

BGA SAFEGUARDING POLICY AND PROCEDURES

Document Control Sheet

Document Title: BGA Safeguarding Policy & Procedures

Circulation: Board of Directors, BGA Staff, Website availability

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SECTION A: SAFEGUARDING POLICY

BGA recognises its duty of care and responsibility to protect and safeguard the interests of all children. This policy applies to all staff, students and volunteers working in the school. Each child is unique and deserves attention and respect. This document provides the basis for good practice on safeguarding. The procedures provide a framework to ensure that all practice in the area of safeguarding is consistent and **that the school takes every reasonable measure to ensure every child is healthy and safe**. BGA aims to provide a caring, secure and stimulating environment where each child can thrive and has the opportunity to develop their full potential. A child's welfare is paramount and every child has the right to be protected from harm, whatever their culture, gender, age, nationality, religion or ethnicity. BGA takes this responsibility seriously and promotes a safer environment for children to learn and develop high self-esteem and a true feeling of

self-worth, to become confident individuals who are able to live healthy and fulfilling lives.

A1. AIM

BGA recognises the contribution it makes to Safeguarding. There are three main elements to our policy: a) Prevention through the teaching and pastoral support offered to pupils. b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of day-to-day contact with children, school staff are well placed to observe the outward sign of abuse. c) Support to students who may have been abused.

Our policy applies to all staff and volunteers working in the school and at BGA.

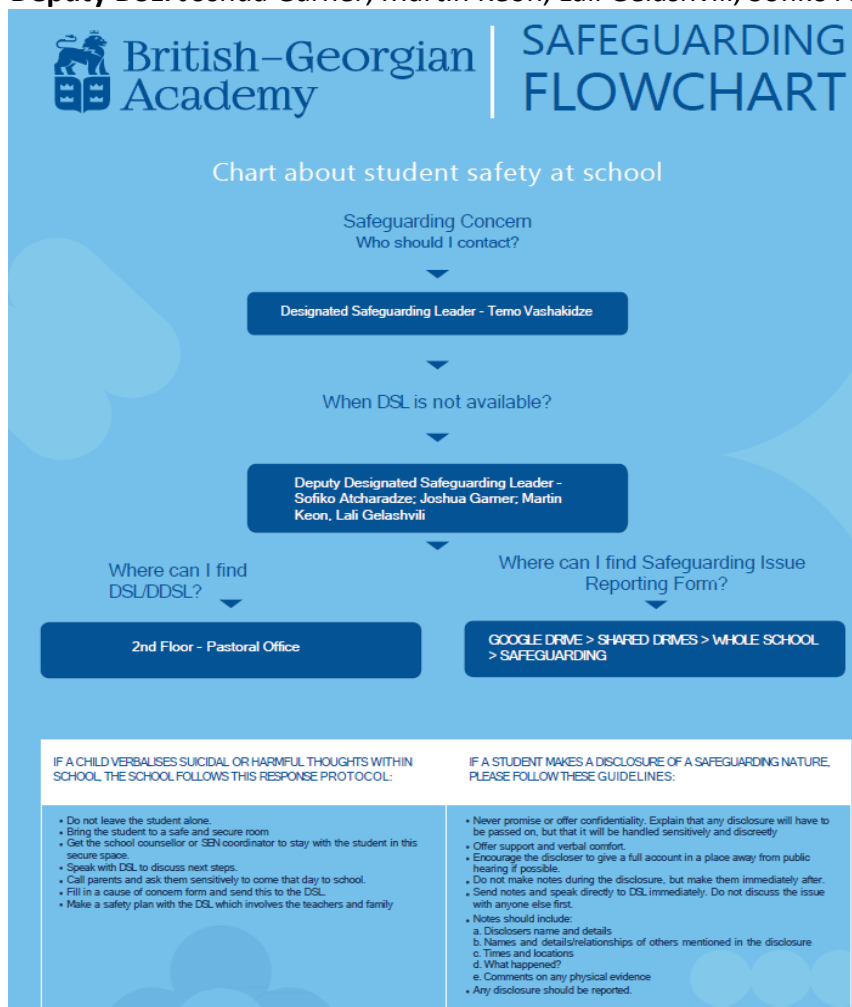
A2. ROLES AND RESPONSIBILITIES

All adults working with children have a responsibility to protect children from harm. There are key people within BGA who have specific responsibilities to safeguard children:

Designated Safeguarding Lead (DSL) - *Temo Vashakidze, Assistant Principal for Behavior in Primary School*
- main role is to initiate any case of suspected abuse of a child, receive a written report and make a decision on severity and next step of action. The DSL also meets with the parents/carers to discuss the suspected abuse.

Teachers and Learning Support staff - all staff at BGA are trained in Safeguarding and are open to approach from anyone with a safeguarding concern.

Deputy DSL: Joshua Garner, Martin Keon, Lali Gelashvili, Sofiko Atcharadze



A3. DEFINITIONS

Notice - Any changes in behaviour or moods that might indicate that they are having difficulties managing emotional distress.

Investigate - Ask questions sensitively and competently about their circumstances.

