



Child Protection and Safeguarding

Revised date: July 2022

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### **Mission Statement**

Ambrosoli is a community-minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

### **Our Vision**

Empowering pupils to become confident, compassionate and internationally minded learners.

### **Child Protection and Safeguarding Policy**

At Ambrosoli International School, the named personnel with designated responsibility for Child Protection and Safeguarding are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
Debbie Lawrence (DSL),	Michael Wathum ( DDSL),	Peter Ellis (SG Governor)

The named personnel with designated responsibility regarding allegations against staff/those working in the school are:

<b>Designated Senior Manager (the Headteacher)</b>	<b>Chair of Governors (in the event of an allegation against the Headteacher)</b>
Emma Norris (HOS)	Fiona Davis (Chair)

## Safeguarding Information

<b>Designated Safeguarding Lead</b>	Debbie Lawrence <a href="mailto:debbie@ambrosolischool.com">debbie@ambrosolischool.com</a>
<b>Deputy Safeguarding Lead</b>	Micheal Wathum <a href="mailto:Micheal.iln@ambrosolischool.com">Micheal.iln@ambrosolischool.com</a>
<b>Safeguarding Manager</b>	Emma Norris <a href="mailto:headteacher@ambrosolischool.com">headteacher@ambrosolischool.com</a>
<b>School Governors</b>	Fiona Davis <a href="mailto:fiona.governor@ambrosolischool.com">fiona.governor@ambrosolischool.com</a>  Peter Ellis <a href="mailto:peter.governor@ambrosolischool.com">peter.governor@ambrosolischool.com</a>
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns Police Advisory Contact</b>	Maureen Keddiez +256 414233814 +256 414250613 <a href="mailto:mkeddiez@ymail.com">mkeddiez@ymail.com</a>
<b>Multi Agency Deferrals / Advisory Board</b>	Dr Femke Bannink Educational Psychologist <a href="mailto:femke.bannink@psychologypractice.org">femke.bannink@psychologypractice.org</a>  Tim Gerrish <a href="mailto:time@icpa.co.uk">time@icpa.co.uk</a> Child Protection Advisors  David Carney-Haworth <a href="http://operationsencompass.org">operationsencompass.org</a> Domestic Violence  Jordan Greenbaum <a href="http://icmec.org">icmec.org</a> Missing and Exploited Children
<b>KCCA Welfare</b>	<b>0204 660000</b>
<b>Police (Emergency)</b>	<b>999</b>
<b>Police (Non-Emergency)</b>	<b>101</b>

## 1. Introduction:

At Ambrosoli School, we recognise our responsibility under the **Uganda Child Protection Laws and Children's Act Amendment (2006)**.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with

- Schools Acceptable Use of ICT (online safety policy)
- Staff Code of Conduct
- Health and Hygiene Policy
- Behaviour Policy and Code of Conduct
- Anti-Bullying Policy
- Jigsaw PSHE Policy
- Off-site Risk Assessment procedure

All of which can be found in the school's policy manual and on the school website.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals in this school make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

No single professional can have a complete picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. We recognise that we form part of the wider safeguarding system for children in Uganda and Internationally. This also means that we are aware of the importance of the behaviour of staff in the school; we maintain an attitude of **'it could happen here'** where safeguarding is concerned.

In our school, we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection.
- All staff act on concerns or disclosures that may suggest a child is at risk of harm.
- Pupils and staff involved in safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do in the event of an allegation against any adult working in the setting.
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff are aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.

This policy is available on our school website, and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our Staff Code of Conduct.

The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

## **2.0 Aims of this document:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.
- To raise awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse or other Safeguarding concerns.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To promote safe practice and encourage challenge for poor and unsafe practice.
- To promote effective working relationships with other agencies involved with Safeguarding and promote the welfare of children, especially with the Ugandan the Police.
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support pupils who have suffered abuse in accordance with an agreed plan.

## **3.0 Scope of this Policy**

This policy applies to all members of the school community (including staff, pupils, volunteers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Ambrosoli International School).

## **4.0 Definitions of terms used in this document:**

**Child Protection:** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children:** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best life chances.

**Early Help:** means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by; an adult, adults, another child or children.

**Staff:** refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child:** refers to all young people who have not yet reached the age of 18. On the whole, this will

apply to pupils from our own school; however, the policy will extend to visiting children and students from other establishments.

