



**THE BRITISH
INTERNATIONAL SCHOOL
BUDAPEST**

A NORD ANGLIA EDUCATION SCHOOL

Safeguarding & Child Protection Policy & Handbook

Safeguarding and Child Protection Policy 2024

Original Date: 4th January 2016

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Responsibility: Principal; Designated Safeguarding Leaders (DSL)

Related policies:

KCSIE 2024; NAE Allegations Policy; NAE Guidance for Safer Working Practice; Background Checking Policy
Whistle Blower Protection Policy; NAE Code of Conduct and Ethics; Safeguarding NAE Policy and Procedure

Record of Updates

Date	Changes
21 Sep 21	3.1 reference to promoting child's welfare added
	4.1 addition of staff's requirement to understand policy. Requirement to reassure during disclosures. Addition of reference to training at induction
	Appendix A DSL updated
	Appendix E Child-on-child Abuse section rewritten to reflect KCSIE 2021 more closely and refer to abuse in intimate relationships
26Aug 22	Replace peer-on-peer with child-on-child throughout
	6. Employment and recruitment: Online search added for shortlisted candidates
	Appendix E: Domestic abuse added
27 Aug 23	Appendix O: Filtering and Monitoring Systems added
	Appendix P: Filtering Systems Annual Review Checklist added
	DSL Job Description amended to include reference to responsibilities connected with filtering and monitoring systems
	"Abuse, neglect and exploitation" replaced with "abuse, neglect and exploitation"
1 st Sep 2024	Multiple amendments to align with NAE group policy

Role	Sign	Date of signature	Latest training	Date
Principal	Ben Turner 		Level 3	11/24
DSL	Shane Egglestone 		Level 3	10/23
Deputy Designated Safeguarding Leaders	Chris Russell 		Level 3	11/24
	Louise Russell 		Level 3	11/24

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1. Rationale and Introduction

1.1 Our aim is to provide the safest possible learning environment for all our students.

Our and safeguarding policy and procedures set out the principles and expectations, as well as the processes, which must be adopted by all staff. The procedures also describe the steps that are taken in meeting our commitment to safeguarding students. Given our international context we acknowledge our responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). We recognise the obligation to protect our students from harm and in particular, the obligation under the following Articles of the UN convention:

Article 3: which states that the best interests of children must be the primary concern in decision making about them.

Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.

Article 14: which states that children have the right to think and believe what they want and to practise their religion.

Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.

Article 34: which states that Governments should protect children from sexual exploitation and abuse.

Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold, or trafficked.

Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37: which states that no one is allowed to punish children in a cruel or harmful way.

The 1989 convention has been signed by all UN member states except the United States of America.

All the UN articles can be found at the following link:

[UN Convention on the Rights of the Child - UNICEF UK](#)

1.2 The health, safety and wellbeing of all our children are of paramount importance to all the adults who work in our school. Our children have the right to safeguarding and protection, regardless of educational needs, age, gender, sexual orientation, race, religion, culture or disability. In our school, we respect all children and endeavour to provide an environment where all children are safe and can thrive.

1.3 In our school, we respect our children. The atmosphere within school is one that encourages all children to do their best. Children are provided with opportunities that enable them to take and make decisions for themselves.

- 1.4 The school recognises that abuse, neglect and exploitation can result in underachievement. We strive to ensure that all our children make good educational progress. The teaching of personal, social and health education and citizenship, as part of our curriculum, helps to develop appropriate attitudes in children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.
- 1.5 All staff have a role to play in the identification and prevention of abuse, neglect and exploitation and this policy sets out how this happens.

2. Legal framework

- 2.1 In addition to the UN Convention of the Rights of the Child, we adhere to standards set by the safeguarding organisation “Keeping Children Safe.” Where possible and relevant, BISB seeks to apply the UK schools’ statutory guidance “Keeping Children Safe in Education” (Sept 2024), underpinned by the UK multi-agency guidance “Working Together 2023”.

BISB is guided by and operates within Hungarian legislation on child protection. To protect children from harm and ensure their wellbeing, the school will act in accordance with the following legislation (among others), as far as is reasonably possible:

- i. Act 31 1997 on the Protection of Children.
- ii. Act 64 1991 on the Convention of the Rights of the Child.
- iii. Act 4 1952 on marriage, family and guardianship.
- iv. Act 84 1998 on support provided for families.
- v. Act 125 2003 on equal treatment and the promotion of equal opportunities.
- vi. Act 27 2001 on the prohibition of the worst forms of child labour.
- vii. Act 59 2000 on the minimum age of employment.

3. Aims

This policy aims to:

- 3.1 promote the child’s welfare and provide a safe environment for children to learn and thrive;
- 3.2 establish what actions the school takes to ensure that children remain safe at home and in school;
- 3.3 raise the awareness of all staff of child protection issues;
- 3.4 define staff roles and responsibilities in possible child protection cases;
- 3.5 identify children who are suffering, or at risk of being harmed;
- 3.6 ensure effective communication between all staff on child protection issues;
- 3.7 define the procedures to be followed when encountering any issue relating to child protection.

4. Staff responsibilities

4.1 All adults

All adults in the school have a responsibility to safeguard and protect the children in our school. There are, however, key people with specific responsibilities. These key people are listed in Appendix A.

All staff have a responsibility to report to a Designated Safeguarding Leader (DSL) any concern they have about the safety of any child in their care.

All staff (including partner organisations and contractors) having unsupervised contact with children must:

- Be familiar with, understand and follow this safeguarding policy and all other safeguarding related policies;
- Be subject to safer recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure staff member is supervised until the check is passed);
- Be alert to signs and indicators of possible abuse, including child-on-child abuse;
- Listen to, reassure and take seriously the views and concerns of children;
- Record any concerns and report these to the Designated Safeguarding Leader (see

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- Appendix A: Designated Safeguarding Leaders 2024-2)
- Follow the procedures outlined in this document if concerned about any child;
- Support children, staff or other adults who have concerns or who are the subject of concerns to act appropriately and effectively in instigating or co-operating with any subsequent process of investigation;
- Undertake appropriate child protection/safeguarding training including but not restricted to at induction and refresher training every two years;
- Understand the potentially serious disciplinary or even criminal consequences for failure to abide by the code of conduct. All staff and volunteers need to recognise that if their behaviour outside the workplace clearly breaches the code of conduct and questions their suitability and becomes a potential reputational risk to our school or to Nord Anglia Education, this too may be considered a disciplinary matter.

All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) must:

- Undergo a safeguarding briefing/induction in relation to their role and understand what is required of them if they have concerns and who they should be reporting to if required;
- Provide written confirmation to demonstrate that where appropriate, all partner agency staff/contractors have been safely recruited and appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, appropriate to the role and contact they will have with children, before they commence their role at BISB. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous but it is for the Principal or Designated Safeguarding Leader to assess this risk, not individual members of staff or partner organisations themselves;
- Where partners/contractors do not have their own safeguarding or child protection policy, the school will provide a copy of our own policy and ask partners or contractors to read and follow this. These requirements will be part of any contractual arrangements;
- Follow the guidance laid down in this policy at all times.

4.2 The Principal

It is the responsibility of the Principal to ensure that:

- the school adopts and regularly reviews policies and procedures to safeguard children in the school in line with the latest guidelines and policies and best practice from the DfE and NAE;
- these policies are understood and implemented by all staff;
- trained Designated Safeguarding Leaders are appointed and identified;
- sufficient resources are allocated for staff to carry out their responsibilities effectively, including time for the DSLs to carry out their role effectively;
- DSLs have a published and understood Job Description to define their duties as DSLs ([Appendix K: Job Description for DSLs](#))
- all staff and adult helpers in the school are able to voice their concern if they feel that a child is susceptible, or that there are any particular practices that are unsafe;
- safeguarding is addressed through the curriculum;
- a record of all training, updates and relevant safeguarding checks undertaken by staff in relation to safeguarding and child protection is maintained and available for audit and inspection.