Plan - Appropriate first steps and possible referrals within or outside the school setting.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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.

Children include everyone under the age of 18 years old.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

A4. SAFEGUARDING AT BGA: PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

- a) Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to; b) Ensure children know there are adults in the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum, activities and opportunities for Wellbeing which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- d) Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills; e) Provide annual training for staff on safeguarding and following safer recruitment procedures. f) Include, in the curriculum, material which will help children develop realistic attitudes towards mental health

SECTION B: BGA SAFEGUARDING PROCEDURES

B1. KEY POINTS:

- a) The school has a **DESIGNATED SAFEGUARDING LEAD**, who has undertaken appropriate child protection training. This is currently **Temo Vashakidze (Assistant Principal for Behavior in Primary School)** who chairs the safeguarding group and will be the liaison with the BGA safeguarding team. The BGA Safeguarding Team will be made up of the DSL, BGA Principal, Vice Principal, Assistant Principal, Head of Administration and the school doctor. School has also Deputy DSLs with appropriate child protection

training: **Joshua Garner, Martin Keon, Lali Gelashvili, Sofiko Atcharadze.**

- b) Ensure every member of staff knows the name of the designated person and her/his role. c) Ensure that members of staff are aware of the need to be alert to signs of abuse or a drop in good mental health and know how to respond to a child (or third party) who may be experiencing this. d) Ensure that parents understand the responsibility placed on the school and staff for child safeguarding by setting out its obligations in this policy and in other key literature. Mention the policy and refer to it at appropriate points.
- e) Provide appropriate training for all staff. A Safeguarding update should be carried out yearly and as part of new staff induction. This should take the form of face-to-face sessions with language and prior knowledge appropriate groups. Staff should also follow the refresher course available on Educare annually.
- f) Develop effective links with relevant agencies and co-operate as required with enquiries regarding safeguarding matters including attendance at any case conferences, core groups and safeguarding review conferences. Keep written and/or electronic records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to parents or other organizations. i) Ensure all records are kept secure.
- j) Apply safer recruitment procedures by insisting on the following:
- i) completion of a BGA application form, ii) 2 references from previous employers that are followed up by a phonecall,
 - iii) original copies of teaching license and qualifications, and iv) ensuring the criminal background of applicants for vacant posts are checked in accordance with DfES circular 11/95 *Misconduct of Teachers and Workers with Children and Young People and Safeguarding Children: Safer Recruitment in Education (2006)*. This is done through the COBIS DBS service for UK nationals. (Local police clearance certificates are acceptable in translation if the country supplying such certificates appears on the COBIS database).
- v) Recruiting staff or external agency recruiters should be trained in safer recruitment. k) The director is the designated member of the school's directorate with oversight of safeguarding. l) Although every case may be different, the general checklist attached (Annex A) will be used to guide action.
- n) Encourage parents to let school know about any change in circumstances, injuries or accidents and where there may be temporary care in place so we can monitor students and offer support.

B2. BGA SAFEGUARDING: SUPPORTING THE STUDENT AT RISK

We recognise that children who are abused, have mental health issues or witness violence may find it difficult to develop a sense of self worth or view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the student through:

- The content of the curriculum to encourage self esteem and self motivation.
- The school ethos and behaviour policy which promotes a positive, supportive and secure environment, and gives students a sense of being valued.
- Liaison with other agencies who support the student.
- Keeping records and monitoring in case there is a recurrence of a concern. When students on the child protection register leave, we will transfer information to the new school immediately.
- A confidential safeguarding reference request is sent to all previous schools during the admissions

process. *NB – For all students we will look for opportunities to ensure they can keep themselves safe, recognise abuse and encourage communication. This may be in Wellbeing lesson, mentor group discussions, e-safety reminders and in assemblies.*

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment, emotional or behavioural problems will be particularly sensitive to signs of abuse.

B3. SAFEGUARDING PROCEDURAL GUIDE

ALLEGATIONS

Suspicious of abuse:

A written report must be presented to the DSL, who will initiate a case, and decide if the matter needs to be referred to the Director and authorities. The DSL will meet with the staff involved and decide on further action if appropriate.

Allegations of abuse made against staff:

Any allegation against school staff, whether historical or contemporary, must be dealt with by the DSL, Principal and the Director (unless the allegation is against one of them). The DSL, Principal and the Director will determine the validity of any allegation and decide on further action, i.e. police investigation.

BULLYING or PEER on PEER ABUSE

The school does not tolerate bullying or peer on peer abuse in any way. We are dedicated to creating a safe and comfortable environment for all students. BGA will not tolerate physical or verbal harassment of students or staff, and disciplinary action will be taken with individuals who choose this behaviour. Students and staff are asked to report acts of bullying immediately to the school office. See Anti-Bullying Policy.

CONFIDENTIALITY

Confidentiality is an issue that needs to be respected by everyone working with children. A guarantee of confidentiality should never be given to a child as information may need to be shared with relevant others. UK law requires the disclosure of confidential information necessary to safeguard a child. Under Section 47 of the Children Act 1989, statutory agencies have a duty to cooperate. In the event of any conflict with local law, the school will consult its legal advisor. Staff members party to any knowledge about a reported safeguarding issue should ensure confidentiality and should not discuss the issue with other staff, students or parents.