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

## 5.0 Prevention:

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe and healthy; including providing opportunities for Personal, Social and Health Education, as well as mindfulness, throughout the curriculum.
- We ensure that appropriate filters and appropriate monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head of School and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a stand alone policy, which is robustly delivered throughout the school and Jigsaw PSHE curriculum (See PSHE curriculum).
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies/ Police Agencies/ Embassies.
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs

- The voice of the child is paramount; therefore, our Student Council are actively involved in safeguarding development. There is an established student group/student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays.
- We consult with, listen and respond to pupils; we offer the listening ear service, led by the child protection team to ensure that we are available each day for children to talk too.
- We work closely with the Ugandan Child Protection Police Force to ensure we are up to date with changes in current policy and national agenda.

### **6.0 Early Help:**

All staff understand the Ugandan Police Force Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's developmental needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to act as outlined in this policy. In our school, staff are aware that they must be prepared to identify those children who may benefit from early help.

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

If a member of staff has concerns about a child they will need to, where possible, have a conversation with the Designated Safeguarding Lead to agree a course of action. The Designated Safeguarding Lead may choose to make a referral to specialist services/ the child's/ families Embassy or to the police in consultation with the child protection team. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. If early help is appropriate the designated safeguarding lead will support the staff member in liaising with other agencies and setting up of an early help action plan to be implemented in school.

As staff may be required to support other agencies and professionals in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and/or other support is appropriate we ensure that the case is kept under constant review. If the child's situation doesn't appear to be improving we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils through the Designated Safeguarding Lead, The Child Protection team and through information handbooks provided for parents/ staff on the website and in the administration department.

### **7.0 Concerns about a child- recording and reporting:**

Our recording procedures are in line with those outlined in the [Keeping Children Safe in Education document 2022](#); the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

Staff are aware that they should not question the child; other than to respond with TED - **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Lead will obtain the relevant information and agree relevant actions after making a timely assessment of the information with an immediate consultation with The Child Protection Team.

We recognise that parents may hold key information about incidents/allegations therefore, in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent. They are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount therefore they would share their concerns.

A consultation will take place with The Chief of Police for Child Protection Maureen Atuhaire and/or the child's embassy (when deemed appropriate) immediately.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead, Head of School or their Deputy; however, staff are aware that anyone can make this contact. When a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Teachers in our school are aware of their responsibilities under the UN Rights of the Child Commission(1990) “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”. As a school we promote this to be done through the Designated Safeguarding Lead.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and, where appropriate, witnessed.

Hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head of School and Designated Safeguarding Lead.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018, ensuring that information is:

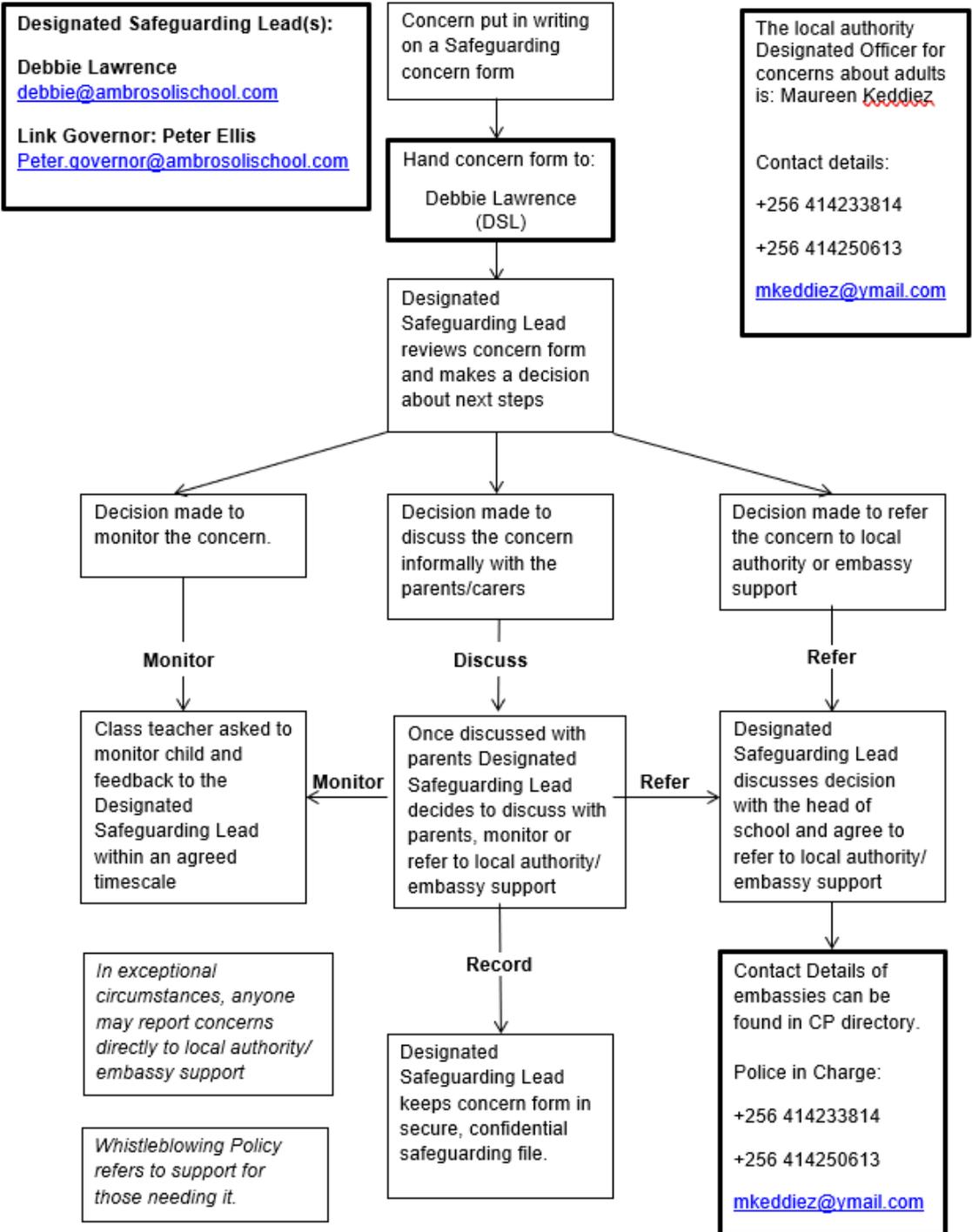
- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people’s data protection rights
- kept safe and secure.

