

*ISE Kiddy English*

# Safeguarding and child's protection Policy

*September 2022*



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## Introduction

*Kiddy English is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, students, and visitors to share this commitment.*

*It is advised that all staff read this document carefully prior to working with children in this setting.*

We believe that every child regardless of age in all situations always has a right to feel safe and protected from any situation or practice that results in them being physically or psychologically damaged or neglected.

It is important to remember that Safeguarding is more than just child protection. It includes everything we as an organisation do to keep the children in our care safe including minimising risk of harm and accidents and taking action to the safety concerns as and when they arise.

All staff and volunteers hold a primary responsibility for the care, welfare, and safety of the students in our charge, and will carry out this duty through effective teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff will at all times act proactively in all child welfare matters especially where there is a possibility that a child may be at risk of significant harm (actual or likely).

This Safeguarding policy aims to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to the children's welfare and support each child and their family. The children's needs should be put first at all times. We aim to encourage children to be confident and assertive, we hope to develop a trusting and respectful relationship with the children in our care, this will ensure the children know they will be listened to and believed.

Children's worries and fears will always be taken seriously if they seek help from a member of staff. Staff cannot ever promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to protect and safeguard a child's welfare.

If there are any suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with current procedures issued by the local authorities the appropriate authority for the child involved.

### The child's right

Children have the right to say what they think about anything which affects them.

This policy aims to:

- Support children's development in ways that will foster security, confidence and independence.
- Raise awareness to staff of the need to safeguard children and their responsibilities in identifying and reporting possible abuse.
- Have systematic means of monitoring children known to be at risk of harm.
- Emphasise the need for good levels of communication between members of staff and between staff and parents.
- Ensure all staff are appropriately checked to ensure they are legally able to be working with children.
- Encourage all staff be entitled to regular child protection training.

#### **Terminology**

**Safeguarding and promoting the welfare of children** refers to the process of shielding children from violence or neglect, avoiding health or development impairment, ensuring that children grow up in conditions consistent with the provision of healthy and appropriate treatment, and performing that task in order for those children to have the best possible life chances and to successfully reach adulthood.

**Child protection** refers to the procedures used to protect children who have been reported as experiencing or at risk of experiencing serious damage.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting or guardianship role, for example step- parents, foster carers, guardians, and adoptive parents.

## Roles and responsibilities

School workers are ideally positioned to notice improvements in children's behaviour and outward signs of violence because of their daily interaction with them. When children are distressed or in danger, they may seek help from a trusted adult at school. It is critical that school employees recognize the signs of bullying and are aware of how to report their concerns. All schools must nominate a senior member of staff (DSL) to coordinate child protection arrangements.

*Designated safeguarding lead for child protection:*

Mimosa Cardin (Head of School)

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*Deputy designated safeguarding lead:*

Lianne Kelly (Teacher and Educational Coordinator)

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## The Designated Safeguarding Lead (DSL) role is to:

- The DSL possess skills in recognising and dealing with child welfare concerns and have access to appropriate and regular training.
- The DSL is the first person to whom members of staff report concerns about students.
- All members of staff, including volunteers and regular visitors (such as trainee teachers and supply teachers) are made aware of who these people are, what their roles are and how they can be contacted and also how they can access readily this policy.
- Receive and thoroughly examine any safeguarding issue that has been raised.
- To ensure that safeguarding is an important part of ISE Kiddy English culture and practice, promote it.
- Assist in making sure that all employees are aware of the policy and that they follow it, as well as ensuring that they sign a document stating that they have done so they have read and understood the Safeguarding Policy.
- Ensure that staff receives safeguarding training and that attendance at this training is documented.

## Curriculum

The school curriculum plays an important role in children's safety. Its goal is to ensure that curriculum creation achieves the following goals, which are frequently achieved through the PSHE (personal, social and health education) program:

- Developing student's self-esteem.
- Developing communication skills; informing about all aspects of risk.