4.3 Designated Safeguarding Leaders

- There are named people, the Designated Safeguarding Leaders, who act as Child Protection Officers.
- Both female and male DSLs are in role at all times.
- The DSLs are guided by two principles:
 - The welfare of the child is always paramount.
 - Principles of appropriate confidentiality are respected.
- The DSLs are responsible to the Principal. They should:
 - Have appropriate additional training such as Level 3 DSL training in addition to the basic training that other staff receive;
 - At least one and preferably all DSLs have a current Level 3 Safeguarding Certificate.
 - Provide advice and support to all members of staff.
 - Ensure that procedures are in place and known to staff.
 - Ensure that the entire school community knows who the DSLs are.
 - Ensure that appropriate training is provided to all staff and responsible adults.
 - Decide which people need to be made aware of children considered to be at risk.
 - Ensure that children considered to be at risk are monitored.
 - Ensure that accurate records are kept and that these records are separate from academic records and are secure.

4.4 NAE Senior Management

The Chief Executive Officer (CEO) recognises their ultimate responsibility, as delegated by the board to ensure that all staff across the organisation, including staff in schools as well as staff in regional and central teams understand their obligations to promote and safeguard the welfare of every student.

Members of the Executive Committee for Nord Anglia Education (EXCO) will support the CEO in carrying out their delegated responsibilities for safeguarding our students by ensuring that all activities carried out by any function/team or individual in Nord Anglia Education have regard to the safeguarding and wellbeing of our students.

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While this general responsibility applies to all EXCO members, specific responsibilities for individual EXCO members apply as follows:

- The Chief Operating Officer supported by the Group Head of Safeguarding and Regional Managing Directors, will take responsibility for and oversight of safeguarding risks, identified as a result of school failings or specific incidents.
- The Chief Human Resources Officer will take responsibility for ensuring that all recruitment, induction and disciplinary processes and allegations management across the organisation follow the latest best practice in safe recruitment and managing allegations against staff. The Group Head of Safeguarding will support the CHRO with these responsibilities.
- The Chief Education Officer, through the Group Head of Safeguarding will ensure that schools are provided with up-to-date guidance, training and support to ensure that they meet best practice standards in safeguarding. The Chief Education Officer, through the Group Head of Safeguarding will provide regular reports to all EXCO representatives regarding trends in incidents as well as performance of schools with regard to practice in schools and the evaluation process.
- Regional Managing Directors, through their regional teams and supported by the Group Head of Safeguarding will support all schools in each region to adopt and comply with all NAE safeguarding guidance/procedures, ensure that school's access appropriate training, provide reports on incidents again through their teams, also support schools of concern to develop and implement improvement plans.

5. Confidentiality

5.1 Confidentiality needs to be fully understood by all those working with children, particularly in the context of child protection. The purpose of confidentiality in this respect is to benefit the child.

5.2 A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret. Child protection concern must be reported to a DSL (

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Appendix A: Designated Safeguarding Leaders 2024-25) and may require further investigation.
5.3 Sensitive information about children should be shared by the DSL only on a 'need to know' basis. This will include information passed to a receiving school when a child transfers. (See

Appendix L: Child Protection Information Sharing Guidance).

5.4 In a conversation where a child makes a concerning disclosure, staff members should remind the student that they may need to pass the information on for the sake of the student's welfare. Whenever possible, the staff members should indicate to the student to whom the disclosure will be referred.

5.5 Students should be generally encouraged to confide in their parents/carers about issues which are a concern to them, unless the staff member believes it is to the detriment of the child to do so (e.g. in the case of suspected abuse by a parent).

5.6 Sensitive information regarding child protection or safeguarding should not be sent by email. All records should be maintained on Wellbeing Manager.

6. Employment and recruitment

6.1 The school will do all it can to ensure that all those working with children in school are suitable people. This involves scrutinising applicants, verifying their identity and qualifications and obtaining and verbally verifying references, as well as Enhanced DBS checks, Section 128 direction and EEC barred list checks.

6.2 The school will meet all the requirements of the NAE's Background Checking Policy and the standards for British Schools Overseas.

6.3 All potential employees are interviewed at least twice. For teaching staff, the Principal is directly involved in at least one interview. For support staff, the HR Manager is involved in at least one interview.

6.4 All advertisements and job descriptions refer prominently to our child protection policy and safer recruitment practices.

6.5 All interviews test candidates' background and motivation through checking on CV history gaps and the use of a range of Warner questions.

6.6 Where information is disclosed as part of the criminal records checking process whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal **and** Regional HR Manager.

6.7 For staff who work exclusively or at least for the main part of their role in Early years/Early Childhood settings (0 to 5 years), there is an additional requirement that a suitability declaration is completed which will state clearly that they are not living with someone who has been convicted of specific offenses relating to children of serious violent crime.

6.8 Online searches should be conducted for shortlisted candidates.

7. If an adult has concerns about a child

7.1 All adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded.

7.2 If an adult suspects that a child may be a victim of abuse, they should not try to investigate, but should immediately inform the DSL [Appendix A: Designated Safeguarding Leaders 2024-25](#) about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse which a child gives them.

7.3 Where a student makes a spontaneous disclosure it is important that the procedures in Appendices E, F, G and I are followed.

7.4 If child abuse is suspected, the school must inform local authorities, follow NAE escalation guidelines and may, carry out a full investigation, obtaining statements from the alleged victim, the accused and witnesses.

8. If an adult is put in a potentially compromising situation

8.1 We endeavour to behave in ways which protect ourselves at all times. We recognise that events are sometimes out of your control, however.

8.2 If you are placed in a position where you feel uncomfortable, either by another adult or by a child, report to the DSL immediately. If you are not able to meet a DSL the same day, write a description of the event on the Confidential Record of Concern form (page **Error! Bookmark not defined.**)and send it to the DSL as soon as possible.

8.3 Examples include: inadvertently being observed changing in an adult changing room by a lost child; being inappropriately propositioned or accused by a student; inadvertently observing a student in a state of undress; inadvertently touching a student in an inappropriate manner; being overheard making a comment to another adult that you would not want repeated.

9. Physical restraint

9.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation.

9.2 Staff members are required to inform the Principal, as soon as possible, about any incident where physical restraint has been applied. If some time is likely to pass before being able to inform the Principal, write down all details of the event.

9.3 See Appendix E: Forms & Indicators of Abuse & Neglect, Specific Risks & Safeguarding Issues for details.

10. Allegations against staff

10.1 The school will act in accordance with the NAE Allegations Policy on these matters, and comply with national and locally agreed guidance.

10.2 If an allegation is made against a member of the school staff (including supply staff or a volunteer helper), it will always be initially investigated by the Principal, or, in the case of the allegation being against the Principal, the Regional HR Director, and the Regional Managing Director, as well as the Group Head of Safeguarding and Chief HR Officer should be informed.

10.3 If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

10.4 If a member of staff is alleged to have possibly committed a criminal act this should be referred to local authorities.

11. Follow up and continued support

Following a reported case of child abuse or neglect, the Principal, in accordance with local legislation and NAE guidelines, may decide that the school may take any or all of the following actions:

- investigate as appropriate, including keeping a record of all dialogue, findings and decision making;
- provide opportunities in school for the child to be counselled and supported;
- make contact with the child's family to provide information, support and guidance;
- provide the child's teachers with ongoing support.
- liaise with medical and mental health professionals outside of school;
- Inform local agencies or authorities (see 12. Local Agency and Authority Support)
- Inform Regional or Central NAE staff in accordance with the Safeguarding NAE Policy and Procedures;
- with the agreement of Nord Anglia Education, share its concerns for the child's welfare with any other schools to which the child transfers; See "Child Protection and Information Sharing – Guidance for Schools; Draft 31st July 2019".
- In accordance with local regulations, discuss the situation with Hungarian legal authorities, the sponsoring employers of the child's parents and or the consulate of the parents' home nation. See [Appendix L: Child Protection Information Sharing Guidance](#)

12. Local Agency and Authority Support

We are supported locally by three organisations: Family and Child Welfare Centre (Családi és Gyermekjóléti Szolgálat), Guardianship Authority (Gyámhivatal) and the Police.