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. It is the responsibility of all schools to ensure that information related to safeguarding is shared with other school’s so that the child is protected and supported.

The following flow chart outlines the reporting procedures and the decision-making process regarding concerns about a child’s protection. This flow chart supports the school’s rights and responsibility when reporting safeguarding under the Children Act Amendment (2006) and uses the Monitor, Discuss, Refer method.

The School remains responsible for ensuring that every measure in its remit is focused on protecting children from harm.

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## 8.0 Allegations against staff

At Ambrosoli International School, we recognise the possibility that adults working in the school may harm children; that they may have

- behaved in a way that has harmed a child or may have harmed a child;
- committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children

Any concerns of this nature, about the conduct of other adults, should be taken to the Head of School without delay or, where that is a concern about the Head of School, to the Chair of the Board of Governors. Staff are aware that this must be done on the same working day.

The School will review the allegations and proceed with an internal investigation within the school where possible. If the allegation is out of the remit of the school to investigate then the school will inform the local authorities. The School may contact the Child protection unit of the Ugandan Police or the KCCA welfare office to discuss the allegation and be advised on the next steps to proceed.

The International Child Protection Agency (ICPA) and/or the Child Protection units from the Council of International Schools (CIS) and/or the Association of International Schools (AISA) and/or the JANE group may be called in an advisory capacity, however, the confidentiality of the Survivor and Alleged staff member must remain concealed.

The following contacts are affiliated with Ambrosoli International School and can be contacted if a concern arises.

Organisation	Contact Person	Contact
AISA	Chantelle Worstelling	<a href="mailto:chanel@aisa.or.ke">chanel@aisa.or.ke</a>
CIS	Jane Larsson	<a href="mailto:JaneLarsson@cois.org">JaneLarsson@cois.org</a>
ICPA	Tim Gerrish	<a href="mailto:tim@icpa.co.uk">tim@icpa.co.uk</a>
JANE Group	Lisa Davis	<a href="mailto:lisa@thejanegroup.biz">lisa@thejanegroup.biz</a>

In the case of an allegation made against a staff member, the Head of School will inform the chair of the Board of Governors immediately and it will be at the discretion of the BOG Chair as to whether it deems appropriate to inform the other governors of the allegation made against the staff member, the chair of governors and/or the board of directors.

If the chair of Governors is unavailable then the deputy chair of governors will be contacted by the Head of School and if the Head of School is unavailable the Deputy Head of School will be contacted.

In the event of a caregiver opening a case with the Authorities, the school will remain neutral and give support to both the staff member and the family of the alleged incident.

