour (please refer to Appendix D- Staff Code of Conduct): All staff are aware that they should safeguard children's well-being and maintain public trust as part of their professional duties. We adhere to this commitment with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. All staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. Children will be treated with respect and dignity. No restraint, sanctions or rewards are applied outside of those detailed in our Behaviour Management including Discipline and Sanctions Policy.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; staff need to use their professional judgement. At the school we have a wide age range of pupils: staff should be aware that a definition of "appropriate contact" will change as pupils grow and mature. It is important that staff should avoid situations which are open to misinterpretation, particularly being alone with a pupil.

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For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; including musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All teaching rooms will have clear and unobstructed glass panels in the doors.

Staff should be alert to the possible risks that might arise from social contact (including inappropriate electronic communication) with pupils inside and outside of the school, conveying a pupil by car and one-to-one sports or performing arts coaching. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Principal. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Principal. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Principal. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with pupils or parents/carers/guardians. Our Staff Code of Conduct covers staff/pupils relationships and communications including the use of social media. Staff will not disclose their personal telephone numbers and home email addresses to pupils or parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture.

It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Mobile Phones: BNA allows staff to bring in mobile phones for their own personal use. If they need to make an emergency call, they must do so either in the staff room, the Principal’s office, an empty class or outside of the school grounds. Staff should provide the school number to family and next of kin so in an emergency the member of staff can be contacted on the school phone. Mobile phone or camera technology may not be used to take photographs anywhere within the school grounds, instead digital cameras are available and may be used within the consent criteria guidelines. (Please see our Mobile Phone, Camera and Photograph Policy).

Staff Taking Medication or other Substances: Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If they are, they should seek medical advice and inform the Principal who will review the medical advice. We only allow staff to work with children if medical advice confirms that their ability to look after children is unlikely to be impaired. Should a member of staff need to bring their medication to school with them, it must be securely stored and out of the reach of children.

Arrangements for dealing with concerns, complaints or allegations of abuse against teachers and other staff: We take seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Staff should be aware of the school’s whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff. Immunity from retribution or disciplinary action against staff for whistle-blowing in good faith, as far as possible, is guaranteed by the school. This refers to any concern or allegation made by a member of staff regarding school practices or actions of colleagues which are likely to put pupils at risk of abuse or other serious harm. **If the school was given information that suggested that a member of staff was abusing a child who is not a pupil at the school, we would immediately pass such information to child services or the police.**

The procedure is as follows:

The following expands on the detail provided on pages 1 and 2 of this policy where contact details (names, telephone numbers, email addresses) are clearly identified. We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident. Allegations are to be reported straight away, normally to the Designated Safeguarding Lead (DSL) who is also the Principal. If the DSL/Principal is absent the allegation is passed immediately to the Deputy Designated Safeguarding Lead (Deputy DSL).

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- Inform the DSL/Principal as soon as practical (**within one hour**) if a child makes an allegation against a member of staff, volunteer, or other adult on site. In either event, the DSL/Principal will immediately consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. **If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. The police are also informed from the outset.**

Our DSL will also:

- fully co-operate with enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to colleagues on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

.Our policy is to suspend the member of staff for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff member as well as children and families throughout the process. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children is agreed with the DSL. If there has been a substantiated allegation against a member of staff, the school will determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. **In cases where the Principal is the subject of the allegation or concern, the proprietor is informed.**

Listening to the Child's Wishes

British Nigerian Academy (BNA) ensures our children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Governing bodies and proprietors should ensure that staff members do not agree confidentiality and always act in the interests of the child.

Allegations of abuse against the Proprietor/Principal/DSL

If the allegation concerns the Principal (who is also the DSL), the person receiving the allegation should **immediately** inform the Proprietor, **without** notifying the Principal.

Allegations of abuse by one or more pupils against another pupil: In circumstances where there is an allegation of abuse by one or more pupils against another pupil, the DSL will make a formal referral. KCSIE notes that children can be particularly vulnerable in residential settings. Therefore, we are alert to pupil relationships and the potential for peer abuse particularly where there is a significant gender imbalance. In tailoring policies to the nature of our school, we make appropriate provision for responding to these issues. We also make reference to the School's Anti-Bullying Policy.

Allegation of abuse of a child who is not a pupil at the school: If British Nigerian Academy (BNA) was given information that suggested that a member of staff was abusing a child who is not a pupil at the School, we would immediately formally advise the employee of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a pupil at British Nigerian Academy (BNA). If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

Malicious Allegations: Allegations that are found to have been malicious should be removed from personnel records and should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached our school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Dismissal or Resignation: Our school is committed to promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer, proprietor or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. **To this end, we will report a person to the local debarring service if they are dismissed or leaves due to risk or harm to a child.**

Any person who is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no working, a course of initial teacher training, or volunteering. As an independent school, where a dismissal does not meet the threshold for a DBS referral, we give separate consideration to making a referral to the National College for Teaching and Leadership (NCTL). This also applies where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be

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appropriate, because of ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’, or a ‘conviction at any time for a relevant offence’.