- Family and Child Welfare Centre: The Family and Child Welfare Centre work with the school in accordance with the local legal framework. We have a contact in the district 3 office who acts as a direct liaison. They can offer guidance, support and information as well as educational programmes. We have legal obligations to work alongside this organisation and refer cases to them where necessary. When working on individual cases we work with the office based on the district of the child concerned. Family and Child Welfare centres will work alongside parents in a supportive manner. Where a case is determined to exceed the threshold of this agency they will refer to the Guardianship Authority or the Police. Referrals to the Family and Child Welfare Centre can be made openly – disclosing the identity of the referrer or in a closed fashion where the referrer remains anonymous. In both cases a school representative would be required at any case conference.
- Guardianship Authority: The Guardianship authority is district based. They have the capacity to act on behalf of the child within the Hungarian legal framework. Family services may refer cases to the Guardianship Authority.
- Police: For cases where a criminal act is suspected, and the child is at immediate risk the police offer support to the school.
- Day-to-day liaison with all of these local organisations is through the DSL or Principal. However, other adults may be required to make formal statements or attend case conferences where requested and appropriate.

Appendix A: Designated Safeguarding Leaders 2024-25

DSL

Shane Egglestone

DDSLs

Chris Russell

Louise Russell

Ben Turner (Principal)

Appendix B: Auditing, Reporting, Review and Sign off

To support the implementation of this Safeguarding and Child Protection Policy and we complete an annual self-audit to enable review by the NAE Regional Director of Safeguarding and Global Head of Safeguarding.

In addition, elements of safeguarding practice in schools will be part of focus of the quality assurance framework and will continue to be an element of the school's Health and Safety reviews and Internal Audit.

This policy is made available to children and parents alike in hard copy where requested but also through the our website and Firefly. The policy will be translated into as many languages as is requested.

This policy is reviewed and updated on a regular basis but **at least every year**.

Senior staff and DSLs must adopt and sign this policy after each update. A copy of the revised policy is made available to all staff, volunteers, parents and students.

Appendix C: Training and Support

The school will ensure that:

1. All staff and volunteers in schools will be provided with safeguarding training on joining the organisation and then at least every 2 years. This training will be available both through Nord Anglia University (NAU) and through face-to-face events with Designated Safeguarding Leaders in schools.
2. Training and relevant policies are made available in a range of languages.
3. Staff and volunteers are provided with support and the necessary skills to recognise and take appropriate action regarding children who are at risk or potentially at risk.
4. Those who have the Designated Safeguarding Lead responsibility in schools have appropriate knowledge, which is up to date and that they access appropriate additional training to help with the responsibilities of their post. At least one and preferably all DSLs have a current Level 3 Safeguarding Certificate.
5. Designated Safeguarding Leads in schools access appropriate specialist training as approved by the Regional Safeguarding Director and Global Head of Safeguarding in addition to the basic child protection training received by all staff and volunteers. This will be refreshed at least every 2 years.
6. All staff and volunteers are subject to a full induction which includes an overview of what to do and who to contact if concerned about a child.
7. The Principal, Heads of School and HR Manager are trained in safer recruitment. This training is renewed at least every 2 years.
8. Training for new staff starters must be complete before any new starter can have unsupervised contact with children.
9. Any child who has or is suffering any form of harm will receive support. Once agreed with any investigating agency (if involved) children can be offered direct support through school counsellors or external agency input. We hold information in relation to local, regional or national bodies that may be able to offer direct support in these circumstances.
10. We recognise our duty of care to our employees and where staff have been involved in reporting and responding to abuse we recognise that this can be very difficult to deal with in isolation. We will offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue.

Appendix D: Terminology

SAFEGUARDING

Safeguarding is wider than 'child protection' and refers to the action the school takes to promote the welfare of children and protect them from harm. This includes:

- Protecting children from maltreatment;
- Preventing impairment of health and development;
- Ensuring that the school environment is consistent with the provision of safe and effective care;
- Taking action to ensure children in school have the best outcomes.

ABUSE, NEGLECT AND EXPLOITATION

Abuse, neglect and exploitation are forms of maltreatment of a child. Child abuse can take a variety of forms. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Children are abused if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to attend to the emotional well-being of the child.

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country or "county lines", forced to shoplift or pickpocket, or threaten other young people.

("County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into importing areas using a dedicated mobile phone line as a form of deal line).

CHILD SEXUAL EXPLOITATION (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for financial or increased status of the perpetrator. CCE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, even those younger who can legally consent to have sex. It can include contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through other copying videos or images they have created and posted on social media).

SIGNIFICANT HARM

Some children are in need because they are suffering or likely to suffer significant harm. There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse, neglect and exploitation, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, for example, a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

Appendix E: Forms & Indicators of Abuse & Neglect, Specific Risks & Safeguarding Issues

There are many ways that children are exposed to risk and danger but all require a response.

The following is taken from KCSIE 2022, which should be referred to for more detail.

Abuse is defined as any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or institutional or community setting by those known to them or, more rarely, by others. Abuse may take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Indicators of abuse, neglect and exploitation

Abuse: 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of

sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see Peer-on-Peer Abuse).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal Exploitation: Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs or alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or do not attend.

Child Sexual Exploitation: The above indicators of CCE can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant.

The DfE Guide: "[Child sexual exploitation: a guide for practitioners](#)"

Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

While the above are the broad areas of potential abuse, abuse itself can take many forms many of which will have either an emotional, physical, sexual or neglectful impact (or combination of more than one of these). Some examples of these risky and or often harmful situations are identified below.

School staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This can include abuse in intimate personal relationships between peers. This 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;

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- 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 semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, 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).

All staff should be clear as to the school's policy and procedures with regards to child on child abuse.

Serious violence

All staff should be aware of indicators, which may signal that 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.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding leader with regard to any concerns about female genital mutilation (FGM), there are specific legal duties covered by the Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention) <https://www.coe.int/en/web/istanbul-convention/home?>

FGM is a crime in EU member states. Hungary has signed but not ratified the Convention.

According to the European Institute on Gender Equality, in Hungary, the general rules on professional secrecy and disclosure may apply regarding FGM or preparation for such FGM. If the victim is a child, the Protection of Children §17 of the Law on Child Safety states that professionals who are caring for children are legally required to report to the child welfare service when the child is at risk and to the guardianship office or the police if the child is seriously at risk. If a BISB staff member discovers or suspects that an act of FGM may have been carried out on a girl under the age of 18, the teacher must report this to the Principal who will seek legal and consular advice. If the student is a legal adult, the concern should be reported to Principal who is required to report to the police.

Staying safe online

The growth in electronic media in everyday life and a developing variety of devices create additional risks for children. Child sexual exploitation, radicalisation, sexual predation are often facilitated through technology. Risks and dangers of being online can be categorised into three areas of risk, which include:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist, or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

We believe that the best way to protect children is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. The school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. These appear mainly within the PHSE and Guidance Programmes as follows:

Year 1: Who to turn to. Saying yes, no, I'll ask, I'll tell.

Year 2: Who to turn to. Responsibility for keeping self and others safe. Saying yes, no, I'll ask, I'll tell. Keeping physically and emotionally safe, including on-line. The meaning of privacy and respect.

Year 3: H&S and how to get help. How to manage requests for images of self and others. Who to talk to.

Year 4: Risk, danger hazard. Independence and responsibility to keep safe. How to manage requests for images of self and others. Who to talk to.

Year 5: Independence and responsibility to keep safe. Resisting pressure.

Year 6: Risk, danger hazard. Independence and responsibility to keep safe. Unsafe and risky behaviours. Responsible use of mobile phones. Who to talk to if uncomfortable.

Years 1-6 Online Safety Week Term 2. Safer Internet Day.

Year 8: Online threats and how to manage them. Keeping safe online.

Year 9: Managing peer pressure. Risks of social media with respect to relationships, sex and sexuality.

Year 10: Managing peer pressure.

Years 12 & 13: Online safety and reputation. Risks of online friendships. Managing harassment, including online. Action to take if you experience or suspect abuse. Consent.