### **Support for the Family and Child/ren**

Support to the family of the alleged victim will be given by the school through communication, this can be done by the family's preferred method of communication. In the case that the child requires to be interviewed by the authorities or requires further support because of trauma, the school will provide an internationally trained psychologist to support the family, the child and the school with care planning and trauma support.

An agreed care plan will be made by the supporting psychologist and training will be provided to the staff members supporting the child.

### **Support for the Staff Member (Alleged)**

The school will provide support to the teacher accused by ensuring that the rights to a fair trial are maintained. The school will pay the staff member until the criminal investigation has been concluded. The school will provide support to the staff member by agreeing on a care plan with the staff member and by ensuring that the necessary support is available to them through a communication liaison officer from the school.

### **Communication Strategy when a Staff member has been accused**

The school maintains a strict confidentiality policy and this is especially important when an allegation has been made against a staff member or adult working with children at Ambrosoli International School. However, if an allegation has been made, the community at Ambrosoli will be informed by;

- Informing the parents/ other staff members that an allegation has been made against a staff member (no names of the staff member or child will be disclosed)
- A consulting psychologist will be provided to the community for support and to give an information session to parents/ staff about how to talk to children at home/ in class.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

- Contacting the Board of Governors directly
- Reporting the concern to another member of the Child Protection Team
- The Contact of our Multi Agency Advisory Board

## **9.0 Safer Recruitment**

The school pays full regard to DfE guidance (of England) 'Keeping Children Safe in Education' 2022 and with reference to the 'The Children's Act 2016 and the Penal Code 2007( of Uganda)' . We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate

Disclosure and Barring Service (DBS)/ Interpol Clearance and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after-school activities. Staff are aware of social media/ on-line conduct as laid out in the Appropriate Use of ICT Policy.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Implementing thorough procedures for “Disqualification by association”, ensuring that this is recorded on the single central record and staff know that they need to alert the Head of School should there be any change in their circumstances which might impact their employment.
- Maintaining an accurate, complete, up to date Single Central Record.

### **10.0 Staff training and updates:**

In our school, there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training:

All staff undertake Basic Awareness in Safeguarding and Child Protection Training within the first term of their employment/placement lead by the Designated Safeguarding Lead. This training is refreshed every year; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates (for example, via email, in our staff bulletin and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by Ambrosoli with other CIS accredited schools within Kampala, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes within Kampala.

The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

### **11.0 Children with special needs and disabilities**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- 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 being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

## **12.0 Children Missing out on Education and Missing from Education**

At Ambrosoli International school we follow procedures for dealing with children that go missing from lessons and/or school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risk of them going missing in future.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and contact the parents to find out where the children are. If a child is missing from school without communication from the child's parents, the police will be called and the Missing Persons Act 1981 will be implemented.

## **13.0 Specific safeguarding issues**

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As a listening school staff would pick up on these issues and would know how to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Risky behaviours
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including that associated with; homophobia, racism, gender and disability.
- Self Harm
- Female Genital Mutilation
- Forced Marriage

**13.1 Peer on peer abuse:** They know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult abuse; we ensure that we apply the same thresholds. In our school we have an agreed behavioural code of conduct policy and an anti-bullying policy for staff to follow.

**13.2 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. All staff are alert to possible indicators and will raise concerns as appropriate.

**13.3 Honour Based Violence (HBV) including Forced Marriage (FM):** awareness raising has taken place around Honour Based Violence and Forced Marriage; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the UN Rights of the Child 1989.

As a school we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with the Child Protection Police Force.

**13.4 Female Genital Mutilation (FGM):** Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

**13.5 Breast Ironing:** Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

**13.6 Domestic abuse/violence:** Ambrosoli International School believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. As an Operation Encompass school, we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way. We do this by offering support in the listening ear for the child/ and or parent. Offering signposting to external agencies that can be supportive of intervention and/ or act as a counselling service.

**13.7 Prevent, Radicalisation and Extremism:** Ambrosoli adheres to the Prevent Duty Guidance, April 2021 (of England & Wales) and seeks to protect children and young people against the messages of all

violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activities in support of terrorism; they are also aware that the normalisation of extreme views may make children and young people vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including through our Jigsaw PSHE curriculum, Appropriate use of ICT policy, Anti Bullying policy and Behaviour Policy.

Our taught curriculum includes educating children and young people of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for an International and Globally aware future. Teaching the school's mission and vision alongside the IPC Personal Learning Goals supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

In our school community we are aware of these specific issues, relevant to our school's profile.