Referrals will be made as soon as possible after the resignation or removal of the individual and reports will include as much evidence about the circumstances of the case as possible. We also ensure that ‘*Compromise Agreements*’ or ‘*ACAS Agreements*’ never apply in such circumstances and appreciate that failure to make a report constitute an offence and that the school may be removed from the DfE register of independent schools. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part four of the DfE guidance “*Keeping Children Safe in Education*”.

Missing Children: Every precaution is taken, through the use of risk assessments and thorough planning and supervision, to ensure that children are safe both at school and on outings. However, there are limited situations where a child could become lost. Should a child become lost the member of staff in charge is alerted, the safety of other children is paramount and they are sufficiently supervised, the police and parents are informed and the area where the child was last seen is continuously searched. When the situation has been resolved, staff review the reasons for it happening and take measures to ensure that it does not happen again. British Nigerian Academy (BNA) works closely with parents and agencies and we are alert to the potential signs of children going missing. We keep track of children who regularly go missing, become missing for any period of time or who regularly return home late. We listen to young people and take any disclosure seriously, sharing information with agencies.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the affects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral and information will be shared with parents and the investigating agencies.

Safeguarding Disabled children: Disabled children have exactly the same human rights as non-disabled children; to be safe from abuse and neglect, to be protected from harm and to achieve the ‘Helping Children Achieve More’ outcomes. Disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child. Some disabled children may be more vulnerable to abuse because they may:

- have fewer outside contacts than other children;
- receive intimate, personal care;
- have an impaired capacity to resist or avoid abuse;
- have communication difficulties;
- fear losing services;
- be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. We use clear statements in our brochures and correspondence and liaise with agencies (in the statutory, voluntary and community sectors) that are active in supporting families.

The Principal/DSL must be notified of a concern before involving parents/guardians/carers in conversations about abuse. Parents/guardians/carers will be informed as soon as possible about any concerns regarding their children. Parents/guardians/carers will usually be told the source of a referral if it comes from a professional agency such as, British Nigerian Academy (BNA) However, members of the public can ask to remain anonymous. However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness or the Designated Safeguarding Officer has reason to believe that informing the guardian at this stage might compromise the safety of the child, or a staff member, there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral). Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals

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will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any pupils) who may wish to harm children both in and out of School.

Parents/guardians/carers are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Parents who expect the school to actively take sides outside the best interests of the child will find that their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm. Contact orders (child access) must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions. Parents are informed of our safeguarding responsibilities; this policy is available on the schools' website and from the school office.

Opportunities to teach safeguarding

Insert Name of School consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. We cover relevant issues through personal, social health and economic education (PSHE) lessons which may take on a range of forms e.g. assemblies, circle time and discreet teaching alongside our sex and relationship education (SRE).

Parent Contact Information: British Nigerian Academy (BNA) does not give out contact information/personal details to other parents, without permission.

First Aid and Medical Plans (Please also refer to our *First Aid and Medication Policies*): Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment there will be another adult present. All first aid treatment and non-routine changing or personal care will be recorded and, where significant, will be shared with parents/guardians/carers. Children requiring regular medication or therapies will have a medical plan which is agreed with parents.

Safer Recruitment of Staff and Single Central Record (also refer to the Safer Recruitment Policy and Procedures): British Nigerian Academy (BNA) follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The 'Single Central Register' (SCR), often referred to as the 'Centralised Record', is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Where appropriate a check is made of the prohibition list. Assurances are obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution, on educational visits or other offsite activities). The school complies with legislation whereby it is an offence:

- to knowingly employ (or take on as a volunteer), in an Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity) and
- not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

Selection and pre-employment vetting (Please also refer to our Safer Recruitment Policy and Procedures): As part of our pre-employment vetting we ask new staff for information on disqualification. We carefully check the employment history of candidates including verifying references, which are taken up prior to interview, and investigating gaps in employment. Also, where an individual claims qualifications as part of an application for a position, these are checked in advance of employment. Documentary evidence is retained about employees, usually on their personnel file.

Regulated Activity: This includes teaching, instructing, caring for or coming into contact with children if the person is unsupervised, or driving a vehicle only for children. Any activity is only regulated if it is done regularly, with the exception of personal or healthcare which is always regulated. The definition of regular is that it is carried out once a week or more by the same person or it is carried out more than three days in any period of 30 days (or between 2am and 6pm).