Mobile Phone and Camera Images

It is our policy that practitioners, teachers and visitors to our school should not routinely use personal mobile phones to take images of children.

This is stated clearly in the Visitor Information Leaflet given to each visitor.

Visitors should seek permission to capture images, videos or audio recordings from the Principal.

Photographs for School Publications

1. Photographs of children being used by staff for learning or marketing are to be taken only on school cameras or devices. Where a personal device is occasionally used, photographs should be transferred to the school's server and deleted from the personal device. Care should be taken to avoid automatic saving to personal cloud storage or backups.
2. Images should be saved on the school server and copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing are agreed with parents in the Terms and Conditions on entry and re-confirmed at each re-enrolment point annually. See point 5 below.
3. Staff personal phones should be kept out of classrooms and learning areas. Where they are necessary they should be switched off and only accessed during breaks between lessons.
4. Visitors and parents are asked not to take photographs in school except where permission has been granted to capture images of their own child or children.
5. All parents are asked to sign a consent form to give permission for photographs to be used for publicity purposes and to indicate if they do not wish their child's image to be used externally.

Allegations against staff and volunteers

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously and appropriate procedures followed in compliance with local regulations and the NAE Allegations Policy.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed a child or may have harmed a child;
- Where someone has possibly committed a criminal offense against a child (either under UK legislation or local legislation);
- Where someone has behaved in a way towards a child or children that he or she would pose a risk to children.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education Code of Conduct for staff and volunteers as well as the NAE Guidance for Safer Working Practice.

Whistleblowing

Nord Anglia Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so.

All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and even if proven to be unfounded no action would be taken against the whistleblower.

Malicious whistleblowing would be seen as a potential disciplinary matter. (See Whistleblowing Policy).

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection matter. Staff at every level will take seriously any concerns raised in relation the bullying of any child or young person. Action will always be taken to investigate the concerns and act to prevent repeat incidents or behaviours. Bullying may involve either face to face bullying or the misuse of social media or ICT.

Forced marriages (FM)

A forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in Hungary. In 2013, the first United Nations Human Rights Council adopted a resolution against child and forced marriages. This resolution recognises child, early, and forced marriage as involving violations of human rights which “prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education”.

If a BISB staff member discovers or suspects that a student may be subject to FM the concern should be reported to Principal who is required to report to the police.

Children with Special Educational Needs or Disabilities

All staff need to recognise that children with special educational needs and disabilities can face additional safeguarding challenges. Depending on the nature of a child's special needs or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse.

For example, it is easy to assume that a child's mood, behaviour or any injury relates to the child's disability rather than the fact that the child may be suffering abuse.

It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs of this. Communication difficulties in particular may make it very difficult for a child to indicate what's happening and therefore may make it very difficult to overcome any such barrier. Staff need to be extra vigilant and report any and all concerns and avoid making assumptions about the causes of any injury or behaviour.

Allegations made by a child about another child (Child on child abuse)

We recognise that children are capable of abusing their peers. Where an allegation is made that one child may have abused another this will always be taken seriously and dealt with as a safeguarding matter.

More extensive guidance on child-on-child abuse can be found in Appendix J.

Child on child abuse can take many forms but gender issues can be prevalent when dealing with this type of abuse.

Examples can include girls being touched/assaulted inappropriately by boys or boys themselves being subject to initiation violence. This type of child on child behaviour will not be tolerated. Under no circumstances should an allegation that one child has possibly abused another be treated “as just children being children” or “experimentation”.

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

Self -Harm

Self-harm can take a number of physical and/or emotional forms.

There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it but there are links between depression and self-harm.

Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include: low self-esteem, low confidence, loneliness, sadness, anger, numbness and lack of control in their lives.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that is behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they have done or have been accused of doing.

Young people will sometimes go to great lengths to cover self-harm scars or injuries and or they will explain any indications of self-harm as accidents. There are some common themes that may help staff identify concerns including:

Physical indicators such as: Cuts, bruises, burns, bald patches (where hair has been pulled out).

Emotional indicators such as: depression, sudden weight loss, drinking or drug- taking or unusual eating habits and isolation or withdrawal.

If staff suspect that a child is self-harming this must be referred to the Designated Safeguarding Leader who will consider the next steps. It is likely that this will require discussion with the young person involved and their parents (or carer) to agree a course of action or referral to a body that may be able to support the young person.

Safeguarding students who are susceptible to extremism

We value freedom of speech and the expression of beliefs or ideology as fundamental rights underpinning our society's values. Students and teachers alike have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the susceptible or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

A short awareness course on Extremism can be found on the following link:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Physical Intervention/ restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The Principal requires any adult involved in any such incident to report the matter as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required, a senior member of staff should be asked to debrief the child and allow the child to describe the incident from their point of view. Written notes of this conversation should be kept and the child/young person checked for any injuries.

Parents/carers are always be informed when an intervention has been necessary.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. These images are usually sent using mobiles, tablets, smartphones, laptops or any device that allows you to share media and messages.

Sexting may also be referred to by children and young people as trading nudes or pic for pic. There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else. For example:

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings to get attention and connect with new people on social media.

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- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Children and young people often do not realise that in creating and sending these images they are potentially committing a criminal act but ideally we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Child-on-child AI generated images are legally equivalent to authentic images. In cases involving images of this nature legal advice should be sought and family services consulted.

Note:

The above is not an exhaustive list of all the potential safeguarding issues which school staff may have to deal with on occasions. For more examples of additional types of concern and more detail on a range of safeguarding matters please see “Keeping Children Safe in Education”.

This is based on a UK publication but the types of abuse discussed are valid and can apply to any country around the world.

Appendix F: Action

F1: WHEN TO BE CONCERNED

Staff should be concerned about a student if he or she:-

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries.
- regularly has unexplained injuries.
- frequently has injuries (even when apparently reasonable explanations are given).
- confused or conflicting explanations are given on how injuries were sustained.
- exhibits significant changes in behaviour, performance or attitude.
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- discloses an experience in which he or she may have been significantly harmed.

F2: DEALING WITH A DISCLOSURE:

Receive, Reassure, Record, Refer.

Action to take if you receive an allegation of, or suspect, abuse of a child.

1) Receive

If a student discloses that he or she has been abused in some way, the member of staff should:

- a) listen to what is being said without displaying shock or disbelief
- b) accept what is being said
- c) allow the child to talk freely
- d) not promise confidentiality
- e) listen, rather than ask direct questions
- f) ask open questions rather than leading questions
- g) not criticise the alleged perpetrator
- h) explain what has to be done next and who has to be told.

2) Reassure

- a) Try to stay calm, make no judgements and empathise with the child.
- b) Never make a promise you can't keep.
- c) Give as much reassurance as you can.
- d) Tell the child what your actions are going to be.
- e) Reassure the child that they are doing the right thing by telling you.

3) Record

When a student has made a disclosure the member of staff should:-

- a) ensure any immediate medical needs are dealt with
- b) make brief notes as soon as possible after the conversation
- c) not destroy the original notes in case they are needed by another external agency
- d) record the date time, and place and any noticeable non-verbal behaviour and the words used by the child
- e) (may decide to) draw a diagram to indicate the position of any bruising or other injury
- f) record statements and observations rather than interpretations or assumptions.

4) Refer

After receiving and recording, the member of staff should:

- a) inform the Designated Safeguarding Leader
- b) pass on the records and information
- c) not ask the child to repeat what they have already disclosed.

5) Support

- a) Dealing with a disclosure from a child, and a Child Protection case in general, is likely to be a stressful experience. The member of staff should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Leader or Principal.

F3: FURTHER ACTION WHICH MAY BE TAKEN BY THE DSL OR PRINCIPAL

Consider whether a child now needs immediate protection. Consider the child who has told you of concerns, and any other child, in the light of what you have been told or suspect. Initiate or take the necessary temporary protective action (for example, by staying with the child on site until satisfactory arrangements for the child are made). You can ask and take into account the child's wishes about any immediate protection.