- Children with working/ travelling parents
- Children from multi national backgrounds
- Children from multi lingual backgrounds
- Children with multiple care givers (Such as Nanny's, Drivers, Cooks, Housekeepers)
- Children who spend time alone with other adults (Such as Nanny's, Drivers, Cooks, Housekeepers)

Ambrosoli is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

#### **14.0 Governor Responsibilities**

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place.
- Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- Has a member of the Leadership Team who is designated to take lead responsibility for

dealing with Safeguarding and Child Protection issues

- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the Local Authorities and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out a biennial Safeguarding Audit in consultation with the Governing body.

**Finally:**

Staff working at Ambrosoli, take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenges from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Designated Safeguarding Lead.

Appendix I

## Definitions Of Abuse

### “Keeping Children Safe in Education” 2022 ( England)

<b>Neglect</b>	<b>Emotional Abuse</b>
<p>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 occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to</p> <ul style="list-style-type: none"> <li>● provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>● protect a child from physical and emotional harm or danger</li> <li>● ensure adequate supervision (including the use of inadequate care-givers)</li> <li>● ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include unresponsiveness to or neglect of a child’s basic emotional needs.</p> <p><b>Possible indicators of neglect</b></p> <ul style="list-style-type: none"> <li>● Excessive hunger</li> <li>● Inadequate or insufficient clothing</li> <li>● Poor personal or dental hygiene</li> <li>● Untreated medical issues</li> <li>● Changes in weight or being excessively under or overweight</li> <li>● Low self-esteem, attachment issues, depression or self-harm</li> <li>● Poor relationships with peers</li> <li>● Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking)</li> <li>● Changes to school performance or attendance</li> </ul>	<p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> <li>● conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</li> <li>● not giving them opportunities to express their views, deliberately silencing them or ‘making fun of what they say or how they communicate.</li> <li>● developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability</li> <li>● overprotection and limitation of exploration and learning</li> <li>● preventing the child from participating in normal social interaction.</li> <li>● seeing / hearing the ill-treatment of another.</li> <li>● serious bullying causing them frequently to feel frightened or in danger</li> <li>● exploitation or corruption of them.</li> </ul> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p> <p><b>Possible indicators of emotional abuse</b></p> <ul style="list-style-type: none"> <li>● Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)</li> <li>● Lack of self-confidence or self-esteem</li> <li>● Sudden speech disorders</li> <li>● Self-harm or eating disorders</li> <li>● Lack of empathy shown to others (including cruelty to animals)</li> <li>● Drug, alcohol or other substance misuse</li> <li>● Change of appetite, weight loss/gain</li> <li>● Signs of distress: tearfulness, anger</li> </ul>

Sexual Abuse	Physical Abuse
<ul style="list-style-type: none"> <li>● forcing or enticing a child 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.</li> <li>● physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li> <li>● Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse</li> </ul> <p><b>Possible indicators of sexual abuse</b></p> <ul style="list-style-type: none"> <li>● Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck</li> <li>● Bleeding, pain or itching in the genital area</li> <li>● Difficulty in walking or sitting</li> <li>● Sudden change in behaviour or school performance</li> <li>● Displays of affection that are sexual or not age-appropriate</li> <li>● Use of sexually explicit language that is not age-appropriate</li> <li>● Alluding to having a secret that cannot be revealed</li> <li>● Bedwetting or incontinence</li> <li>● Reluctance to undress around others (e.g. for PE lessons)</li> <li>● Infections, unexplained genital discharge, or sexually transmitted diseases</li> <li>● Unexplained gifts or money</li> <li>● Self-harming</li> <li>● Poor concentration, withdrawal, sleep disturbance</li> <li>● Reluctance to be alone with a particular person</li> </ul>	<p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> <li>● Hitting, slapping, punching, kicking, hair-pulling, biting, pushing</li> <li>● Rough handling</li> <li>● Scalding and burning</li> <li>● Physical punishments</li> <li>● Inappropriate or unlawful use of restraint</li> <li>● Physical harm caused by a parent or carer fabricating the symptoms of, or inducing, illness</li> </ul> <p><b>Possible indicators of physical abuse</b></p> <p>Injuries caused by accidents are not uncommon in children, becoming less common as the child develops and grows. This means that recognising the signs of physical abuse in children can be especially difficult and leave practitioners unsure of what may be abusive.</p> <p>The following is a guide to injuries that are more likely to be accidental or abusive. However, it is not absolute and it is important that those working with children consider the child's stage of development, any pattern of injuries and the account given by the child, parents, carers or others of how the injury was sustained.</p> <p>Typical abusive injuries tend to involve softer tissue in areas that are harder to damage through slips, trips, falls and other accidents. This may include:</p> <ul style="list-style-type: none"> <li>● upper arm</li> <li>● forearm (defensive injuries)</li> <li>● chest and abdomen</li> <li>● thighs or genitals</li> <li>● facial injuries (cheeks, black eyes, mouth)</li> <li>● ears, side of face or neck and top of shoulders ('triangle of safety')</li> <li>● back and side of trunk.</li> </ul> <p>Abusive injuries may be seen on both sides of the body and match other patterns of activity. They may not match the explanation given by the child or parent/carer and there may also be signs that injuries are being untreated, or at least a delay in seeking treatment.</p>



