



The British School in Tokyo

School Policies

March 2019

BST Safeguarding and Child Protection Policy

Policy Information

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The British School
In Tokyo

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Definition of Safeguarding

Safeguarding is defined as protecting and preventing children from maltreatment and harm in terms of health or development by ensuring that they can grow up in circumstances consistent with the provision of safe and effective care. Child protection is an element of safeguarding and refers to actions undertaken to protect children who are suffering or are likely to suffer maltreatment and harm.

BST Safeguarding and Child Protection Policy

The Secondary School Designated Safeguarding Lead (DSL) is:

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***The designated Trustee is appointed on an annual basis.**

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Introduction and Purpose

At BST we are fully committed to safeguarding and promoting the welfare of all children. We believe that our school should seek to provide a caring, positive, safe and stimulating environment at all times. This means that we should:

- Protect children from maltreatment
- Prevent the impairment of children's health
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Take action to enable all children to develop and flourish

The purpose of this policy is to inform Trustees, all BST employees, students & their parents, and all external providers & volunteers about the school's responsibilities for safeguarding children.

Aims and Objectives

BST aims to:

- Establish and maintain an environment where students feel secure, where they feel able to talk and where they know they will be heard
- Ensure that students know that there are caring, approachable adults in the school with whom they can share their concerns
- Include opportunities within the curriculum, including the personal, social, health and economic (PSHE) and well-being curriculum for students to develop the skills they need to stay safe (to include guidance relating to on-line security)
- Train staff regularly in line with the latest UK government guidance

BST takes into account the guidance issued by the UK Department for Education to:

- Designate a Safeguarding Lead (DSL) in both the Primary and the Secondary schools
- Ensure that all staff (including temporary and supply staff) and Trustees know the identity of the DSL(s) and, through induction and in-house training, have an awareness of their role
- Ensure that all staff understand their responsibility to refer concerns to the relevant DSL, and the procedure for doing so
- Ensure that all parents understand the responsibility placed on the school and its employees for safeguarding students; including the requirement to share information with local Child Guidance Centres when necessary
- Develop links with relevant agencies in Japan, including Child Guidance Centres, and to cooperate as required with their enquiries regarding child protection matters
- Keep secure records of concerns relating to students, even when there is no requirement to take immediate further action
- Follow a set procedure when an allegation is made against a BST employee or volunteer
- Ensure that safer recruitment practices are observed and that such practices are reviewed on a regular basis.

BST supports students through:

- The content of the curriculum – which is reviewed on a regular basis
- The school ethos – which promotes a positive, supportive and secure environment in which students feel valued and where their concerns may be heard
- The school's behaviour policies
- Liaison with a range of external agencies.

Roles and Responsibilities

All adults in school have a responsibility for safeguarding students.

BST should provide a caring, positive, safe and stimulating environment, one that promotes the welfare and well-being of students and supports their social, physical and moral development.

With this in mind, we expect all Trustees, employees, external providers and volunteers who work with our students to adhere to the key principles that underpin this policy:

- The welfare of children is paramount and we take their views seriously
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Every effort will be made to help children to keep themselves safe and to provide a safe environment where all children can learn and develop.
- All adults
 - should continually monitor and review their practice in line with school policy as part of our shared culture of vigilance where children's welfare and well-being is central
 - are responsible for their own actions and behaviour and should avoid any conduct with children which would lead any reasonable person to question their motivation and intentions
 - should work, and be seen to work, in an open and transparent way
 - should be clear about procedures if they are concerned about the safety of a child
 - should know the name of the Designated Safeguarding Lead (DSL) for child protection, and understand their own responsibilities to safeguard and protect children and young people
- Working collaboratively in partnership with children, parents, carers and other agencies is essential in promoting children's welfare and well-being.

All adults at BST:

- have a responsibility to contribute to the provision of a safe environment in which children can grow and learn
- should be prepared to identify children who may benefit from timely support
- should know what to do if a child tells them that they are being abused or neglected
- should maintain an appropriate level of confidentiality whilst liaising with the relevant professionals
- should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- should be aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE) and radicalisation
- should maintain an attitude of 'it could happen here' and always act in the best interests of the child
- should speak to the relevant DSL if they have any questions or are unsure about school policy and/or procedure
- will read and understand part 1 of the UK Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this policy and guidance at least annually.

