



Safeguarding Policy

Brainy N Bright Public Schools are committed to having a robust Safeguarding Policy. Such policies are vital to create the basis for procedures and guidelines. The protection of the children in our care is our most important responsibility.

Brainy N Bright Public Schools are an inclusive educational institution where we pride ourselves on the quality of education that we provide, it is therefore expected that we will have robust Safeguarding policies.

The safeguarding of children and vulnerable adults is at the heart of any civilized society. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Childhood abuse is any act of aggression or omission by an adult that results in harm, potential for harm, or threat of harm to a child. The different forms of abuse include physical abuse, neglect, emotional maltreatment, and sexual abuse/exploitation.

Importantly one of the roles of teachers world-wide is also to be aware of child protection concerns that are occurring outside of the school. We spend often more time with a child daily than anyone else. That makes us uniquely situated to recognize and report issues if they are of concern. However, it is also a role that must be seen as fraught with concern and a high level of good judgment and diplomacy is required to carry out this role.

Our concern should be the child, then the family. The

main elements of our policy are outlined below:

SIGNS OF ABUSE: What staff should look for as indicators of a child protection concern?

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.
training

ROLE DESCRIPTIONS FOR SAFEGUARDING LEAD & COMMITTEE

SUPPORT FOR PUPILS who may have been abused.

TRAINING PROVISION FOR STAFF

CHILD ABUSE – Signs and Symptoms

Although these signs do not necessarily indicate that a child has been abused, they may help

adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree. (The following lists are indicative rather than exhaustive):

a. Sexual Abuse

Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age, medical problems such as chronic itching, pain in the genitals, venereal diseases, other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia, personality changes such as becoming insecure or clinging, regressing to younger behavior patterns such as thumb sucking or bringing out discarded cuddly toys, sudden loss of appetite or compulsive eating, being isolated or withdrawn, inability to concentrate, lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder, starting to wet again, day or night nightmares, becoming worried about clothing being removed, suddenly drawing sexually explicit pictures, trying to be 'ultra-good' or perfect; overreacting to criticism.

b. Physical Abuse

Unexplained recurrent injuries or burns, improbable excuses or refusal to explain injuries, wearing clothes to cover injuries, even in hot weather, refusal to undress for gym, bald patches, chronic running away, fear of medical help or examination, self-destructive tendencies, aggression towards others, fear of physical contact – shrinking back if touched, admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study'), fear of suspected abuser being contacted.

c. Emotional Abuse

Physical, mental, and emotional development lags, sudden speech disorders, continual self-deprecation ('I'm stupid, ugly, worthless, etc'), overreaction to mistakes, extreme fear of any new situation, inappropriate response to pain ('I deserve this'), neurotic behavior (rocking, hair twisting, self-mutilation), extremes of passivity or aggression.

d. Neglect

Constant hunger, poor personal hygiene, and constant tiredness, poor state of clothing, emaciation, untreated medical problems, no social relationships, compulsive scavenging, and destructive tendencies.

Note: A child may be subjected to a combination of various kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

PREVENTION

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

The school will operate safe recruitment practices including ensuring appropriate Criminal Records and reference checks are vigilantly undertaken. The school will take every action is taken to ensure that those who work or volunteer are appropriate.

We recognize that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and information about who to turn for help;
- include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly regarding child care and parenting skills.

Procedures

To ensure that this policy has the required resources Trio Schools will appoint a Safeguarding Lead for each school BNBPS (Brainy N Bright Public School), LBPS (Little Brainy Play School) this person will be responsible for ensuring that:

1. All staff are fully trained.
2. Safeguarding Policy is current, relevant and follows the law.
3. Has responsibility for monitoring the reporting process.
4. Supports the person if required by staff who are reporting alleged events.
5. Advises where needed on next steps.
6. The school has an appropriate Reporting protocol.

All cases of breach of child safety will be reported to the Safeguarding Lead at the first given opportunity, they will refer them to the school Counsellor. In the absence of, or considered urgent any concerns should be taken direct to the Counsellor.

The school will:

- ensure that all staff are checked during employment process for any Child Protection issues
- ensure Child Protection policy training is given to all staff and that it is updated every two years
- ensure that all issues are investigated in a confidential, sensitive, thorough, and timely manner.

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PUBLIC SCHOOL

Responsibilities of Safeguarding Leads.

Although safeguarding the welfare of children is the role of everyone within the organisation each section of Trio will have a designated safeguarding leader who will take on the responsibilities for:

- Discuss with any staff members who have expressed concerns about a child and agree on what action to take.
- Ensuring that they are kept informed regarding any referrals made by staff members to the school counsellor.
- Documenting any concerns and any action taken and following up on this.
- Supporting staff members involved in referrals/counselling

- Keeping any referral under constant review.

Safeguarding leaders have a leading role to play in supporting staff to deal effectively with children facing these issues. By encouraging teaching staff to adopt a caring attitude and willingness to listen Safeguarding leads will provide a trusting environment in which children realise that they are valued.

The Role of School Staff

Trio Schools ensures that all staff members fulfil their obligations to safeguard the welfare of the children in our care. To facilitate these all-staff members should:

- Be aware of the schools' policies and procedures regarding safeguarding and this should be explained to all new staff as part of staff induction. This should include, but not be limited to all related policies, e.g., staff Code of Conduct, and Confidentiality.
- Receive appropriate safeguarding training which is regularly updated.
- Be aware of the safeguarding processes and their role within it. This includes identifying emerging problems and liaising with the designated safeguarding lead.
- Know what to do if a child tells them that they are being abused/neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.
- Must never promise a child that they will not tell anyone about an allegation.
- Be aware of the types of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know the name of the designated Safeguarding Lead and her/his role
- How to pass on and record concerns about a pupil
- That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the procedures
- The need to be vigilant in identifying cases of abuse
- How to support and to respond to a child who speaks of or exhibits signs and symptoms of abuse
- That all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such concerns are addressed confidentially, sensitively, and effectively in a timely manner in accordance with agreed policies.

