



Safeguarding and Child Protection Policy

September 2022

Safeguarding is everybody's responsibility"

Verita International Schools is committed to providing equal access to educational opportunities regardless of race, color, religion, national origin, disability, sex, gender identity, or sexual orientation. Our policies, procedures, and safer recruitment ensure students are safeguarded from any forms of neglect, physical, sexual, or emotional harm.

Vision

Inspiring kind and joyful learning communities who use innovative thinking to build a mindful and sustainable world.

Mission

Verita ensures that kindness is the centre of everything we do. Deeply committed to international and intercultural understanding, Verita provides an academically engaging, inquiry-based educational approach. Our responsibility is to whole-heartedly assist our students to develop the social-emotional and academic skills necessary to live meaningful, fulfilled, and happy lives.

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Confidentiality and sharing information

Management of the Policy

Forms are found on the staff drive under child protection:

<https://docs.google.com/document/d/1EkHrbHhi-KaC5afGZFD0Lr04ZhN0QVBK/edit>

Appendix A: Child Protection and Safeguarding Policy

1. Introduction and Context

1.1 Our responsibilities

Verita School is committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. This policy sets out how Verita School will deliver these responsibilities.

This policy should be read in conjunction with 'Keeping children safe in education' September 2021, which is UK statutory guidance to be understood and followed by academies and colleges, and alongside 'Working together to safeguard children' (Dec 2020), a guide to inter-agency working to safeguard and promote the welfare of children.

These documents are available via the following links:

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

1.2 Our Principles

The emphasis on safeguarding requirements is now part of the governing boards/bodies and proprietors' responsibilities for ensuring staff's understanding and application of safeguarding within the school.

We believe that Verita School should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

We recognise the importance of providing an environment within our school that will help children to feel safe and respected.

We recognise the importance of enabling children to talk openly about anything that worries

them and to feel confident that they will be listened to.

We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

We will work with parents to build an understanding of the school's responsibility to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: all staff, board members and volunteers should play their full part in keeping children safe; and
- a child-centred approach: a clear understanding of the needs and views of children.

All staff who speak English must read section one of the Keeping children Safe in Education document

ALL staff who speak English have to take the Educare Safeguarding level 1 course online.

All Greek only speakers are trained by the School Counselor who has translated the procedures and a Greek version of the different types of abuse.

1.3 Scope

In line with the law, this policy defines a child as anyone under the age of 18 years.

This policy applies to all members of staff in Verita School, including all permanent, temporary and support staff, board members, volunteers, contractors and external service or workshop activity providers.

1.4 Our Policy

There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that staff and volunteers should look out for;
- Roles and responsibilities for safeguarding;
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, include the support provided to children;
- How the school will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the academy;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that Verita School provides a safe

environment for children to learn, develop and **promotes each child's welfare.**

This key paragraph has been added to the 'Keeping Children Safe in Education'

***"All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report."* (p8)**

2.0 Types of Abuse

2.1 Children who may require early help

Staff and volunteers working within the Academy should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help (see section 5) for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;

- is showing signs of engaging in antisocial or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

2.2 Child Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse as defined in 'Keeping Children Safe in education' (Jan 2021) as follows:

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;

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone;

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress.

Sexual Abuse

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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet - sharing nudes or semi-nude images/video (also known as sexting or youth produced sexual imagery).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children;

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;

- sexually transmitted disease;
- vaginal discharge or infection;
- stomach pains;
- discomfort when walking or sitting down;
- pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
 - fear of being left with a specific person or group of people;
 - having nightmares;
 - running away from home;
 - sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;
 - bedwetting;
 - eating problems such as overeating or anorexia;
 - self-harm or mutilation, sometimes leading to suicide attempts;
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- saying they have secrets they cannot tell anyone about;
 - substance or drug abuse;
 - suddenly having unexplained sources of money;
 - not allowed to have friends (particularly in adolescence);
 - acting in a sexually explicit way towards adults.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may include a failure 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 caregivers);
 - ensure access to appropriate medical care or treatment;
 - neglect of, or unresponsiveness to, a child's basic emotional needs
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- ***“Domestic abuse...can [be] 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.” (From p14 of KCSIE)***
 - ***“Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.” (From p10 of KCSIE)***

It can be difficult to recognize neglect; however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly' ;
 - constant hunger, sometimes stealing food from other children;
 - losing weight, or being constantly underweight;
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- inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

Refer to Verita School's Anti Bullying Policy, available for staff and for Parents/others on the website.

