



GENEVA ENGLISH
SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy should be read in conjunction with the 'Supervision of Pupils Policy', the 'Taking, Storing and Using Images of Children Policy', The Acceptable Use Policy, the E-safety Policy, the Behavior Policy and other policies mentioned within this document

INTRODUCTION

The safety and wellbeing of all children at Geneva English School is our highest priority. GES aims to be a place where trust, care and mutual respect are promoted across the community. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all children receive effective support and protection.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Parents, guardians and carers have an important role in supporting GES and we hope that they will always feel able to take up any issues or worries that they may have with the School. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly.

We will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities.

All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection, to feel safe, secure, valued and respected, and to know how to approach adults if they have any concerns.

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

We will do our best to prevent harm to children by: providing excellent pastoral care; ensuring that staff are properly and appropriately trained; teaching pupils to identify, understand and manage risks, including in their use of electronic equipment

and access to the internet; and promoting an environment in which pupils feel secure and able to talk.

We are committed to operating safer recruitment procedures in compliance with relevant UK legislation (where possible) and Swiss legislation and guidance and in accordance with the School's [Safer Recruitment Policy](#).

We will work with local authorities and in particular with the Service de santé de l'enfance et de la jeunesse (SSEJ), République et Canton de Genève. We will comply with Swiss Law and regulations, especially with regard to our obligations to refer allegations of abuse to the SSEJ. At the same time, we aim to operate at the standards required of schools in the UK, where possible, in particular having regard to the latest statutory guidance issued by the Department for Education.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the Education (Independent School Standards) (England) Regulations 2014. It has regard to the Children at Risk and Private Schools Policy (enfants en danger et écoles privées) issued by the Department of Public Education, Culture and Sport Youth Office (SSEJ), Republic and Canton of Geneva (see Appendix 1) and to the UK government publications: [Working Together to Safeguard Children](#) (March 2015), [Keeping Children Safe in Education](#) (September 2018) (KCSIE) and [Prevent 2015](#). The policy reflects the rights of all children as set out in the UN Convention on the Rights of the Child (UNCRC). It is also informed by [What to do if you are worried a child is being abused – advice for practitioners](#) (March 2015).

The policy has been authorized by the Board of Governors, is applicable to all children in the School (Primary and Secondary) including those in EYFS and is addressed to all staff, governors and to any adults employed by the School, including temporary staff and volunteers. It applies wherever staff or volunteers are working with pupils, including on off-site educational visits. The policy, which is one of a series in the School's safeguarding portfolio, is published on the GES website and is available upon request. The full Board of Governors reviews this policy annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

KEY PERSONNEL AND CONTACT DETAILS

School

| Safeguarding role | Name | Position at the School | Contact Details |
|--------------------------------------|----------------------|--|---|
| Designated Safeguarding Lead (DSL) | Nicky Fortune | Deputy Head | nfortune@geschool.ch 0033669539464 |
| Deputy DSL (Primary and Early Years) | Emily Brown | Head of Pastoral Care and Lower School | ebrown@geschool.ch 0033662181082 |
| Deputy DSL (Secondary) | Cath Peart | Assistant Head (Secondary) | cpeart@geschool.ch 0033647855812 |
| Head | Tim Meunier | Head | head@geschool.ch 0041762495499 |
| Child Protection Governor | Emily Persse | Governor | emilypersse@gmail.com |
| Chair of Governors | Kate Bontekoe | Governor | kate_birmingham@yahoo.com |
| School Doctor (advisory capacity) | Dr Christer Malmberg | | drchmalmberg@gmail.com 0041227583333 |
| School Nurse | Julie Exton | Teaching Assistant | jexton@geschool.ch |