ENSURING A SECURE ENVIRONMENT

Staff should challenge any person not wearing identification or visitor badges within the school grounds. Staff should report and challenge any suspicious behaviour around the school perimeters. All staff have a professional responsibility to report any inappropriate actions or conduct by a member of staff or school community.

RECORD KEEPING

BGA uses TES Myconcern Platform from October 2024 for reporting.

Individual staff should log any concerns they may have about the welfare of a student, and inform the DSL in person. Confidential records are maintained by the DSL, and kept secure and separate from other school records. Relevant teaching staff are made aware of any reported information, on a 'need to know' basis. On transfer to another school, relevant information is passed to the designated member of staff.

BGA has a [Concern Reporting Form](#) which is needed when staff has doubts about students' wellbeing. After informing DSL this form must be filled in very detailedly.

After investigation if DSL and Deputy DSLs have reasonable suspicion about violence they are able to involve Social Services for additional investigations.

VERBALISING SUICIDAL OR HARMFUL THOUGHTS

If a child verbalises suicidal or harmful thoughts within school, the school follows this response protocol:

- Do not leave the student alone.
- Bring the student to a safe and secure room.
- Get the school counsellor or SEN coordinator to stay with the student in this secure space.
- Speak with DSL to discuss next steps.
- Call parents and ask them sensitively to come that day to school.
- Fill in a cause of concern form and send this to the DSL.
- Make a safety plan with the DSL which involves the teachers and family.

B4. FINAL POINTS

Do not hesitate to talk to the DSL if you have even the slightest concern about a child's well-being. Whilst a concern may be unfounded, it is necessary to 'think the unthinkable'. There are four recognised forms of abuse:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Within these recognised forms of abuse, it must be understood that we include abuse by a parent/carer, a staff member, a peer group member or another member of the school or victim's community. If you suspect any of the above, it is your responsibility to report it immediately.

RELEVANT SUPPORTING DOCUMENTATION

[Allegations of Abuse Against Staff Procedures](#),

[Anti Bullying Policy](#),

[Cause for Concern Reporting Form](#),

[Historical Abuse Allegations Procedures](#),

[Image Use Policy](#), [Intimate Care Policy](#),

[Safer Recruitment Policy](#),

[Staff Safeguarding Code of Conduct](#),

[Visitors and Volunteers Policy](#),

[Whistleblowing Policy](#).

Annex A

Guidance for staff receiving a disclosure

If a student makes a disclosure of a safeguarding nature, please follow these guidelines: 1. Never promise or offer confidentiality. Explain that any disclosure will have to be passed on, but that it will be handled sensitively and discreetly.

2. Offer support and verbal comfort.

3. Encourage the discloser to give a full account in a place away from public hearing if possible.

4. Do not make notes during the disclosure, but make them immediately after.

5. Send notes and speak directly to DSL immediately. Do not discuss the issue with anyone else first.

Notes should include:

a. Disclosers name and details

b. Names and details/relationships of others mentioned in the disclosure

c. Times and locations

d. What happened?

e. Comments on any physical evidence

6. Any disclosure should be reported.

A similar process should be followed if a third party is disclosing.

Annex B

Safeguarding Procedure Checklist for the Designated Safeguarding Lead

All concerns should be written down and handed to the DSL or entered as a concern in Engage (which automatically go to the DSL). Then, depending on the case, a blend of the following actions will be taken and the date of the action noted (on this form).

Name: _____ Class / Mentor group: _____

Possible actions	Date
Record the incident and ask a small group of relevant staff to monitor	
Consult with colleagues for advice where appropriate. Link up with any agencies in <u>Georgia</u> . Sensitively interview staff	
Talk to all staff involved with the child and ask for close monitoring	
Speak to the child sensitively	
Sensitively interview peers	

Call one or both parents to discuss disclosure

Ask parents to take the child to hospital for tests

If the concern is about the parents, contact the organisation of the parents and report findings to the company's nominated welfare officer	
If the concern is about a child from a diplomatic mission with a community support officer, contact the designated officer to raise concerns	
In the case of all serious concerns inform the Director	
Keep records of all discussions and conversations (preferably signed by participants).	
Provide extra levels of staffing/vigilance as appropriate	
Recommend counselling	
Use the resources that may be available in Georgia	

ALWAYS REMIND THOSE INVOLVED IN DISCLOSURES OF CONFIDENTIALITY

Yearly reminders	Date
Schedule child protection as part of annual refresher (Autumn INSET)	
Put item on all agenda as a regular reminder	
Ensure there is an assembly on e-safety which includes child protection reminders	
Give all students information about how to communicate concerns and key people who they can disclose to	
Give all students details of the Child Helpline number in Georgia	
Regularly remind parents of school policies and ensure that the location of the safeguarding policy is given to all new parents	
Regularly remind teaching staff and parents of confidentiality and maintaining boundaries	