

The Dove International School



Safeguarding Policy

Safeguarding Team	
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Date created	01 September 2022
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At the Dove international school, we are committed to safeguarding and promoting the welfare of our pupils. All staff are regularly trained in safeguarding and are expected to make this commitment a part of their lifestyle. Visitors and parents are also expected to share the same commitment.

WHAT IS SAFEGUARDING?

Safeguarding children is promoting the welfare of children and protecting them from harm. It includes:

- Preventing harm to children's health and development
- Ensuring children grow up with the provision of safe and effective care
- Protecting children from abuse and maltreatment

Our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions.

OUR ETHOS

Safeguarding is embedded within our curriculum and is checked with scrutiny throughout the school including in lesson observations by the Senior Leadership Team.

At the Dove International we believe that children need to feel safe and valued to become successful learners, and this reflects through all school's practices. The schools are committed to anti-discriminatory practice and recognise children's diverse circumstances. The schools ensure that all children have the same protection, regardless of any barriers they may face.

The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Children will never be given the impression that they are creating a problem by reporting any type of abuse or concern.

The safeguarding policy also covers our staff and volunteers to ensure that they feel safe and secure in their work environment.



THE SCHOOL

The school as a whole, aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote the welfare of children
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

THE HEADTEACHER

The Headteacher is the DSL (Designated Safeguarding Lead) at The Dove International School. The Headteacher is responsible for managing all cases of allegation of abuse, maltreatment or harassment and for the implementation of this policy, including:

- Ensuring that staff
 - are informed of the school's safeguarding policy and practices
 - understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
 - Ensuring access to this policy to parents/carers via the school's website
 - Ensuring that the Safeguarding Team and all other members of staff have trainings regularly
 - Investigating and managing all allegation of abuse made against another member of staff or volunteer, where appropriate
 - Ensuring the relevant staffing ratios are met, where applicable
 - Making decisions regarding all low-level concerns and liaising with authorities where and when applicable.

THE SAFEGUARDING TEAM

This is the team in charge of safeguarding issues and policies.

The Safeguarding Team supports with

- Providing advice and support to other staff on child welfare and child protection matters
- Taking part in strategy discussions and support other staff to do so
- Contributing to the assessment of children
- Referring suspected cases to the Team Leader

THE STAFF

All staff have a responsibility to provide a safe environment in which children can learn.

Safeguarding rules and practices are applied by all staff members throughout the school. At the Dove International School we recognise the moral and statutory responsibility of all staff and volunteers to safeguard and promote the welfare of all children in our care. The staff is trained to work as a team for the safety and wellbeing of the children in our school in line with statutory



duties, supporting guidance and relevant school policies, promoting the welfare of all children regardless of age, gender, race or religion.

All Staff must:

- Read and understand the safeguarding guidance and attend safeguarding trainings,
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Sign attendance to each safeguarding training organised by the school
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Be aware of who acts as the DSL, the role and contact details of the latter
- Learn how to recognise abuse including child-on-child abuse
- Know what to do if they discover a safeguarding issue or receive a disclosure from a child

PROCEDURES FOR MANAGING CONCERNS

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on to the Safeguarding Team in accordance with the procedures outlined in this policy.

TYPES OF ABUSE

Children are vulnerable. We recognise that children with special educational needs can face additional safeguarding challenges, and this is included in the training is provided to staff and parents in understanding that:

- all behaviours are not always related to the child's condition and may be a response to abuse or bullying
- children with SEN and disabilities can be disproportionately impacted by situations like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.



- **CONTEXTUAL SAFEGUARDING**

At the Dove International School we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families.

- **CHILD SEXUAL EXPLOITATION (CSE), CHILD CRIMINAL EXPLOITATION (CCE)**

These are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

A child is sexually abused when they are forced or enticed to take part in sexual activities, not necessarily involving violence, whether or not a child is aware of what is happening. This does not have to be physical contact but could include 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 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 (also known as child-on-child abuse)

- **PHYSICAL ABUSE**

Physical abuse is deliberately hurting a child which may involve hitting, shaking, throwing, poisoning, burning, 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.

- **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 mental health or development. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs. It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter



- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision
- Ensure access to appropriate medical care or treatment
- It may also include neglect of or unresponsiveness to, a child's basic emotional needs

EMOTIONAL ABUSE

Children who are emotionally abused suffer emotional maltreatment or neglect. It is sometimes called psychological abuse and can cause children serious harm. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. This may also include interactions that are beyond a child's development capability as well as overprotection and limitation of exploration and learning or preventing a child from participating in normal social interaction. 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. It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- Valued only because they meet another person's needs.