External Agencies

| | | |
|---|---|--|
| Service de santé de l'enfance et de la jeunesse (SSEJ) : Youth Health Service, Geneva (GES allocated doctor: Dr Nathalie Mezger) | Rue des Glacis de Rive 11, 1207 Genève | 0041225464100 https://www.ge.ch/ssej/ |
| Service De Protection Des Mineur-e-s: Service for the protection of children. | Bd de St-Georges 16 1211 Genève 8 | 0041 22 546 10 00 https://www.ge.ch/spmi/ |

| | | |
|---|---|--|
| Police | | 117 |
| Telephone support for children and young people | This service provides support for children, young people and parents in French. | 147 http://sos-enfants.ch |
| Childline website for under 12s | This is for Primary children to learn about staying safe, get advice or chat in confidence. | Website |

ROLES AND RESPONSIBILITIES

All Staff employed by GES

All staff employed by GES have a role to play in safeguarding and child protection. They must:

- have read and understood at least Part One and Annex A of KCSIE;
- have read and be familiar with this policy and be aware of the systems, policies and procedures within the School that support safeguarding, including the Staff Code of Conduct, Anti-Bullying Policy, Supervision of Children Policy, Acceptable Use of the Internet Policy, Taking, Storing and Using Images of Children Policy, First Aid Policy, Missing Pupil Procedure, Data Protection Policy, Learning Support Policy, Whistleblowing Code, Behaviour Policy;
- have undergone at least level 1 Child Protection in Education training;
- receive regular safeguarding refresher safeguarding and child protection training, at least annually;
- be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of early help or who are suffering, or likely to suffer, significant harm and in such circumstances to take appropriate action;
- comply with the requirements of the Staff Code of Conduct, taking care not to put themselves in a position where their actions or behaviour could be misconstrued or could leave them open to allegations;

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads

The DSL and Deputy DSLs have lead responsibility for all safeguarding and child protection matters in the School, including ensuring children are taught about staying safe online. Their responsibilities include acting as a source of support and advice for staff; ensuring that the school's relevant policies are known and used appropriately; and liaising with other agencies. The DSL and Deputy DSLs are familiar with local procedures as set out by the Republic and Canton of Geneva in 'Enfants en danger et écoles privées'. They also have access to a specialist in the UK, working for Kidscape, who can give advice. They report in detail, at least annually, to the Board of Governors.

The school's child protection records are kept locked in the DSL's office, and are separated from other pupil records. Access is restricted to the DSL, Deputy DSLs and Head. Use is made of Appendix 9, the DSL Concern form which is completed whenever further investigations into a concern are required.

The DSL's role and responsibilities are set out in Appendix 4. There is explicit reference to these responsibilities in the job descriptions of the DSL, who is also the Deputy Head, and the Deputy DSLs, who are also the Head of Pastoral Care (Primary) and the Assistant Head (Secondary).

Board of Governors (BoG)

It is the BoG overall responsibility to ensure compliance with child protection statutory requirements. The BoG takes seriously its responsibility to uphold its duty of care to the children in the School. The reporting of safeguarding practice at the School enables the BoG to ensure compliance with current legislation and to identify areas for improvement.

The role and responsibilities of the Board of Governors in the management of safeguarding are as detailed in Part 2 of KCSIE and summarised in Appendix 4 of this document.

Head

The Head's responsibilities for the management of safeguarding and child protection are as detailed in Appendix 6 of this document.

INDUCTION AND TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New members of staff, including Governors, visiting teachers, volunteers and regular parent helpers receive training on appointment as part of their induction. This is overseen by the DSL and includes online training via Educare. New members of staff are provided with:

- this policy
- the [Staff Code of Conduct](#) (including the Whistleblowing Policy)
- the [Supervision of Pupils Policy](#)
- the [Taking, Storing and Using Images of Children Policy](#)
- the [Acceptable Use of the Internet Policy and E-safety Policy](#)
- the [Behaviour Policy](#)
- the identity and the role of the DSL
- a copy of Part One of [KCSIE and Annex A](#)

and are required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents.

All staff receive training in safeguarding and child protection training at appropriate levels, as and when required, and at least annually. Training may take the form of briefings, emails, staff training sessions, online courses, etc.