Agency and third-party staff: We are responsible for ensuring that individuals are suitable. We require the agency or organisation to provide us with evidence that the relevant checks have been carried out; this includes identity, enhanced disclosure, right to work in the UK, DBS barred list, prohibition order check, site of original qualifications, and overseas checks. We obtain written confirmation from the agency (or other third-party organisation) so that we can see and check all the evidence ourselves. We have an agreement with the agency/organisation that where convictions or soft information exists on a DBS certificate, we have the right to see that information (including the individual's DBS) and make our own decision about whether the individual is suitable for our school. Insisting that we have access to such information ensures that we are satisfied that the right checks are made and only appropriate people are accepted into our school. We also then check that the person who shows up at our school is the person against whom the checks have been made.

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Adults who supervise children on work experience: In line with KCSIE advice we require that barred check lists are obtained for people supervising a child under 16 on a work placement where the conditions for regulated activity are met.

Contractors: Building contractors engaged by or on behalf of the school and undertaking works on site will be made aware of this policy and expected to adhere to it; their compliance will be monitored. Long-term contractors will be asked to provide their consent for DBS checks to be undertaken if a check is required for them coming into contact with children. Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. When large numbers of workers and sub-contractors are on site, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils. All contractors and sub-contractors will be issued with copies of our code of conduct for staff. We always check the identity of contractors and their staff on arrival.

Visitors: Authorised visitors will be asked to wear school visitor or identity badges. Unidentified visitors will be challenged by staff or reported to the Principal or school Office.

The Role of the Proprietor: It is incumbent on the Principal, to comply with their duties under legislation and ensures the policies; procedures and training in the school are effective and comply with the law at all times. The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children". The Proprietor ensures that a senior member of staff, receives appropriate training to act as both the Deputy Designated Safeguarding Lead (Deputy DSL) for child protection including safer recruitment issues in the school, being fully abreast of the guidance available for safeguarding. The Proprietor has formally adopted this policy and reviews its contents annually or sooner if any legislative or regulatory changes are notified to British Nigerian Academy (BNA).

To this end, the Proprietor, will request, as part of the statutory annual review, an Annual Report on Safeguarding Children, specifically drawn up to monitor compliance with the requirements of Safeguarding Children and Safer Recruitment. The DSL who is also the Principal, reviews all levels of child protection referrals made by the school during the past year, outlining the issues that have arisen from cases (while respecting confidentiality and not identifying persons by name) and reviews training undertaken by staff to an external advisor. British Nigerian Academy (BNA) ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay, once identified. The external advisor scrutinises the information and this includes going into school to ask both staff and children safeguarding questions, which forms part of the formal annual audit of Safeguarding. The Proprietor is accountable for ensuring British Nigerian Academy (BNA) has effective child protection policies and procedures in place that are in accordance with guidance issued.

Obtaining a DBS barred list check and Secretary of State Prohibition Order: In addition to complying with the Disclosure and Barring Service requirements our school is also registered to access checks (including past checks) Barred list. We carry out a barred list check for all new employees, volunteers and contractors irrespective of whether they possess an Certificate. We also check that anyone we employ to carry out teaching work, inclusive of those who do not have Qualified Teacher Status (QTS), is not subject to a prohibition order. Teaching work, for this purpose is defined to encompass: planning, delivering and preparing lessons and courses for pupils and assessing and reporting on the development, progress and attainment of pupils. "Delivering" includes delivering lessons through distance learning or computer aided techniques.

Recruitment of Ex-Offenders: We comply with legislation regarding the recruitment of ex-offenders.

Appointment of Staff from Abroad: If we appoint staff who have lived or worked abroad we undergo the checks required in the Independent School Standards Regulations and the Single Central Record (Centralised Register).

Records: Brief written notes will be kept of all incidents relating to individual pupils. This information may be shared with other agencies; the views of the child who is the subject of the concern will be taken into account but staff will be alert to the dangers of keeping "secrets". All contact with parents and external agencies will be logged and kept in Child Protection records which are kept separate from educational records and can only be accessed by the Designated Safeguarding Lead and the Principal. The content of Child Protection Conference or Review reports prepared by the school and will be shared with the parents/guardians/carers in advance of the meeting.

If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and child protection records will be sent separately. A child's name will only be removed from the School's Admission Register in accordance with the Pupil Registration Regulations. The school requires documentary identity proof of pupils presented for admission. We maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or a person acting with their written consent. Any child protection file which is transferred to a new school will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt are obtained

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Confidentiality: We regard all information relating to individual child protection issues as confidential and we only pass information on to appropriate persons. Our staff listen to and support children but it must be made clear to the child that the person confided in must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation only adds to the abuse. If an adult who works with the children in our school is in any doubt about whether to share information or keep it confidential, then guidance must be sought from the DSL and must be in line with locally agreed information sharing protocols.

Child's Death: In the event of a death of a child/young person emergency procedures will be implemented immediately by the DSL.

Deficiencies and Weaknesses: It is the duty of all members of Staff and the proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy which should be remedied immediately. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Complaints and Monitoring: All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the school's Designated Safeguarding Lead (DSL).