Other reportable forms of abuse which we are thoroughly committed to raising student's awareness of include;

2.3. Child Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation – Definition and Guide for Practitioners February 2017).

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

(<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> Keeping Children Safe in Education Jan 2021).

The International Centre for Missing and exploited Children (IMCE) has an excellent website of detailed information and support for all schools. It helps to track and find children who disappear from schools across the world. Its website is <https://www.icmec.org>.

Key indicators of children being sexually exploited may include;

- going missing for periods of time or regularly coming home late;
 - regularly missing academy or education or not taking part in education;
 - displaying inappropriate sexualised behaviour
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- Receiving unexplained gift or gifts from unknown sources
 - Associating with other young people involved in exploitation;
 - Having multiple phones
 - mood swings or changes in emotional wellbeing
 - Seen at strange meeting places (hotels or known places of concern)
 - Having older boyfriends / girlfriends
 - Self-harming / drug or alcohol misuse
 - Injuries (physical)
 - Normal procedures for reporting any concerns would apply for this too.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- Inappropriate relationships - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- Boyfriend - Abuser grooms victims by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

2.4 Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs or non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-academy to visit an 'at-risk'

country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from academy or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should academy staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the DSL, rather than the police.

2.5 So-called 'Honour-based Violence'

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including; Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse, regardless of the motivation, and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

2.6 Preventing Radicalisation

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

An Assistant Designated Safeguarding Lead has received training about tackling extremism and is able to support staff with any concerns they may have.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
 - glorifying violence, especially to other faiths or cultures
 - making remarks or comments about being at extremist events or rallies outside academy
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- evidence of possessing illegal or extremist literature
 - advocating messages similar to illegal organisations or other extremist groups
 - out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
 - secretive behaviour
 - online searches or sharing extremist messages or social profiles
 - intolerance of difference, including faith, culture, gender, race or sexuality
 - graffiti, art work or writing that displays extremist themes
 - attempts to impose extremist views or practices on others
 - verbalising anti-Western or anti-British views
 - advocating violence towards others

Additional information states:

“Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance

for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school/college’s behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.” (published in KCSIE 2022 P 33)

2.7 Children with Special Educational Needs (SEN) and disabilities

Children and young people with SEN and disabilities can face additional safeguarding challenges as:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

Identifying students who are “vulnerable” and maintaining this list as a database. Students at [Verita School](#) are identified as “vulnerable” where they have:

- SEND;
- Attendance concerns
- Behavioural concerns
- been Looked-after
- Have previously been: on a Child Protection Plan, a Child in Need, in receipt of “Early Help” and/or were Looked-after

The Designated Safeguarding Lead meets regularly with key pastoral staff to monitor and support these vulnerable students.

Students with an Educational, Health or Care Plan, or have a Statement of SEN, receive individual support, depending on their specific needs.

2.8 Child to child Abuse - including abuse in intimate personal relationships between peers.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to; bullying (including cyber-bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Verita School, we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the school and other students/pupils.

We recognise that some students/pupils will sometimes negatively affect the learning and wellbeing of others and their conduct and behaviour will be dealt with under the school’s Good Conduct Policy.

Occasionally, allegations may be made against students/pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

3.0 Safeguarding Roles and Responsibilities

All staff, volunteers and Board members have responsibility for the following:

- to provide a safe environment in which children can learn
- to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- all staff then have a responsibility to take appropriate action, working with other services as needed.

- to keep themselves updated with the systems within the school which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct). This includes knowing the role, and working with, the school's designated safeguarding lead.
- to ensure they receive appropriate child protection training which is regularly updated.

In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All school staff are responsible for:

- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives.(From KCSIE paragraph 121, for September 2022)
- Knowing who the school's designated safeguarding lead (DSL) is;
- Raising any concerns with the designated safeguarding lead. If at any point there is a risk of immediate serious harm to a child a referral should be made to **children's social care immediately. Anyone can make this referral.**
- (From KCSIE September 2021) - **Staff "should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care" (para 60)**
- Ensuring that their child protection training is up to date.
- Being alert to the signs of abuse and their need to refer any concerns to the designated staff member;
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.
- Listening to, and seeking out, the views, wishes and feelings of children and young people;
- Sharing information and working together to provide children and young people with the help they need;
- Referring to the principal any concerns about another member of staff, or if the concerns are about the principal, referring them to the DSL.
- Raising concerns about poor or unsafe practice and potential failures in the school's safeguarding regime through the school's Whistle Blowing Policy.
- **The need for an "appropriate adult" (usually a parent, guardian or social worker) while a student is being questioned or detained and interviewed by the police.....'The necessity of an appropriate adult in the room when Police are interviewing a child in school - There is an expectation that the appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not". (P162 of KCSIE Sept 2022)**