CHILD ABUSE LINKED TO FAITH OR BELIEF

Child abuse linked to a faith or belief is often referred to as a hidden crime. In such cases a parent or carer view a child as 'different'. They have attributed this difference to the child being possessed and as such will attempt to exorcise the child. Belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray. This type of belief does exist hugely in several countries towards children with special needs and leads to different types of abuse towards the child. Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.

Abuse may consist in:

- beating
- burning
- starvation
- cutting or stabbing



FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms. Where concerns exist it requires professionals from all agencies to work together at an early stage so that all information available can be evaluated and an understanding of the needs of the child assessed. Indicators of fabricated or induced illness There are 3 main ways of the carer fabricating or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication or exaggeration of past or current medical history
- fabrication or exaggeration of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
- induction of illness by a variety of means
- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

CHILD-ON-CHILD ABUSE

Child-on-child abuse Child-on-child abuse is when children abuse other children. We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.

Child-on-child abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2. Kingfisher and Halcyon way schools have a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')



- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 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)

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy. When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development.

BULLYING

Our school takes bullying incidents very seriously. Children should be helped to understand what constitutes bullying and understand what actions will be taken if such incidents were to occur. All forms of bullying are emotionally harmful to children. Our schools have a zero tolerance to bullying. Our anti bullying policy outlines the differing aspects of bullying and the school's response to this. All incidents of bullying must be reported and clearly recorded Please see Anti bullying policy for further details

CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a



- Schools' computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

ONLINE SAFETY

The internet is a great way for children to connect with others and learn new things. There are real benefits for children with learning disabilities and autism using the internet to support learning and social interactions, the internet is becoming more accessible for children with disabilities through using accessible designs simplified language, as well as instantly available video clips, for children with complex needs these can be great learning opportunities.

Alongside the many benefits there are also a number of risks. With access to technology there is also the potentials risks of Cyberbullying, online grooming and risk of exposure to inappropriate content, and commerce.

Both Schools recognise the importance of safeguarding children from potential harmful and inappropriate online material, and we understand that technology has become a significant component of many safeguarding and wellbeing issues, including the use of the internet on mobile phones due to its role in child-on-child abuse.

The use of computers and the internet is monitored at school; however, staff members are trained to observe and monitor the use of computers. Children are also taught online safety.

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and



- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

RECORD KEEPING AND CONFIDENTIALITY

Guaranteeing the safety of all the children in our care include a high level of confidentiality, which is a practice throughout the school.

All safeguarding records are kept separately from educational records and are kept confidential and secure; they may only be accessed by the safeguarding team.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the Safeguarding Team will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. To allow the new school to have appropriate support in place when the child arrives.

All staff members are obliged to:

- maintain confidentiality about all matters regarding children in our school, their parents, families and health
- maintain confidentiality about all matters regarding colleagues
- Share and pass all safeguarding issues to the Designated Safeguarding Lead.
- Reassure a child but never promise that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

TRAININGS

All staff must attend all safeguarding trainings offered every year. Safeguarding is part of the Induction Programme for any new staff.



The training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

SAFETY

Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). T

through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. F

END OF SCHOOL-DAY RELEASE

It is the responsibility of every member of staff in our school to ensure that they carry out the requirements of this policy and, at all times, working in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn. This requires the team to enforce the following rules for safeguarding reasons:

- Children will be released directly to parents or drivers at the gate by a member of the staff on gate duty.
- Children will be released only to individuals introduced by parents
- In the event that parents cannot collect their child and send a different person to do so, they must contact the school to provide the name and number of the individual before the child is released.
- Parents, guardians, carers are not allowed in the school to collect the child. The child is released to the parents, guardians and carers at the gate by the teacher on gate duty.

SAFER RECRUITMENT

We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates.



At The Dove International School, we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

All staff member is required to undergo police check to ensure that they do not have a criminal history related to children.

MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. However, all allegations are taken seriously and investigated by the safeguarding team.

An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children. (this refers to circumstances where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

If an allegation is made or information is received about any adult who works or volunteers in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately who will contact all relevant institutions for the safety and wellbeing of the child. Should an allegation be made against the Headteacher this will be reported to the Local Authority.