Decide whether the allegation or suspicion indicates that a child is suffering, or is likely to suffer, significant harm. The Principal/DSL should consider whether:

- the allegation or suspicion appears to you to be seriously meant;
- if true, it would constitute or seriously risk a child suffering, or being likely to suffer significant harm;
- the actual or likely harm is of a sexual, physical, emotional or neglect nature, sufficient to affect the child's normal physical, sexual, emotional, educational or social development.

Remember, even if there are doubts and whether or not you personally believe it, the benefit of the doubt must always be in favour of making the report.

Referral to local Agencies or Authorities There is a legal obligation to refer child protection or safeguarding cases to family services, guardianship authority or the police depending on the nature of the concern. The DSL and Principal lead this process but may seek advice from the local family services office.

NAE Escalation Criteria

The escalation of cases internally within NAE is determined by the categorisation below.

Information management and confidentiality must be adhered to in accordance with local legislation including Hungarian and EU guidelines. Categorisation is determined by the DSL and Principal.

- **Low:** An incident that is deemed to be a one-off, may be upsetting for a student (s) but won't have a lasting impact, is not unlawful, and does not involve any outside agencies or parents.
- **Medium:** A situation or incident that has been ongoing and is having a detrimental impact on a student/s and/or caused significant disruption within the school. A student (s) may have missed school because of the situation. Parents and possibly external agencies have become involved. Advice may have been sought from the central Safeguarding team and or local legal services or central services.

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- High: A serious incident, allegation, or situation which is or could escalate to become unlawful, has or will have a significant detrimental impact on a student or students, is or will be talked about or reported in the local community, nationally or internationally or based on local legal expectations, requires local authority involvement. This must include any situation where a child has been seriously hurt or the issue has been life-threatening, including mental health issues such as attempted suicide or suicides. In these situations, escalation should take place securely asap and the reporting form completed asap afterwards.

Note: If you are unsure about how to categorise an incident, please contact the central safeguarding team for advice.

All High-level incidents will be escalated to Regional Managing Director, Chief Executive Officer, Chief Operating Officer and Chief Education Officer.

F4: ACTION TO TAKE IF YOU OBSERVE ABUSE WHILE IT IS TAKING PLACE

You must do all you can to stop the abuse immediately without putting yourself or the person being physically, sexually or emotionally abused at further risk.

Inform the perpetrator of your concerns.

Advise them to stop the action immediately.

Ask them to remove themselves from the area and to one without contact with children and young people. Advise them that you will immediately be informing the appropriate authorities.

- If they fail to desist – ring or call for help.
- If they do desist, accompany the victim to a place of safety away from the perpetrator and leave them in the care of a responsible adult.

Inform the principal immediately of the action you have taken and why.

Appendix G: Record Keeping And Confidentiality

All records of child protection concerns, disclosures or allegations are treated as sensitive information and are recorded on Wellbeing Manager. The information is shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it is not be shared wider than that.

In the case of disclosure, remember the record made should include:

1. As full an account as possible of what the child said (in their own words).
2. An account of the questions put to the child.
3. Time and place of disclosure.
4. Who was present at the time of the disclosure.
5. The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

Decision Making

Clear records should be kept on Wellbeing manager of all decision making. These records should include when, what and on what basis decisions were made.

Confidentiality

All information relating to individual safeguarding or child protection issues is confidential, and will be treated accordingly. Information will be passed on to appropriate persons only at the discretion of the Principal or Designated Safeguarding Leader and this will always be based on the need to know. Information should never be shared by email. See also [Appendix L: Child Protection Information Sharing Guidance](#).

Appendix H: Signs and Symptoms Of Abuse

1. SIGNS AND SYMPTOMS

1.1. First indications

The first indication that a child is being abused is not necessarily the presence of severe injury. Concerns that a child is being abused may be aroused by the sight of bruises or marks on a child's body or by remarks made by a child, his/her parents or friends. They may also be aroused by observation of a child's behaviour or reactions, from awareness that a family is under stress and may need help with caring for the children or from a number of other factors.

While the situation may not seem initially to be serious it is worth remembering that prompt help to a family in trouble may prevent minor abuse escalating into something more serious. Anyone who is worried that a child may be at risk should discuss their concern with the Designated Senior Person who may seek advice and/or refer the matter as soon as possible.

The following is not a comprehensive or definitive list, but it does provide a guide to the more common non-accidental injuries and, taken in conjunction with the skin map, indicates situations in which more expert advice should be sought.

1.2 Bruises

a. Symmetrical bruised eyes are rarely accidental, although they may occur where there is a fracture of the head or nose and blood seeps from the injury site to settle in the loose tissue around the eye. A single bruised eye may be the result of an accident or abuse.

Careful consideration is required whenever there is an injury around the eye. It should be noted whether the lids are swollen and tender and if there is damage to the eye itself.

- b. Bruising around the mouth (especially in small babies).
- c. Grasp marks on arms - or chest of a small child.
- d. Finger marks (e.g. you may see 3-4 small bruises on one side of the face and one on the other).
- e. Symmetrical bruising (especially on the ears),
- f. Outline bruising (e.g. belt marks, handprints).
- g. Linear bruising (especially on the buttocks or back).
- h. Bruising on soft tissue with no obvious explanation.
- i. Different age bruising (especially in the same area, e.g. buttocks).

Accidental and non-accidental bruising

i. Most falls or accidents produce one bruise on a single surface - usually on a bony protuberance. A child who falls downstairs generally has only one or two bruises. Bruising in accidents is usually on the front of the body as children generally fall forwards. In addition, there may be marks on their hands if they have tried to break their fall.

ii. Bruising may be difficult to see on the skin of a mixed-race or non-white skinned child. Mongolian blue spots may be mistaken for bruising. There are purplish-blue skin markings most commonly on the backs of children whose parents are non-white.

iii. The following are uncommon sites for accidental bruising:

- a) back of legs, buttocks (except, occasionally along the bony protuberances of the spine)
- b) mouth, cheeks, behind the ear
- c) stomach, chest
- d) under the arm
- e) genital, rectal area
- f) neck.

1.3 Bites

These can leave clear impressions of the teeth. Human bites are oval or crescent shaped. If the distance is more than 3cm across, they must have been caused by an adult or older child with permanent teeth.

1.4 Burns / scalds

It can be very difficult to distinguish between accident and non-accidental burns. However as a general rule of thumb, burns or scalds with clear outlines are suspicious, as are burns of uniform depth over a larger area and also splash marks above the main burn area (caused by hot liquid being thrown).

Remember also:

- a. a responsible adult checks the temperature of the bath before a child gets in,
- b. a child is unlikely to sit down voluntarily in too hot a bath and cannot accidentally scald its bottom without also scalding its feet,
- c. a child getting into too hot water of its own accord will struggle to get out again and there will be splash marks,
- d. small, round burns may be cigarette burns (but may be friction burns, and accident, if along the bony protuberances of the spine).

1.5 Scars

Children may have scars, but notice should be taken of an exceptionally large number of differing age scars (especially if coupled with current bruising), unusual shaped scars (e.g. round ones from possible cigarette burns), or of large scars that are from burns or lacerations that did not receive medical treatment.

1.6 Fractures

These should be suspected if there is pain, swelling and discoloration over a bone or joint. The most common non-accidental fractures are to the long bones (i.e. arms, legs and ribs). It is very rare for a child under one year to sustain a fracture accidentally. Fractures also cause pain, and it is difficult for a parent to be unaware that a child has been hurt.

1.7 Skin Map

The skin map (see: Body Map page: 43) identifies common sites on the body for accidental and non-accident injury.

1.8 General Points

Some bruises and marks may seem insignificant by themselves but repeated injuries, even of a very minor nature, may be symptomatic of a family in crisis and, if no action is taken, the child may be injured more seriously.

Any school is entitled to expect a parent to tell them if there is anything wrong with a child. If this is made clear from the start it can become an accepted part of routine and therefore be less difficult to comment on an injury that may look suspicious. Parents will usually be asked for an explanation of any injury (as long as it does not put the child at additional risk) that is observed and consideration given to the feasibility of the explanation, whether it is appropriate to the child's age and whether it was dealt with suitably. If there is any doubt, the parents should be told the matter will have to be taken further. It is important, at this stage, not to accuse the parents (if it really was an accident, they will feel guilty enough anyway), but to involve them in any action taken (e.g. medical examination).