- Developing self-protection strategies.
- Developing a sense of acceptable and inappropriate behaviour in adults.
- Developing non-abusive behaviour between students
- Describing the various degrees of confidentiality

### **Good practice guidelines**

To meet and maintain our responsibilities towards pupils we have in place agreed standards of good practice. Good practice applies to all staff and includes:

- Treating all students with dignity.
- Setting a good example by acting responsibly, involving students in important decisions, and promoting positive and safe behaviour among students.
- Being a good listener being aware of changes in students' behaviour recognising that challenging behaviour may indicate violence.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing.
- Maintaining good levels of conversation and contact with and between pupils, avoiding the use of sexualized or disrespectful language.
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Being aware of the personal and family circumstances and lifestyles of pupils before doing something of a physical nature for them, such as assisting with dressing, physical support during PE, or administering first aid.

### **Definitions of abuse**

There are many different types of abuse. This can be where a child is abused by an adult's direct actions (e.g., hitting a child) or because of an adult's inactions (e.g., not attending to a child's basic needs such as withholding food). Abuse is not always ongoing, sometimes a single traumatic event constitutes 'significant harm' to a child, equally there can be a build-up of concerns or a series of incidents over time also gives rise to 'significant harm.'

### **Peer on peer abuse**

Peer-on-peer bullying occurs when children and young people cause harm to one another in a variety of ways. The aim of this policy is to look at the various types of peer-on-peer harassment and come up with a proactive and compassionate approach. Children can be subjected to abusive behaviour in a variety of environments, and it is important to understand what violence is and looks like, how it can be handled, and what effective care and intervention can be put in place to meet the individual's needs, as well as what preventative measures can be implemented to mitigate the likelihood of further damage. Abuse should never be accepted or written off as anything other than abuse.

Peer on peer abuse can take many forms, including:

- **Physical abuse** such as biting, hitting, kicking or hair pulling.
- **Sexually harmful behaviour/sexual abuse** such as inappropriate sexual language or touching
- **Prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

### Types of abuse

There are four categories of abuse – physical, emotional, sexual abuse and neglect. It is an essential requirement that all practitioners understand what the categories of abuse are and what the signs and symptoms are for each. These types of abuse can be caused from adult to child and peer – peer, it is vital practitioners are aware of these, staff must be able to assess why this might be happening. Below are some signs and symptoms to look out for, it is important to remember this is not an exhaustive list and all concerns should be reported.

#### **Physical abuse**

- Unusual marks and bruises outside of what is normal for children.
- Burns from cigarettes or other hot surfaces.
- Bite marks that are too big to come from another child.
- Children acting overly aggressive towards others during their play.
- Broken bones and/or continues trips to hospital/doctors for injuries.
- Injuries that don't match the given explanation.

#### **Emotional abuse**

- Children with extremely low self-esteem and self-worth. This can transpire to children calling themselves “stupid” or “dumb” etc.
- Children being overly anxious and nervous when they do something wrong and will actively avoid certain situations.
- Delayed or inappropriate emotional development.
- Depression.
- Desperate seek of attention.

#### **Sexual abuse**

- Unusual marks around buttocks and private areas.
- Bleeding and excess discharge.
- Children being scared or unwilling to participate in having their nappy changed or not wanting to use the bathroom with others.
- Inappropriate language being used or role-playing sexual activities with other children or with toys.

#### **Neglect**

- Poor health. Being overweight or underweight.

- Being dressed inappropriately for the weather.
- Not being bathed or cleaned for days at a time (especially if the parents are always turned out well).
- Hiding or scavenging for food.
- Lack of attention for medical, dental, or psychological problems or lack of required follow up care.

### **Impact of abuse**

Child violence has far-reaching consequences that should not be overlooked. Many children recover and go on to live stable, happy, and productive lives, but most adult survivors accept that emotional wounds remain, no matter how well buried. For certain children, complete recovery is out of reach, and the remainder of their adolescence and adulthood can be marked by anxiety or depression, self-harm, or other forms of self-harm, eating disorders, alcohol and drug abuse, unfair and abusive relationships, and long-term medical or psychological problems.

During the time that the child is in our care, the school will do everything possible to reduce the effects of violence as much as possible. Depending on the nature of violence, the child's age, circumstances, and personal development, the appropriate action points will differ from child to child.

The ways in which parents behave and respond can also be a cause for concern. Parents who show a lack of care or concern for their child, blames the child for the problems, consistently belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil, offers conflicting or unconvincing explanations for a child's injuries or no explanation at all are all red flags and should be treated as a sign the child is possibly being abused.