Board members and Verita School leadership team are responsible for:

- Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff, and ensuring all

staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;

- Ensuring that policies and procedures adopted by the Board members, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that the school has a designated lead for child protection, and that they have access to appropriate training, which is updated every two years
- **“Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 / 21 (from sections 82-93 of KCSIE 2022)**

The Designated Safeguarding Lead is responsible for:

- Managing referrals from staff or any others from outside the school;
 - Working with external agencies and professionals on matters of safety and safeguarding;
 - Undertaking relevant training and attending update sessions;
 - Raising awareness of safeguarding and child protection amongst the staff and parents; and ensuring that child protection information is transferred to the pupil's new school/academy;
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- Ensuring that the academy have a nominated governor to liaise with the designated lead in the case of any allegations against the Principal.
 - Ensuring all staff receive the appropriate training, and keep it up to date, in line with U.K. Government guidance.
 - Notifying the Children's Social Care department if there are concerns over unexplained absences of a pupil;
 - Informing the local authority when a private fostering arrangement is in place
 - Managing security within the school and reviewing it annually;
 - Ensuring that important policies, such as those for conduct/behaviour and bullying, are kept up to date;
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- Keeping up to date all child records;
 - Have an overview of the numbers of safeguarding and child protection referrals made from the principal, who reports (anonymously), to the Board termly and annually about the safeguarding activity over the previous term/year.
 - Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
 - Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children;
 - Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
 - Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised.
 - Ensuring procedures are in place to handle allegations against members of staff and volunteers.
 - Ensuring there are procedures in place to handle allegations against other children.
 - Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the school and externally through counselling and/or other services.
 - Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the school's development;
 - Ensuring through the curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the school's Designated

Safeguarding Lead (and deputy), and are aware of other support mechanisms such as ChildLine etc.

- Appointing a designated safeguarding lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- Making this policy available to parents and carers as appropriate;

The designated safeguarding lead is: Demy Dede

The deputy designated safeguarding leads are: Leslie Wolper and Damian Ward The SLT member responsible for child protection and safeguarding is: Demy Dede

4.0 Safeguarding Processes and Procedures

The school will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the UK's policies and procedure guidance.

4.1. How to report any concerns:

Clear procedures on reporting any concerns are given to all staff/ volunteers in Verita School. This is done as part of the staff induction training. All child protection and or safeguarding concerns should be reported immediately to:

- Name: Rico Chow, Position: ADSL and Principal of Secondary
- Name: Ilinca Vlaicu, Position: ADSL and School Counsellor
- Name: Damian Ward, Position: ADSL and Director

See Appendix 1 for a flow diagram which explains how all disclosures are dealt with at the school -

4.2. Taking Action

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

4.3 Student disclosure of abuse or radicalisation

At Verita School, we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that the staff member must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions.

The staff member will tell the student what will happen next. It is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed. The staff member will write up details of the conversation with the student as soon as possible on the record of concern form and deliver it to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.

All concerns should be recorded promptly and passed in person to. See Appendix 1 for a flowchart to explain the procedure.

Staff should not wait until the following school day to report a concern. Information will be shared on a need-to-know basis only. Issues or concerns will not be discussed with colleagues, friends or family.

4.4 Suspecting that a student is at risk of harm:

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student the opportunity to talk.

Staff should use the concern form to record these early concerns. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead, **Demy Dede**. Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the academy's Anti-Bullying

Policy where necessary, (Located on the academy website). However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. The school acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. The Designated safeguarding lead **Rico Chow** will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

Referral to Children's Social Care

The Designated Officer will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

The school also references ICMEC

<https://www.icmec.org/education-portal/child-protection/> for advice support and key contact details to support students who may be vulnerable to missing from education due to moving country or who could be vulnerable to breaches if child protection regulations through moving country and to new international schools.

5.0 Recruitment of staff and Volunteers

The school will ensure that Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

“Governing bodies and proprietors should ensure that all governors, {Advisory Board members} and trustees receive appropriate safeguarding and child protection (including online) training at induction. (From P. 23 of KCSIE 2022)

We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. The school will

ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children safe in Education (January 2021) document.