The DSL, Deputy DSLs and Head are trained to 'Level 3'. Other Level 3 trained staff are the Head of Upper School, the Head of Lower School, Assistant Head and the Head of Learning Support.

The DSL and Deputy DSL receive regular training, at least every two years, to keep up with any relevant safeguarding and child protection developments, including training in working with outside agencies, where applicable and with regard to Swiss regulations, providing advice and support to staff on protecting children from radicalisation, participation in child protection case conferences, supporting children in need, record-keeping and promoting a culture of listening to children.

A register is taken by the DSL at each training session and training dates (and dates for future refresher training) are logged.

EARLY HELP

Early help is not a recognized process in Switzerland. However, GES will take into consideration the aims of the process and act to identify and provide support to those in need, as possible, within the constraints of the local requirements.

Early help means providing support as soon as a problem emerges at any point in a child's life. All staff should be aware that providing early help is more effective in promoting the welfare of children than reacting later.

Early help includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

RECOGNISING ABUSE

To ensure that children are protected from harm, it is important to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone. 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 or adults, or another child or children.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of [KCSIE](#) (September 2018) and reproduced in Appendix 2.

ABUSE OF TRUST AND INAPPROPRIATE RELATIONSHIPS

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to intentionally touch a child in a sexual way; have a sexual relationship with a child, even if the relationship is consensual; cause or incite a child to engage in sexual activity; intentionally engage in sexual activity in the presence of a child or for the purposes of sexual gratification cause a child to watch a third person engaging in a sexual activity or look at an image or any person engaging in a sexual activity. A position of trust could arise even if the member of staff does not teach the child. A child for these purposes is a person under the age of 18.

SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of specific safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Members of staff must be familiar with the policies and procedures set out in the Anti-Bullying Policy.

Up to date guidance and practical support on specific safeguarding issues is available from expert and professional organisations. For example, the [NSPCC](#) offers information for schools. Guidance on the issues listed below can be found via [GOV.UK](#) and other UK government websites:

- bullying, including cyberbullying
- child sexual exploitation (CSE) – and Annex A of KCSIE
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse

- female genital mutilation (FGM) – and Annex A
- forced marriage – and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- mental health
- private fostering
- relationship abuse
- sexting
- trafficking
- radicalization
- peer-on-peer abuse (sexual violence and sexual harassment)

Advice is also available regarding other safeguarding issues, including:

- Eating disorders
- Self-harm

CHILDREN MISSING FROM EDUCATION

A child going missing from school or home is a potential indicator of abuse or neglect. All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure requires a record of any incident to be placed in the child's school records, including the action taken and the reasons given by the pupil for being missing.

Annex A of KCSIE and the School's [Missing Child Policy](#) contain further details. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns in relation to missing children, such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

'HONOUR-BASED' VIOLENCE

All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

FEMALE GENITAL MUTILATION

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Warning signs that FGM may be about to take place include knowing

both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a special procedure/ceremony that is going to take place. Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Members of staff **must** report any suspicions or possible evidence of FGM to the DSL immediately. It is a legal requirement in the UK that teachers report concerns. FGM is also illegal in Switzerland and concerns should be reported to the SSEJ.

PREVENTING RADICALISATION

The referral procedures set out in this policy also apply where there are concerns about children who may have been drawn into terrorism. GES recognises its duty to have due regard to the need to prevent pupils from being drawn into terrorism. The DSL is the person responsible for coordinating action within GES and liaising with other agencies. Although GES assesses the risk to be very low at present, GES will implement prevention measures such as ensuring an effective firewall is in place, discussing these dangers with pupils when appropriate, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify pupils at risk and know how to intervene. Further information is available from the UK government, Channel guidance on radicalization, although GES recognises that the procedures referred to are not applicable in Switzerland.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are particularly vulnerable. See Appendix 2 for a list of factors that may make a child particularly vulnerable to abuse.