It is also important to consider parents experiencing domestic abuse as this will have an impact on the children in the home, even if they are not witnessing it there maybe tension between parents, they may hear arguments and see the marks that are left.

### **Responsibilities**

There are many areas of responsibility in terms of safeguarding children. **It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

All staff at Kiddy English carry a range of responsibilities listed under the following headings:

#### ***Training***

- All staff are encouraged and offered regular safeguarding training.
- All staff must ensure their knowledge is up-to date.

#### ***Child protection***

- If a professional is concerned about a child's welfare, it is their moral duty to pass on their concerns to the appropriate professionals.

### **Good Communication**

- We aim to build good relationships with the parents and families to ensure that we can provide a good community of care between the child's home and school.
- We strive to work with the family to protect their children.

### **Confidentiality**

- We maintain appropriate boundaries with regards to confidential information regarding all children.
- However, if there are calls for concern information will be passed on to the necessary services.

### **Supporting Staff**

Being involved in child abuse cases whether this be the one to raise concerns, witnessing an alarming situation or having a child open to you can be a very upsetting and traumatic time. Here at Kiddy English, we endeavour to support our staff through every process and in the best way possible, whilst protecting the child and the delicateness of the situation. It is important to remember that any allegations will need to be treated fairly, quickly and with all points being carefully considered. We will support by:

- Taking all suspicions and disclosures seriously.
- Designating a link individual (DSL) to keep all parties updated and serve as a central point of communication.
- If a member of staff is the subject of a pupil's complaint, appointing separate link people for the child and the member of staff to avoid any potential conflicts of interest.
- Reacting sympathetically to any plea for time off from students or staff to cope with tension or anxiety.
- Maintaining confidentiality by only exchanging information with interested individuals and organisations on a need-to-know basis.
- Safely storing data.
- Providing information about helplines, counselling, or other external resources in accordance with our whistleblowing, grievances, and disciplinary procedures.
- Working closely with related governmental agencies.

### **Supporting Children**

We understand that a child who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated and may feel self-blame. As a setting it is possible, we may provide the only stability in the child's life. During these circumstances a child's behaviour may range from being particularly aggressive or withdrawn. During these circumstances all school staff and professionals will support children and their families by encouraging self-esteem and self-

assertiveness whilst not condoning acts of aggression. We will promote a caring, safe and positive environment as well as providing continued and planned support for a child where there are concerns.

There also maybe moments where children make an allegation against a parent, a member of staff or another adult. If these allegations arise it is important the child is listened to and the staff member receiving this allegation keeps a clear and open mind. They must ensure they do not put ideas or words into the child's mind by asking leading questions. A written account should be taken of what the child is saying. No promises should be made to the child that this conversation will be kept a secret, it is important children know they are able to trust you and they will be listened to. It should also be noted that children especially young children may not be able to verbalise their feelings and emotions, as professionals we look for the non-verbal communication from children. This can take place during their play, their drawings and their behaviour. Staff will also need to ensure they are taking note of any of these changes and following the correct course of action by reporting their concerns and continuing to support the child.

### **Allegations against staff**

It is important to remember that there may be occasions where school staff are acting unprofessionally towards children. If these situations arise, staff who may witness these moments have a responsibility to report concerns of unprofessional conduct of colleagues whose behaviour may harm a child, these concerns should be reported at the earliest moment so swift action can be taken. This will ensure that children are kept safe and protected whilst in our care. The concerns should be raised with the Head of school both verbally and in writing ensuring the account is clear, precise and factual. These allegations need to be handled quickly, consistently and fairly in a way that protects the children and at the same time offers support to the staff members who made the allegation and who the allegation is against.

An allegation is information or a concern which suggests that an adult working with children has:

- Behaved in a way that has harmed or may have harmed a child.
- Possibly committed a criminal offence against, or related, to a child.
- Behaved in way that indicates they are unsuitable to work with children.

Kiddy English fosters an ethos of support by providing children with clear lines of communication that ensure they feel cared for, secure and listened to.

We will:

- Establish and maintain a philosophy where children feel safe, and they are encouraged to talk and importantly always listened to.
- Ensure all children build strong bonds with the teaching staff in their class but also other staff within the school.

- Within the curriculum and during the learning opportunities we will ensure that we are equipping children with the skills they need to stay safe from harm and to know whom to turn to for help.
- Maintain close partnerships with parents and families throughout the child's time at school.