1.9 Emotional abuse

Emotional abuse may take the form of failure to meet a child's need for affection, attention and stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scapegoating, threats of violence or attempts to frighten the child.

Conversely, some parents may be so over-protective and possessive that they prevent normal, social contact or normal physical activity. Both states can be difficult to document or evaluate, but may have crippling long-term effects on a child's development. Children suffering from emotional abuse may exhibit these behavioural symptoms:

- a. excessively clingy or attention seeking behaviour
- b. low self-esteem
- c. apathy
- d. be fearful or withdrawn
- e. constantly seek to please
- f. be over ready to relate to anyone, even strangers.

Where emotional abuse is suspected, it is important to seek help for the child.

1.10 Neglect and delay in growth (failure to thrive)

Neglect includes not only poor physical care and inattention to the child's basic needs, e.g. for regular feeding, cleanliness and clothing, but also a failure to provide the necessary stimulation to sustain behavioural and emotional development. Warning signs include:

- a. poor growth for which no medical cause is found, with a dramatic improvement on a normal diet away from home,
- b. unkempt, dirty appearance,
- c. medical needs of child unmet - failure to seek medical advice for illness, severe untreated nappy rash, missed immunisations,
- d. developmental delay,
- e. lack of social responsiveness,

- f. self-stimulating behaviours such as head banging or rocking,
- g. repeated failure to prevent (accidental) injury.

1.11 Parental responses and history

There are certain parental responses which should cause concern (especially if the child has bruising or otherwise seems in need of medical attention). These include:

- a. an unexplained delay in seeking medical treatment which is obviously needed, or seeking it at an inappropriate time, e.g. late at night,
- b. denial, or lack of awareness of any injury to the child: unwillingness to take responsibility to protect a child from injury however caused,
- c. the explanation given is not compatible with the injury, or the child is said to have acted in a way that is inappropriate to its age or developmental level, or several differing explanations may be given (note that the child or other members of the family may support the explanations, however improbable),
- d. a third party, e.g. another child, may be blamed for the injury,
- e. there is a reluctance to give information or failure to mention previous injuries known to have occurred,
- f. attention is sought for problems unrelated to the injury, or the injury is not even mentioned,
- g. consent for further medical investigation is refused,
- h. the parents cannot be found or the adult with the child is drunk or violent,
- i. in the past there may have been frequent attendance at clinics, surgeries, or accident and emergency departments with minor injuries or trivial complaints. Such constant attendance may have represented a 'cry for help' which, if ignored, may be followed by more serious injury.

If you are in any doubt or think a child might be at risk - consult your DSL.

SEXUAL ABUSE

2.1 Child sexual abuse

2.1.1 In recent years there has been an increasing recognition that children are involved in sexual practices by adults to a far greater extent than had previously been realised. It has become apparent that these activities, which are usually kept very secret, are detrimental to children, both in the short and in the long term. As adults use their authority over the child to gain his/her co-operation, the practice has been termed Child Sexual Abuse (or CSA for short).

2.1.2 Both boys and girls of all ages are abused and the abuse may carry on for several years before it comes to light.

2.2 Recognition

2.1.2 Sexual abuse often presents itself in a veiled way. Although some child victims have obvious genital injuries, a sexually transmitted disease or are pregnant, relatively few show such a florid picture.

2.2.2 Recognition of sexual abuse generally follows either a direct statement from the child (or, very occasionally, from the abuser), or more often, suspicion based on the child's circumstances, behaviour, or physical symptoms or signs.

2.2.3 The following lists of commonly observed indicators are not exhaustive and there may be situations where none of them is present, even though a child is known to have been abused sexually. Suspicion increases when several features are present together.

2.3 Physical manifestations

- a. Vaginal bleeding in pre-pubescent girls.
- b. Genital lacerations or bruising.
- c. Sexually transmitted disease.
- d. Abnormal dilation of vagina, anus or urethra.
- e. Pregnancy (especially in younger girls or when identity of the father is uncertain).
- f. Itching, redness, soreness or unexplained bleeding from vagina or anus.
- g. Pain on passing urine, recurrent urinary tract infections.
- h. Faecal soiling or retention.

2.4 Emotional and behavioural manifestations

a. Behaviour with sexual overtones:

explicit or frequent sexual preoccupations in talk and play, sexually provocative relationships with adults, hinting at sexual activity through words, play or drawings, sexual activity between two young people may be a sign that one of them or both have been victims of abuse.

b. General:

withdrawn, fearful or aggressive behaviour to peers or adults, running away from home, suicide attempts and self-mutilation, child psychiatric problems, including behaviour problems, withdrawal, onset of wetting or soiling, severe sleep disturbances, inappropriate displays of affection between fathers/daughters, mothers/sons, e.g. flirtatious or seductive behaviour, very possessive fathers who appear over involved with their daughters, learning problems or poor concentration (N.B. for some sexually abused children school may be a haven: they arrive early, are reluctant to leave and perform well), marked reluctance to participate in physical activity or to change clothes for P.E., etc.

2.5 Family factors

2.5.1 There are no typically sexually abusing families but there are some family circumstances that are more likely to be associated with CSA. These include families where the child has a poor relationship with parents, especially the mother; where parents, especially mothers, are unavailable - through absence or illness; and families where there is a stepfather.

2.5.2 Most known abusers are men, although some women do sexually abuse children or may passively condone it. Most child victims are sexually abused by someone they know - either a member of their family or someone well known to them or their family. The children are likely to have been put under considerable pressure not to reveal what has been happening, and many children feel guilty and responsible about their involvement.

Any suspicion that a child is being sexually abused must be taken seriously. Doubts should be shared with the DSL. See

Appendix A: Designated Safeguarding Leaders 20

Appendix I: Child on child Abuse Policy & Guidance

Our responsibilities

1. All staff at The British International School Budapest are committed to the prevention, early identification and appropriate management of child on child abuse (as defined below) both within and beyond the School.
2. In particular, we believe that in order to protect children, staff should be aware of the nature and level of risk to which students are or may be exposed, and should put in place and regularly review a clear and comprehensive strategy, tailored to our specific context.
3. We regard the introduction of this policy as a preventative measure. We do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it; and we believe that in order to tackle child-on-child abuse proactively, it is necessary to focus on the following areas:
 - systems and structures;
 - prevention;
 - identification;
 - response/intervention.
4. We recognise international concern about this issue and this policy exists to mitigate harmful attitudes to and incidents of child-on-child abuse in school.
5. We encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School so that we can ensure that appropriate and prompt action is taken in response.

Policy

1. This policy is our overarching policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside, our child protection and safeguarding policy and any other relevant policies including, but not limited to, bullying (including cyber-bullying), online safety, IT use, data protection and retention of records, student behaviour and discipline, exclusions. It sets out our strategy for improving prevention and identifying and appropriately managing child-on-child abuse.
2. This policy is reviewed annually and updated as may be required, to ensure that it is appropriate to addressing the risks to which students are or may be exposed. A number of staff and students are involved in each annual review which involves, and is informed by, an assessment of the impact and effectiveness of this policy over the previous year.
3. This child-on-child abuse policy
 - 3.1. recognises that abuse is abuse and should never be passed off as ‘banter’, ‘just having a laugh’, or ‘part of growing up’;
 - 3.2. is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education;
 - 3.3. does not use the terms ‘victim’ or ‘perpetrator’. This is because we take a safeguarding approach to **all** individuals involved in concerns or allegations about child-on-child abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers. Research has shown that many children who present with harmful behaviour towards others are themselves susceptible and may have been victimised by peers, parents or adults in the community.
4. This policy uses the terms ‘child’ and ‘children’, which are defined for the purposes of this policy as people aged under 18. However, our approach to child-on-child abuse applies to all students, regardless of age. There may be different considerations in relation to, for example, a child aged under 10, or a student aged 18 or over in terms of response. Similarly, the School’s response to incidents involving the exchange of youth involved sexual imagery will need to differ depending on the age of the students involved. There is also likely to be a more significant criminal justice response in relation to any student responsible for abuse who is aged 18 or over.