### Receiving Disclosures:

#### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

**T**ell me what you mean by that?

**E**xplain that to me

**D**escribe that....



#### Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### **Report and Record**

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay

- The DSL will assess the situation and decide on the next steps

#### **Things to include:**

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

*Review records regularly; add any new concerns and respond to these immediately.*

## **Appendix 3**

### **Other Forms of Abuse**

#### **I. Radicalisation and Extremism**

The Prevent Duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

#### **Indicators of vulnerability include:**

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy;
- Unmet Aspiration: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## 2. Children Missing from Home or Care

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions **Missing person** is: *'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'*

**Absent person** is: *'A person not at a place where they are expected or required to be.'*

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

**Pull factors** include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

## 3. Child Sexual Exploitation (CSE)

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

**Indicators a child may be at risk of CSE include:**

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form to identify pupils who are at risk and the DSL will share this information as appropriate with CSE.

**4. Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families.

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;

- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.
- Looks malnourished or unkempt
- Is withdrawn, anxious and unwilling to interact
- Is under the control and influence of others
- Lives in cramped, dirty, overcrowded accommodation
- Has no access or control of their passport or identity documents
- Appears scared, avoids eye contact, and can be untrusting
- Shows signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner ;
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse

## 5. Domestic Abuse

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and young people and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children and young people. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children we:

- Have an ethos which puts children’s wellbeing at the heart of all that we do
- Create a predictable school life with set routines.
- Ensure that rules and expectations are clearly stated and understood by all.
- Understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead.
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that you follow through with any consequences or sanctions.
- Support children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. *(A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings).*
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents.
- Create opportunities for children to feel successful. Let the child/young person know that they matter; taking an active interest in them.
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children and young people to access support
- Provide reassurance that only people who need to know about the incident will know.
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding other sources of support e.g. Listening Ear

## **6. Honour Based Violence:**

“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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.” *Keeping Children Safe in Education 2016*

## **7. FGM:**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or Sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse; it's dangerous and it is a criminal offence.

Female genital mutilation (FGM) is illegal in the Uganda. It's also illegal to take a Ugandan national or permanent resident abroad for FGM or to help someone trying to do this.

**Indications that FGM may be about to take place:**

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

**Indications that FGM has taken place:**

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examination
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college;
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers;

**8. Forced Marriage**

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

**Indications that a Young Person is at risk of Forced Marriage:**

Staff should be aware of significant changes in the young person's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem.
- Self-harming, self-cutting or anorexia.
- Criminal activity e.g. shoplifting or taking drugs or alcohol.
- Declining performance, aspirations or motivation.
- Not allowed to attend any extra-curricular or after school activities.
- Girls and young women may be accompanied to and from school/college,
- Attending school but absenting themselves from lessons.
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early.

#### **9. Breast ironing also known as “Breast Flattening”:**

This is a practice where girls as young as nine have their chests pounded by hot stones/implements to delay the start of puberty; the intention being to protect the child from rape and sexual harassment. Sometimes the child is forced to wear an elastic belt around the area to restrict growth. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl’s mother.

#### **10. Actions our school takes in relation to take around Honour Based Violence:**

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that we liaise with the other schools.
- The head of school may require a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child/young person is going; the purpose of the visit; the return date and whether it is estimated or fixed.
- We check in with the child/children to see if they know and corroborate the purpose of the visit;
- If a return date has been specified and a child has not returned to school, we would try to contact the parents and then following this the Police or Embassy as appropriate.

#### **11. Online Safety**

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site,
- Parents evenings / sessions

- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

## **12. Cyberbullying**

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

## **13. Sexting**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of the first smartphone or camera-enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

## **I4. Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.
- By making our children aware of the dangers including of grooming and how to keep themselves safe
- By making our children aware of how to report concerns