Special consideration and attention includes monitoring through the pastoral and record-keeping systems of the School:

- Vigilance and care of class teachers and teaching assistants, with advice provided by the DSL and Deputy DSL, who is also the Head of Pastoral Care and Wellbeing
- Pastoral notes on the GES Management System (SchoolManager)
- Children raised at the weekly staff briefing, and at the minuted Lower School meeting, Upper School meeting and SLT meeting
- Bullying file, Children at risk file and Child Protection file – maintained by the DSL and Deputy DSL (brief reference is made centrally on the database to cases of bullying)

Special consideration also extends to the provision of safeguarding information, resources and support services in other languages and in accessible formats, where necessary.

E-SAFETY

Most of our children will use mobile devices and computers at some time. They are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (cyber-bullying), to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings, radicalisation or sexual predation.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The School's [Staff Code of Conduct](#), [Taking, Storing and Using Images of Children Policy](#), [E-safety Policy](#) and [Acceptable Use of the Internet Policy](#) explain the responsibilities of staff in relation to keeping children safe in school.

The School will do all it reasonably can to limit children's exposure to the above risks when using our own IT systems, by having in place appropriate filters and monitoring systems which are designed to protect children from online abuse. See also the [Taking, Storing and Using Images of Children Policy](#), [E-safety Policy](#) and [Acceptable Use of the Internet Policy](#).

Pupils also learn about online safety (including anti-bullying) through their Computing and PHSCE lessons and in assemblies. Cyber-bullying by children, via

texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our [Anti-Bullying Policy](#) and procedures.

Chat rooms and social networking sites are potential sources of risk of inappropriate and harmful behaviour. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars to help parents understand the possible risks.

For more information on e-safety see:

www.thinkuknow.co.uk; www.saferinternet.org.uk; www.pshe-association.org.uk;
<https://www.childline.org.uk/kids>

HEALTH & SAFETY, EXTENDED SCHOOL ACTIVITIES AND EDUCATIONAL VISITS

The GES [Health & Safety Policy](#) and [Educational Visits Policy](#) are set out in separate documents reflecting the consideration given to the protection of our children both physically within the school environment and off-site when undertaking school trips and visits.

When our children attend off-site activities, we check that effective child protection arrangements are in place. All staff are bound by the [Educational Visits Policy](#) when arranging and organising off-site trips.

PHOTOGRAPHY AND IMAGES

The great majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have appropriate safeguards in place. We ensure that children are appropriately dressed and we encourage children to tell us if they are worried about any photographs that are taken of them. It is the policy of GES that individual pupils are not named in conjunction with their image in any public forum.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the [Staff Code of Conduct](#), [E-safety Policy](#), [Taking, Storing and Using Images of Children Policy](#) and the [Acceptable Use of the Internet Policy](#).

Photographs, digital images or videos of children may be taken by parents and family members, either on the school site or when pupils are involved in organized activities off-site. Parents and family members are welcome to take photographs or videos of school events, which may include images of other pupils. To respect the privacy of others and in some cases for protection purposes, these images should

GES SAFEGUARDING AND CHILD PROTECTION POLICY

not be made publicly available on social networking sites or on other public areas of the internet. When using Social Media (please also refer to our Taking, Storing and Using Images of Children Policy) GES staff will not name children, or disclose the location of children if off-site. (Locations may be referred to once the children are no longer at that location). We ask that parents support and adhere to this policy by NOT naming any children if commenting or sharing a post, or by disclosing their location.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible. The police will be informed in cases of serious concern.

Flash photography can cause distress or trigger seizures in those with medical conditions and therefore should not be used.

SECURE PREMISES

GES will take all practicable steps to ensure that the school premises are as secure as circumstances permit.

Visitors' book: GES keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on school premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

GES also keeps a record of all Visiting Speakers, which includes a brief risk assessment to avoid radicalization of the pupils.

PASTORAL AND SAFEGUARDING EDUCATION

GES promotes the welfare of children through the assembly programme, PHSCE curriculum, Computing curriculum and parents' forums. Pupils are taught how to keep themselves safe and build resilience (including building resilience to radicalisation). Pupils are given the information to avoid situations and persons, including via the internet and mobile technology, which/who could lead them into harm.