Understanding child-on-child abuse

What is child-on-child abuse?

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to):

1. serious bullying (including cyberbullying)
2. relationship abuse
3. domestic violence and abuse
4. child sexual exploitation
5. youth violence,
6. harmful sexual behaviour
7. prejudice-based violence including, but not limited to, gender-based violence.

Abuse can be on-line. Examples of online child-on-child abuse would include sexting, online abuse, child-on-child grooming, the distribution of youth involved sexualised content, and harassment.

How prevalent is child-on-child abuse?

Research suggests that child-on-child abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion. Two thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under.

When does behaviour become problematic or abusive?

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

Sexual behaviours

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a student's sexual behaviour and deciding how to respond to it. The table below is a useful guide to assessing whether sexual behaviour in children is potentially harmful.

See NSPCC's Research in Practice and Professor Simon Hackett's harmful sexual behaviour framework, 2019, page 15: <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework/>

See also the Brook Traffic Light Tool, which provides examples and helps identify behaviour on a continuum from healthy and safe through to potentially harmful and unsafe, for different age groups.

<https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>



Sexual behaviours continuum model

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Other behaviour

When dealing with other alleged behaviour which involves reports of, for example, emotional or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the behaviour falls on a spectrum and to decide how to respond.

This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power.

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of students and to signs of abuse, and should consider whether they are caused by child-on-child abuse. However, staff should be mindful of the fact that the ways in which children will disclose or present with behaviour as a result of their experiences will differ.

The School's DSLs, Phase Leaders and the Care & Guidance team will review behaviour incident logs to help to identify any changes in behaviour or concerning patterns at an early stage.

Are some children particularly susceptible to abusing or being abused by their peers?

Any child can be susceptible to child-on-child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse in all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more susceptible to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others or who are socially isolated from their peers may be more susceptible to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly susceptible to abuse by their peers.

Response

We respond to cases of child-on-child abuse promptly and appropriately, and ensure that all child-on-child abuse issues are fed back to the School's DSLs so that they can spot and address any concerning trends and identify students who may be in need of additional support.

General principles

It is essential that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

Any response should:

- include a thorough investigation of the concerns or allegations, and the wider context in which they may have occurred. Depending on the nature and seriousness of the alleged incidents, it may be appropriate for the police to carry out this investigation.
- treat all children involved as being at potential risk. While the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The School should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter.
- take into account that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider sociocultural contexts such as the children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the community; and the children's online presence.

What should you do?

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peers, or that a child may be at risk of abusing or may be abusing their peers?

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peers, or that a child may be at risk of abusing or may be abusing their peers, they should discuss and record their concern and then report to the DSL without delay. Procedures are the same as for any disclosure and are described in the Safeguarding Policy.

Where any concerns or allegations indicate that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy to seek specialist help in preventing the images spreading further and removing the images from the internet. The DSL will contact the NAE Head of Safeguarding at the earliest opportunity.

Information sharing, data protection and record keeping

When responding to concerns or allegations of child-on-child abuse, the School will:

- always consider carefully how to share information about the concerns or allegations with the students affected, their parents, staff, and other students and individuals;
- record the information that is necessary for the School and other relevant agencies (where they are involved) to respond to the concerns or allegations and safeguard everyone involved;
- keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose;
- be mindful of and act in accordance with its safeguarding and data protection duties.

Disciplinary action

The School may wish to consider whether disciplinary action may be appropriate for any child involved. However, if there are police proceedings underway, or there could be, it is critical that the School works in partnership with the police. Where a matter is not of interest to the police, the

School may still need to consider what is the most appropriate action to take to ensure positive behaviour management.

Disciplinary action may sometimes be appropriate, including to

- (a) ensure that the children take responsibility for and realise the seriousness of their behaviour;
- (b) demonstrate to the children and others that child-on-child abuse can never be tolerated;
- (c) ensure the safety and wellbeing of other children.

Appendix J: Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. These should be drawn up sent to the Designated Safeguarding Leader at the same time as completing the record of concern on Wellbeing Manager.

Always use a pen (never a pencil) or type the document and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used.

If you notice an injury to a child try to record as much of the following as possible in respect of all the injuries you can see.

1. Exact site of injury on the body, e.g. upper outer arm/left cheek.
2. Size of injury - in appropriate centimetres or inches.
3. Approximate shape of injury, e.g. round/square or straight line.
4. Colour of injury - if more than one colour, say so.
5. Is the skin broken?
6. Is there any swelling at the site of the injury, or elsewhere?
7. Is there a scab/any blistering/any bleeding?
8. Is the injury clean or is there grit/fluff etc.?
9. Is mobility restricted as a result of the injury?
10. Does the site of the injury feel hot?
11. Does the child feel hot?
12. Does the child feel pain?
13. Has the child's body shape changed/are they holding themselves differently?

Importantly, the date of the recording must be noted as well as the name and designation of the person making the record. Add any further comments as required.

If appropriate a body map (should also be completed and given to the Designated Safeguarding Leader along with the record of concern form. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries.

Where any child has any form of injury that requires attention please ensure that first aid is applied where necessary.

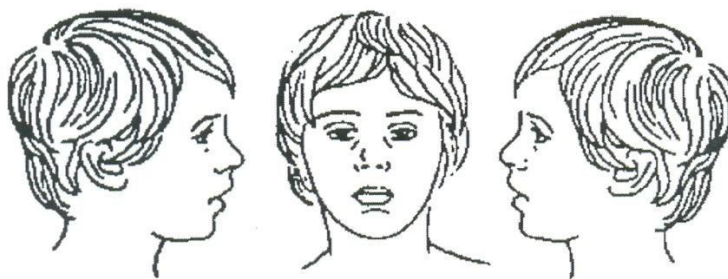
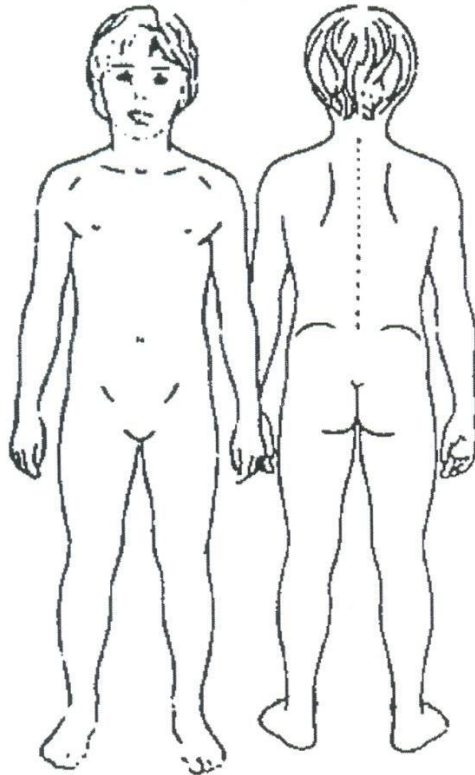
A copy of the body map should be kept on the child's concern/confidential file.

Body Map

Name of the person completing the body map: Role:

Date of injury and form being completed:

Date this form was completed and returned to DSL (if different):



Appendix K: Job Description for DSLs

DSL and deputy designated safeguarding leads

For the purposes of this Job Description, the Principal is the DSL and the other DSLs are Deputy DSLs.

Any deputies are trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the principal to inform him or her of issues -;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Maintain Training

The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

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- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage 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.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Manage the child protection file

See also

Appendix L: Child Protection Information Sharing Guidance

Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Be available

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone videocall or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Filtering and Monitoring systems for IT

The DSL takes lead responsibility for overseeing the filtering and monitoring systems for IT. They will work with the local, regional and central IT teams where necessary to ensure that the school meets the British Government [Filtering and monitoring standards for schools and colleges](#). See Appendix O for further details.