*Please be aware that it **IS NOT** the responsibility of all adults at BST to investigate suspected abuse; they should not take action beyond that agreed by the Trustees, Principal and Designated Safeguarding Leads. It **IS** the responsibility of all adults at BST to report all suspected abuse.*

The Role of the Designated Safeguarding Lead (DSL):

Managing Referrals and Cases	Training	Raising Awareness
<p>To emphasise the need for good levels of communication between all adults at BST and to provide a systematic means of monitoring children thought to be at risk.</p> <p>To develop a structured internal procedure to be followed by all members of the community in cases of suspected abuse.</p>	<p>To undergo formal training at least every two years.</p> <p>To undertake <i>Prevent</i> awareness training.</p>	<p>To encourage a culture of listening to students and becoming a 'telling school'.</p>
<p>To keep detailed, accurate and secure records of concerns, referrals, discussions and decisions made and the reasons for those decisions.</p>	<p>In addition:</p> <p>To refresh knowledge and skills at least annually.</p> <p>To obtain access to resources and attend any relevant or refresher training courses.</p>	<p>To work with the Principal and the Heads of School to ensure that BST's Safeguarding and Child Protection Policy is reviewed annually and that other safeguarding policies, procedures and implementations are updated and reviewed regularly.</p>
<p>To seek advice from and report cases to relevant external agencies both in the UK and in Japan.</p>	<p>To ensure all members of staff have access to and understand the school's Safeguarding and Child Protection Policy and procedures.</p>	<p>To be proactive in maintaining an up-to-date knowledge of Safeguarding and Child Protection developments, and to champion and share resources.</p>
<p>To be proactive in developing effective links with relevant outside agencies to promote understanding and build relationships.</p>	<p>To ensure all staff and volunteers receive appropriate safeguarding induction, covering the school's Child Protection procedures and what to do if an adult has a concern about a child, if a child is in danger or at risk of harm, or if they have concerns about another staff member or volunteer.</p>	<p>To liaise with other key members of staff to promote children's personal, social, physical, and mental health development in ways which foster security, confidence and independence.</p>
<p>To act as a source of support, advice and expertise to staff on matters of safety and safeguarding. To support staff who make referrals.</p>	<p>To ensure that all staff, volunteers and Trustees have the relevant up- to-date training.</p>	<p>To be alert and raise awareness of the specific needs of children in need, those with Special Educational Needs and Young Carers.</p>
<p>To have a good working knowledge of the local Safeguarding and Child Protection context with reference to other agencies and professionals, both independent and governmental.</p>	<p>To understand and support the school with regard to the requirements of the <i>Prevent</i> duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.</p>	<p>To ensure that the Safeguarding and Child Protection Policy (and related policies) are available publicly and that parents are aware of the role of BST in making referrals relating to possible abuse or neglect to external agencies.</p>
<p>To share information with appropriate staff in relation to a child's looked after (CLA) legal status, where appropriate.</p>		<p>To ensure robust transfer of information regarding any safeguarding or child protection information if a student leaves BST</p>

At BST the Principal will:

- Ensure that the school has a procedure for handling child protection cases (including allegations against employees and volunteers) which is available to all employees and volunteers for reference; this will be published in the staff handbook and is available online via HR
- Liaise with the designated Trustee for Safeguarding and Child Protection on school policy, process and specific issues
- Appoint a Designated Safeguarding Lead in both Primary and Secondary schools and ensure that they are provided with the necessary training and support, and opportunities to liaise with external agencies
- Where necessary, appoint a case committee responsible for making reporting decisions; this group will include the designated Trustee and the relevant DSL
- Ensure that at least one person on any appointment panel for a post at the school will have undertaken safer recruitment training
- Ensure that all academic staff receive regular appropriate training (and that new staff are trained as part of their induction)
- Ensure that all employees understand that they may be the recipient of disclosures from children and that they know what to do in such circumstances – or if they have any concerns or suspicions
- Make parents aware of the school's Safeguarding and CP Policy and of the fact that referrals may be made to external agencies
- Commit appropriate resources to Safeguarding and CP matters
- Report the relevant details of any staff member whose contract has been terminated following a CP incident to the appropriate authority (advice should be taken on this at the time).

At BST the HR Manager will:

- Adhere to safer recruitment best practice.
- Ensure that robust background and police checks are carried out and recorded

At BST the Board of Trustees will:

- Be responsible for ensuring the school has a written Safeguarding and Child Protection Policy
- Be responsible for ensuring that there are clear written procedures for investigating allegations
- Designate a member of the Education Sub-Committee to oversee Safeguarding and Child Protection Policy; this role complements that of the Designated Safeguarding Leads, particularly in overseeing the monitoring and regular review of policy and process
- Prioritise the welfare of children and young people and the creation and maintenance of a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

At least every two years Trustees will receive Safeguarding and Child Protection training relevant to their responsibilities.

The Board of Trustees will be updated regularly on current safeguarding issues in school. Safeguarding is a standing agenda item at every Board of Trustees Committee meeting.

At BST the designated Trustee will:

- Liaise with the Principal, Heads of School, HR Manager and Designated Safeguarding Leads on all matters of school policy and process relating to Safeguarding and Child Protection
- Maintain regular contact with both the Primary and Secondary Designated Safeguarding Leads and check incident logs on a regular (at least termly) basis
- Sit on case committees responsible for making reporting decisions
- Contribute to the preparation and presentation of the annual Safeguarding and Child Protection report for the Education Sub-Committee of the Board of Trustees
- Liaise with the Trustee responsible for e-safety to ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful online material.
- Make at least one focus contact per term, with a least one visit per year to audit child protection procedures.