Liaison with Other Agencies

The school will through the school Counselor:

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance and written

reports at initial case conferences, core groups and child protection review conferences;

Record Keeping

The school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to National Commission for Protection of Child Rights (NCPCR) immediately;
- ensure all records are kept confidential, secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools

Confidentiality and Information sharing

Staff will ensure that the confidentiality protocols as laid out in Trio Schools Confidentiality Policy are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Head of School. The Head of School will only disclose information about a pupil to other members of staff on a need-to-know basis. All staff however must be aware that they have a professional responsibility to share information with other authorized agencies to safeguard children.

All staff must be clear that they cannot promise a child to keep the secrets that they tell them. Teachers should not place themselves in a position of asking leading questions, such inquiries must be carried out by trained professionals. Training will ensure that staff understands that their behavior and actions must not place pupils or themselves at risk of harm or allegations of harm to a pupil.

Communication with Parents

The school will:

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this action
- ensure that parents understand the responsibility placed on the school and staff for child protection by setting out its obligations in the school policy document, a copy of which will be issued to all parents.

Child Protection Committee (CPC) comprises of the following members:

- Chairperson (Safeguarding Lead)
- Kindergarten representative:
- Coordinator Primary:
- Coordinator Middle School:

- Coordinator High School:
- Counsellor
- Administrative Representative
- Parent Representative
- Student Representative

The Role of the CPC

The CPC performs a primarily administrative role, having no involvement in any actual interactions with staff or children related to Safeguarding issues.

The CPC is to:

- Maintain overview of the policy and procedures in cooperation with the Safeguarding Lead.
- Hold regular reviews of the policy and procedures
- Survey staff re ideas and suggestions

Supporting the Pupil at Risk

- cross-curricular opportunities to encourage self-esteem and self- motivation
- the school ethos that actively promotes a positive, supportive, and secure environment and values people
- the school's behavior policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behavior of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behavior is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies where and if required
- a commitment to develop productive and supportive relationships with parents
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records, and notifying external agencies where required

Drug Use and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause;

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behavior is a result of abusing or endangering pressure or incentives from others, particularly adults;

- where the misuse is suspected of being prompted by serious parent/ carer drug misuse

OTHER RELATED POLICIES

Physical Intervention

Our policy on physical intervention by staff is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, and that always it must be the minimum force necessary to prevent injury to themselves, another person or property?

Bullying/Intimidation – (Check Policy)

We expect staff to acknowledge that, to allow or condone bullying constitutes a lack of duty of care and may lead to consideration under child protection procedures.

Bullying is a form of child abuse, it means being hurtful towards another person it is usually repeated over a period, the outcome is always painful and distressing for the victim.

- Physical (pushing, hitting, slapping, kicking or use of any objects)
- Verbal (racist, name calling, homophobic remarks, abusive text messages etc.)
- Emotional (Tormenting, ridiculing, humiliating, ignoring, and isolating)
- Sexual (unwanted physical contact or abusive comments)
- Cyber bullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. It can occur through SMS, text, social medias, forums or gaming where people can view, participate or share content. Cyber bullying includes sending inappropriate postings, sharing negative, harmful, false, or mean content about someone which includes sharing personal or private information which leads to embarrassment or humiliation.

Sexual Abuse/Harassment:

Trio Schools is committed to providing a safe and secure educational space for every individual to achieve his/ her true potential. Our school environment is built on mutual respect, cultural sensitivity and zero tolerance for any form of sexual harassment.

Any form of sexual harassment in the work place and any harassment of adults or children of any kind is unlawful and will be subject to penalties in accordance with applicable law.

All Trio Staff including teaching substitutes and management person are required to comply with this policy against sexual harassment in work place.

Even a single incident of sexual harassment if found to be true after investigation as per this policy will be met with strict disciplinary action based on the nature and intensity of violation.

The consequences of violation may even include termination of employment and payment of compensation to the victim directly by the person found guilty of sexual harassment.

If required by law the school may also report the incident to the police or other authorities for criminal action to be initiated.

Extended Schools and Before and After School Activities including Trips

For extended school facilities, or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body the school will seek an assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Code of Conduct

Private Meetings with Pupils

- Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognized that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- Where such conditions cannot apply, our staff is advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room. **Note:** It is highly recommended that such meetings occur in a room that has CCTV coverage.
- Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

Physical Contact with Pupils

- As a general principle, our staff are advised not to make unnecessary physical contact with their pupils.
- It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. A distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others, or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.

- Staff who must administer first-aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. However, no member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her supervisor.
- Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances quite different from the normal school/work environment.

Relationships and Attitudes

Staff should ensure that their relationships with pupils are appropriate to the age, maturity, and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanor, and language all require care and thought, particularly when staff is dealing with adolescent boys and girls.

Use of mobile phones and cameras

Staff do take photographs of the children while busy and engrossed in their play and/or academics. These are only to be used for school purposes. On occasion photographs are used for wall displays, advertising and on the school's website; these must have the clear permission of the parents before publication unless they are distanced group shots such as a soccer game etc.

Conclusion

It would be impossible and inappropriate to lay down fixed rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. In all circumstances, employees' professional judgment will be exercised and for most employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this policy, or how they should act circumstances, they should consult their Co-ordinator. From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or of their parents/guardians.