MONITORING AND REVIEW

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors.

In addition, the DSL will ensure that this policy is reviewed annually and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.

Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay and a report made to the Board of Governors.

The Governors undertake an annual review of this policy and its procedures including good cooperation with local agencies, where applicable, and of the efficiency with which the relevant duties have been discharged. The annual review and any changes to the policy will be signed off by the BoG at a full meeting, where the review will be discussed and the discussion minuted.

All staff will be regularly reviewed on their own safeguarding practices and given opportunities to discuss concerns they may have about welfare and safeguarding matters. One important mechanism for this is the annual appraisal process.

CHILD PROTECTION PROCEDURES

It is important that a child at risk or in need receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early signs of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction.

If a child discloses information to you

- Be aware that it takes courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened consequences if they tell. They may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.
- If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on. You must not keep secrets or promise confidentiality as this may ultimately not be in the best interests of the child. The point at which you make the child aware of this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.
- During your conversation with the child:
 - allow him/her to speak freely

- remain calm and do not over-react – the child may stop talking if they feel they are upsetting you
 - give reassuring nods or words of comfort e.g. ‘Don’t worry, this isn’t your fault’, ‘You are doing the right thing in talking to me’
 - don’t be afraid of silences – remember how hard this must be for the child
 - do not ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what the child’s mother thinks about all this
 - at an appropriate time, tell the child that in order to help them you must pass the information on
 - tell the child what will happen next. The child may agree to go with you to see the DSL; otherwise let them know that someone will come to see them before the end of the day.
- In an emergency, take the action necessary to help and protect the child, for example by calling the police
 - Write up your conversation immediately, using the child’s actual words wherever possible: this must be a record of fact not opinion, written in pen, signed, dated and submitted to the DSL. [Where possible, a Record of Concern form should be used. Appendix 8](#)
 - Contact the DSL immediately, or if she is not available, the Deputy DSL (or in their absence the Head or the most senior person in school on that day). The DSL, Deputy DSL or Head will decide what action to take next and whether the issue needs to be referred to outside agencies
 - Do not start your own investigation
 - Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
 - For your own protection, make a record in writing that you have submitted a child protection concern
 - Seek support if you feel distressed

Notifying parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will normally make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the SSEJ, or the Police if the matter has been referred to them. If the allegation involves a member of staff the parents should only be informed with the SSEJ’s, or the Police’s, consent.

For the avoidance of doubt, referrals to outside agencies do not require parental consent. The School must act in the best interests of the child, even if this means making a referral against the parents' wishes.

Peer on Peer Abuse and Bullying

We are determined that no kind of bullying will be tolerated by pupils, parents or staff. The GES Anti-bullying policy can be found on the School's website.

All School staff, pupils and parents must be aware that engaging in bullying behaviour or condoning or failing to challenge or report bullying would lead to the application of child protection procedures (and the use of the [\(Behaviour, Reward and Exclusion Policy\)](#) and in the case of a member of staff being complicit, or otherwise involved, in bullying behaviour, to the application of the procedure in Appendix 3 of this policy.

There will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures, for example in the case of sexual violence or sexual harassment. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being "at risk".

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from SSEJ on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of SSEJ, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. (In the case of pupils whose parents are abroad, subject to separately satisfied risk assessments for the pupil and an identified guardian, the pupil's guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.)

Complaints about the behaviour of staff

Where parental, staff or pupil complaints raise safeguarding concerns about a member of staff the person to whom the complaint has been made must follow the procedure set out at Appendix 3 below.

The School's [Complaints Procedure](#) will normally be followed where a parent raises a concern about poor practice or wrongdoing by a member of staff. The Complaints Procedure is published on the School's website.

Whistleblowing

Staff should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. The [Whistleblowing](#) code is in place for such concerns to be raised with the School's Leadership Team (SLT) and/or Board of Governors. Where a staff member feels unable to raise an issue with the SLT or BoG or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. These are outlined in the [Whistleblowing](#) code. No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice.