As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.” (P 53 of KCSIE September 2022)

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the Keeping Children safe in Education (2022) document.

Where an enhanced DBS Certificate is required it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

The school will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.

The school will keep a single central record in accordance with the regulations given in the Keeping Children safe in Education (2021) document.

For the following:

- Individuals who have lived or worked outside the UK
- Agency or third-party staff
- Trainee/student teachers
- Volunteers
- Contractors
- Recruitment and/or deployment checks will be undertaken as stated in the Keeping Children safe in Education (2020) document.

The school will carry out all relevant checks if it is concerned about an existing member of staff and refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.

6.0 Dealing with allegations against existing staff and volunteers who work with children

We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: September 2021. At Verita School, we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the academy should be taken to the principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the principal should go to the Chair of the Board Members who can be contacted through the main school office.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Allegations against staff should be reported to the Principal.

Allegations against the Principal or the Designated Officer should be reported to the Chair of the Board of members. Where any member of the school staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must take action in accordance with the Verita School Policy: Child Protection procedures; dealing with an allegation against staff. Under its duty of care for its employees, the school will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The school will ensure its obligations for confidentiality when an allegation has been made.

7.0 Managing situations and exit arrangements

For the following issues:

- Resignation and 'settlement agreements;
- Record keeping
- References
- Timescales
- Oversight and Monitoring
- Children Missing in Education
- Suspension
- Information sharing
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

The school will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children safe in Education (Sept 2021) document and Children missing education Statutory guidance for local authorities (Dec 2020)

8.0 Training for all staff and students to raise awareness and increase understanding

Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to the DSL immediately.

All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct.

The induction will be proportionate to staff members' roles and responsibilities. The DSL and ADSL will undergo updated child protection training every two years.

All staff members of the academy will undergo safeguarding and child protection training (whole

academy training) which is regularly updated. All Board members must undergo governor specific online awareness training at least every two years.

Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's training.

We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

The DSL will provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

All staff are also required to complete Educare online safeguarding training each year. The school will maintain accurate records of staff induction and training.

9.0 Establishing a safe environment in which children can learn and develop

We recognise that because of the day to day contact with students, school staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk, and are listened to. This can happen at any time, but more specifically during lessons, in PSHE, or simply with any member of staff.

We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our PSHE programme and through the school engaging in national and local initiatives such as; anti-bullying awareness days, e-safety programmes, and other programmes which raise their awareness and increase their understanding.

9.1 Anti-bullying

At Verita School, we do utilize our SEL programme and international initiatives to raise awareness of bullying and what to do about it.

If any student / member of staff / parent / carer has a concern about bullying, they should report it to: the DSL or any member of staff.

9.2 E-Safety

We are thoroughly committed to improving student's e-safety awareness at Verita School.

If a student, parent/carer or member of staff has a concern relating to e-safety students are encouraged to report it. They can report it directly to Julie Dinca (Tech coach) at the school or via Designated Safeguarding Lead or their assistants.

9.3 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the student's first name with an image
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them. Parents, carers or relatives may only take still or video photographic images of pupils in the school or on school-organised activities with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

10.0 Confidentiality and sharing information

Staff should only discuss concerns with the Designated Officer, Director or Chair of Board Members (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

Storage and handling of records

Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the academy's Data Protection Policy. Record of concern forms and other written information will be stored in a locked facility accessed only by the Principal, Designated Officer and Deputy Designated Officer.

Any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be password protected and kept in locked storage.

Child protection information will be stored separately from the student's academy file. If such records need to be sent to a new school they will be sent separate from the student's file and under a confidential cover.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child

protection records, they will refer the request to the Principal or Designated Officer. The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child.

11.0 Management of the Policy

The school will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011, Currently: Keeping children safe in education: Statutory guidance for

academies and colleges (July 2021) And the departmental advice: What to do if you are worried a child is being abused – Advice for practitioners (March 2015) Nothing written in this policy overrides the school's duties under such legislation.

The Board Members will oversee the policy, ensure its implementation and review its content on an annual basis.

The Director will report on safeguarding activity and progress within the school to the Board members annually.

11.1 Feedback on this policy:

Staff are encouraged to feedback to Verita School directly through email at any point in the year. The

DSL and Director will also seek the views of staff when the opportunity arises and feedback to the Board Members.

Created and Reviewed by: Damian Ward/Verita Founder and Advisory Board

This policy will be reviewed on at least an annual basis

Policy Category: Health and Safety

Approved by Michael Wolper

Next Review: Summer 2023