Appendix L: Child Protection Information Sharing Guidance

Introduction

Sharing information about students who, based on the available evidence, would appear to be suffering or likely to suffer significant harm, is essential to enable appropriate intervention and help keep children safe. It is also a legal requirement in Hungary.

Serious case reviews have found that the failure to record information, to share it, and/or to understand the importance of the information shared, has contributed to the significant harm and even death of some children.

However, in some situations, colleagues feel constrained from sharing information outside our schools e.g. with a child's new school, because of their uncertainty about when they can do so lawfully.

Basic principles

Information should only be shared through Principal or the Designated Safeguarding lead for the school.

All information must:

- comply with any local laws or regulations around sharing information and data protection and, particularly, comply with GDPR restrictions for data that was collected within the EU area.
- have regard to proportionality i.e. sharing no more information than is necessary and that can be legally shared, whatever the potential risk. In some areas this may require us to report a student's movements to local authorities.
- only be shared without parental agreement where a student has suffered or may suffer significant harm. The threshold for sharing is therefore high and there must be an evidence trail that supports the judgement.
- be shared in a methodical and systematic fashion with a clear audit trail.
- be factually based, accurate and free from unsupported judgements. This underlines the importance of keeping accurate records.

Ideally as part of their agreement with parents, schools will explain how and why any personal information may be shared in the future.

General Data Protection Regulations (GDPR) and local law/regulation.

The GDPR applies to the data of all individuals located in the EU at the time their data is collected but while the GDPR is largely an EU regulation, it does not just apply to EU citizens.

Where the GDPR does not apply, local law and regulation will take precedence. Schools must make themselves aware of any local law or regulations in this area before sharing any information (e.g. in the USA: The Family Rights and Privacy Act - FERPA) and must take advice from their regional office.

As a statement of general principle, fears about breaching the GDPR should not stand in the way of the need to protect the welfare and safety of students:

- Where possible, information should be shared in a transparent way with the consent of parents/carers. This should always be the first option.
- There may be cases where it is not possible to obtain consent. One obvious example would be if it might put a student at increased risk. Information can still be shared under the GDPR without consent if a student has suffered, or is likely to suffer, significant harm. However, you must keep detailed records of what information has been shared and the reasons for doing so. This would include 'closed' referrals to Family Services, Guardianship Agency or the Police where the decision to refer is made on a legal basis and informing parents is deemed to present a risk to the child.

Confidentiality

Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source.

Basic principles surrounding confidentiality:

- Confidentiality is only breached where the sharing of information is not authorised by the person who provided it or to whom it relates.
- Even where sharing of confidential information is not agreed to, it may still be lawful to share information but only in circumstances where:
 - to do so does not breach GDPR, where it applies, and/or local laws/regulations.
 - not sharing would not be in the best interests of a child.
 - there is a legal duty or obligation to share.
 - the sharing is for a public interest which overrides the public interest in maintaining confidentiality and other private interests. The public interest may include significant child protection issues and/or the prevention of significant harm or potential significant harm to third parties. (Where any school is unsure about whether to share info or not, they should always check with the NAE legal section).
- Seeking consent should always be the first option, if appropriate. In most circumstances this should involve consent from parents/ carers, with the student's wishes taken into consideration (except where the child is legally classed as an adult and can make decisions for themselves, which in most countries will be when the student achieves the age of 18).
- Where consent cannot be obtained to the sharing of the information or is refused, or where seeking it is likely to undermine the prevention, detection or prosecution of a crime, the question of whether there is a sufficient public interest must be judged on the facts/evidence of each case.
- Where a school has concern about significant harm or potential significant harm to a student refusal of consent to share should not necessarily preclude the sharing of information, whether deemed confidential or otherwise.

Proportionality

Safeguarding and Child Protection Policy 2024

One of the key factors in deciding whether to share confidential information is proportionality, i.e. whether the proposed sharing of information is a proportionate response to the need to protect the student in question. In making the decision you must weigh up what might happen if the information is shared against what might happen if it is not, and make a proportionate decision, based on a reasonable judgement of the situation/risk and with full knowledge that no local law or regulation is being breached.

It is not possible to give guidance to cover every circumstance in which sharing of confidential information without consent will be justified. Schools must make a judgment with advice, on the facts of the individual case. It is possible however, to identify some examples where sharing confidential information without consent may **normally** be justified. These may be:

- **When there is evidence, or reasonable cause to believe**, that the child is suffering or is at risk of suffering significant harm; or
- **To prevent significant harm** arising to children, including through the prevention, detection and prosecution of serious crime. (For the purposes of this guidance, serious crime means any crime which causes or is likely to cause significant harm to a child or young person or serious harm to an adult).

In some situations, the principal or DSL may be concerned that a student is suffering or at risk of significant harm or of causing serious harm to others, but you may be unsure whether what has given rise to your concern constitutes 'a reasonable cause to believe'. In these situations, the concern must not be ignored. The Principal must refer this to his/her RMD, who will seek further advice from Legal and Safeguarding leads as appropriate.

If a decision not to share is made, this decision, and the reasons for it, should be recorded.

Notes

- All information should be shared in writing and a record kept;
- Under no circumstances should we provide any child protection information to any school at the pre-admission stage. This would be a serious breach of confidentiality;
- Where information is to be shared this should be in a secure and timely manner;
- Information should be shared only with Principals (or equivalent) in the receiving school.

So, in summary, when considering sharing information, colleagues need to consider the issues addressed above concerning:

- The law and local regulations.
- Level of Risk.
- Confidentiality and consent
- Proportionality and the extent of disclosure

Appendix M: Filtering and Monitoring Systems

BISB provides a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.

Roles and Responsibilities

In collaboration with the Senior Management Team and internal IT professionals, the DSL is responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

The division of responsibilities for managing the systems is distributed:

The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews

- carry out checks

Reviewing systems

For filtering and monitoring to be effective it should meet the needs of your pupils and staff, and reflect your specific use of technology while minimising potential harms.

To understand and evaluate the changing needs and potential risks of your school or college, you should review your filtering and monitoring provision, at least annually.

Additional checks to filtering and monitoring need to be informed by the review process so that governing bodies and proprietors have assurance that systems are working effectively and meeting safeguarding obligations. (DFE 2023)

A review of filtering and monitoring systems should be conducted annually as part of the school self-evaluation audit. This should take the form of a broader evaluation of Online Safety ([Point 145 KCSIE 2023](#))

- Such reviews should include the checking of the systems across a range of locations within school, devices and users.
- Checks should be recorded including:
 - When they were carried out
 - Who did the check
 - What was tested
 - Any subsequent actions
- Blocklists should be reviewed as part of this process

Access to illegal child sexual abuse material (CSAM), unlawful terrorist content and adult content should all be blocked.

As part of the review the filtering system needs to be checked against the requirements of the [Filtering and monitoring standards for schools and colleges](#). (see Appendix P Filtering System review checklist)

Staff Training

All staff need to be aware of reporting mechanisms for safeguarding and technical concerns. They should report if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

Appendix N: Filtering and Monitoring Review Checklist

Date:

Reviewer:

1. The provider is:
 - a. a member of [Internet Watch Foundation](#) (IWF)
 - b. signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
 - c. blocking access to illegal content including child sexual abuse material (CSAM)
2. The system is applied to:
 - a. users, including guest accounts
 - b. school owned devices
 - c. devices using the school broadband connection
3. The system:
 - a. filters all internet feeds, including any backup connections
 - b. is age and ability appropriate for the users, and be suitable for educational settings
 - c. handles multilingual web content, images, common misspellings and abbreviations
 - d. identifies technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them
 - e. provides alerts when any web content has been blocked
 - f. Provides filtering on mobile or app technologies
4. The filtering system can identify:
 - a. The device name or ID, IP address, and where possible, the individual
 - b. the time and date of attempted access
 - c. the search term or content being blocked
5. The 'Blocklist' has been reviewed.
6. Monitoring systems:
 - a. Work as expected
 - b. Provide reporting on student device activity
 - c. Provides information that allows users to be identified (including guests)

Subsequent Actions to be added to the NAE Child Protection Self Evaluation Action Plan