Communication with Parents

BST will ensure that the Safeguarding and Child Protection Policy and other safeguarding policies are available publicly and are displayed on the School website. The Child Protection and Safeguarding policy is updated annually.

Parents should be informed prior to referral, unless it is considered that this action may place the child at increased risk of significant harm by:

- The behavioural response it prompts
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material

The school will also consider not informing parents where a member of staff would be placed at risk.

Allegations Involving School Employees and/or Volunteers

An allegation is any information that indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they continue to work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Where a parent or carer, child or member of staff has concerns about the conduct of a member of staff or volunteer they will inform the DSL without delay. The DSL on all such occasions will discuss the content of the allegation with the Principal and Designated Trustee.

If the accusation is against the DSL, the relevant Head of School will be informed immediately; the Head will then consult with the Principal and the Designated Trustee.

If the accusation is against the Head of School, the Principal will be informed immediately; the Principal will then consult with the Designated Trustee.

If the accusation is against the Principal, the Designated Trustee will be informed without delay.

Staff who are the subject of an allegation will have their rights explained to them. The safety of children in the school is of paramount importance but suspension of staff is not automatic. Such accusations will be managed in liaison with the Principal and the Designated Trustee.

If staff have concerns that they do not feel they can raise with the Principal, they should follow the guidelines set out in the ***Whistle-Blowing Policy***.

Parents/carers of a child allegedly abused by a member of staff or other adult in the school will be kept informed of the progress and outcome of any investigation.

Any member of staff facing investigation into an allegation of abuse will be offered appropriate access to professional and personal support networks, where available, and will be kept informed of the progress and outcome of any investigation.

Prevention and Support

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach considers, at all

times, what is in the best interests of the child.

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

- i. Seek to maintain an ethos where students and staff feel secure, are encouraged to talk and are listened to;
- ii. Ensure that children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- iii. Seek to equip children, for example, with the skills to understand their rights, appropriate forms of punishment and chastisement and the difference between good and bad touching. Clear curriculum sessions will be used to assist students in developing such skills.

All staff should understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead (DSL) any ongoing/escalating concerns so that consideration can be given to a referral to other agencies if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

School staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties

- Reluctance to challenge carers, (professionals may over empathise with carers because of the
- perceived stress of caring for a child with SEND)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A child with SEND's understanding of abuse.
- Lack of choice/participation
- Isolation

For some children at risk, School may be the only stable, secure and predictable element in their lives. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.

At BST, we will aim to support our vulnerable children by:

- a. Promoting a school ethos of a caring, positive and safe environment which promotes the social, physical and moral development of the individual child.
- b. Dealing with aggression, bullying or poor behaviour consistently in line with our Anti-Bullying Policy and Behaviour Policy. Vulnerable children need to know that poor behaviour is unacceptable. However, we will endeavour to promote children's self-esteem by helping children to understand that it is the behaviour or action and not the individual that is being punished.
- c. Liaising with other agencies and/or professionals which support the student.
- d. Keeping records and following the referral process as soon as there is significant concern.
- e. Informing the receiving Head Teacher and DSL when a student with a Child Protection Plan leaves, forwarding the information, under confidential cover, immediately.

Peer on Peer abuse:

At BST, we recognise that we are an important part of the assessment and management of risk that a vulnerable child or young person may pose to themselves but also others at BST. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.
- Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent.

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Will provide a developmentally appropriate opportunities within the curriculum which develops pupils’ understanding of acceptable behaviour and keeping themselves safe.
- Will have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Will develop robust risk assessments where appropriate
- Will have relevant policies in place

Confidentiality/information Sharing

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school.

Staff need to be aware that they have a professional responsibility to share information about the protection of children with the DSL. If a child confides in a member of staff/volunteer and request that the information is kept secret, it is important that the adult tell the child in an age-appropriate manner that they cannot promise complete confidentiality. Instead they must explain that, in order to keep the child and/or other children safe, they will need to pass information to other professionals. The member of staff/volunteer cannot keep secrets and must refer disclosed information to the DSL, who may ensure further information sharing where appropriate to other professionals and/or agencies.

Staff/Volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

All matters relating to Child Protection are confidential and the Principal/Head of School/Designated Safeguarding Lead will disclose any such information on a need to know basis only.

Records related to Child Protection and safeguarding issues will be kept securely.

Mobile Phones: Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. If staff capture pictures or recordings of pupils on their personal phones or cameras, they will uploaded, used for the desired purpose and deleted at the first opportunity.

Monitoring and Review

The Designated Safeguarding Leads in both the Primary and Secondary schools provide strategic leadership in this area. Together with the Principal and the Heads of School, they are responsible for ensuring that the appropriate procedures and policies are in place, and that they are being

followed in accordance with the latest best practice. By keeping abreast of developments in this important area, they support the professional development of all employees with regard to child protection matters.

This policy will be reviewed **annually** by the Designated Safeguarding Leads. At every review, it will be approved by the Board of Trustees.

A handwritten signature in black ink, appearing to read 'JDB Christian', with a long horizontal flourish extending to the right.

JDB Christian,
March 2019