### **Safer recruitment**

Our school makes every effort to hire only "safe" people. All applicants must:

- Complete an application form.
- Provide two referees, each of whom must comment on the applicant's suitability to work with children.
- Provide proof of identification and qualifications; and, where appropriate, provide an enhanced DBS certificate.
- If applying for a management position, be checked to ensure they do not have a prohibition to manage order.
- Be formally interviewed.

### **Site security**

All visitors are expected to observe the school's safeguarding and health and safety regulations. Staff will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. No persons should be allowed onto the school premises unless they have a pre-booked appointment or are able to provide a valid ID and reason for the need to enter the building.

### **Photography and images**

The vast majority of people who photograph or videotape children do so for perfectly reasonable, understandable, and ethical purposes. Unfortunately, some people assault children by taking or using photographs, so we must ensure that some precautions are in place. To protect pupils, we will seek parental consent for photographs to be taken or published for both internal and external use.

We will not allow others to photograph or film students during a school activity without the parent's permission.

We will not allow images of students to be used on the school website, publicity, or press releases, without permission from the parent via the 'photo permission' form.

Although the school cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions, we do remind parents that they should not post photos or videos to public sites without the express consent of the other children or parents.

## **The procedures - Recording suspicions of abuse and disclosures**

If a member of staff should notice any kind of sign of abuse, he/she should immediately report it to the DSL.

Staff should also make an objective record of any observation or disclosure and include:

- Child's name.
- Child's address.
- Age of the child and date of birth.
- Date and time of the observation or the disclosure.
- Exact words spoken by the child.
- Exact position and type of injuries or marks seen.
- Exact observation of an incident including any other witnesses.
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the DSL dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure it is vital details are logged down accurately.

## **Accident Reporting procedure**

### **Introduction**

ISE Kiddy English, wherever practicable, aims to prevent work related accidents, work related injury and work-related ill health. However, where these do arise, we aim not only to fulfil our legal responsibilities of reporting, but also to ensure that a process of learning has taken place.

The primary purpose of accident reporting and investigation is to identify immediate and underlying causes, so that steps can be taken to prevent recurrence. All staff should be encouraged to report accidents, since it is only if they are reported that preventive measures can be taken.

Accidents need to be reported and investigated promptly, so that the facts can be established and action taken as appropriate.

### **Definitions**

An Accident is any unplanned event that resulted in injury or ill health of people, or damage /loss to property, plant, materials or the environment.

An Incident is:

- *Near miss: an event* not causing harm, but has the potential to cause injury or ill health;
- *Undesired circumstances:* a set of conditions or circumstances that have the potential to cause injury or ill health;
- *Dangerous occurrence:* one of a number of specific, reportable adverse events;
- *Violence-* behaviour involving physical force intended to hurt, damage, or kill someone or something;
- *Verbal abuse:* (verbal attack or verbal assault) is when a person forcefully criticises, insults, or denounces someone else. Characterized by underlying anger and hostility, it is a destructive form of communication intended to harm the self-concept of the other person and produce negative emotions;
- *Physical abuse:* is any intentional act causing injury or trauma to another person.

### Reporting

- The School requires that all accidents and relevant incidents are reported promptly to the DSL. Reports should be completed within 24 hours.
- If you have witnessed an incident/accident or you are the Injured Party (IP); contact a First Aider, or the Emergency Services where appropriate, and then contact your DSL and give details of where the accident has happened. The priority should be ensuring the immediate safety of those involved.
- The minimum information required in an incident report is detailed below:
- The type of incident;
- Details about person making report;
- Details of person involved in the incident;
- Address (inc. room, area etc.);
- DSL's name, contact details;
- How serious was the incident?
- Date & time of the incident;
- What exactly happened and how?
- Immediate actions to prevent recurrence.

### Investigation

The SLT will make the decision whether an incident requires formal investigation and should do so with the support of their H&S team and Operations Department.

Incidents of a major nature are reported by the Head of School to the Health & Safety Team as soon as possible after the incident.

The Health & Safety Team may also investigate an accident on receipt of the Accident/Incident Report Form if it is deemed that more information is required to identify the root cause of the incident or for trend analysis.

Where appropriate any employee or other may be involved in investigating incidents.