Confidentiality and sharing information

All staff must understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Where allegations have been made against staff, the School will consult with the SSEJ and, where appropriate, the Police before deciding the information that should be disclosed and to whom. Reporting restrictions applicable to such matters will be observed.

Use is made of Appendix 9, the DSL Concern form, to keep a record of actions and track the investigation in relation to the school's responsibilities.

Tim Meunier

Head

Nicky Fortune

Deputy Head/Designated Safeguarding Lead

Updated August 2018 in light of the revised KCSIE guidance: September 2018

Approved by the Board of Governors: December 2016

Review date July 2019

Appendix 1

REPUBLIC AND CANTON OF GENEVE
Department of Public Education, Culture and Sport
Youth Office
Youth Health Service

CHILDREN AT RISK AND PRIVATE SCHOOLS

Protocol for detection, assessment and notification of situations.

INTRODUCTION

The object of this protocol is to define the objectives, the roles and responsibilities of detection, initial evaluation and notification of situations of children in danger, by the staff of private schools.

DEFINITIONS

- **A child at risk** is a child who experiences living conditions that risk compromising his or her health, safety, morality, education or care, even without suffering actual abuse.
- **An abused child** is a child who is the victim of physical violence, sexual abuse, psychological violence or severe negligence, with severe consequences for his or her physical and psychological development.
- **An endangered child** is a child who is put at risk, or subject to abuse.

Reference: ODAS Methodological Guide (France, June 2001):

OBJECTIVES

Taking charge of a situation focuses on several complementary objectives:

1. Assessing the reality and severity of the danger.
2. Ensuring protection of the child.
3. Preventing and treating the consequences to health and development of the child.
4. Restoring the balance of respectful relations within the family, if possible.
5. Allowing judicial action to respond to infringement of the child's rights.
6. Finally, favouring resilience of child victims.

SSJ - Rue des Glacis de Rive 11 - 1207 Genève
Tel. +41 (22) 546 41 00 - Fax +41 (22) 546 41 99
<http://www.ge.ch/ssj/>
Opening hours : 7.30 - 12.00 & 13.00 to 17.00 h.

TRANSMISSION AND INTERVENTION PROTOCOL

- Each collaborator at the private school may receive information or note facts that reveal abuse:
 - Confidences by the child, by other children, parents or close acquaintances ...
 - Information or suspicion by other professionals.
 - Observation of signs or behaviour that suggest physical or sexual abuse or negligence.
- When faced with an endangered child, it is important for measures to swiftly be taken to assess the situation and protect the child, by a competent, independent service of the institution.
- The management of the establishment must be informed of ongoing processes and guarantee confidentiality.
- **All collaborators of at the establishment who suspect a child is in danger must report this to the management of the establishment without delay.**
- **The Management shall also call the Youth Health Service (SSJ) doctor assigned to private schools or the duty doctor on telephone 022 546 41 00.**
- **The SSJ doctor shall inform the school doctor and the school infirmary (where present) and then swiftly establish direct contact with the management of the school concerned.**
- **The SSJ doctor** shall swiftly attend site and contact the school infirmary to gather all useful information, to examine and hear the child concerned.
- **The initial assessment** shall be performed by the SSJ doctor. He shall issue a medical report, to be kept in the medical dossier of the SSJ. The medical report may include photos where appropriate.
- **In urgent cases**, the establishment shall call telephone 144 to send the child to the Children's Hospital. It shall immediately report this to the school doctor and the SSJ.

- **Medical care.** In order to complete the medical and social assessment and to provide medical care, the SSJ doctor may refer the child to a childhood protection unit at the Children's Hospital.
- **Contact with the parents.** The SSJ doctor shall personally contact the child's parents, as soon as possible. He shall inform them of the situation and of the measures foreseen. When necessary, he shall meet the parents with the nurse to complete the assessment and define the course to take.
- **Notification to the Minor's Protection Service (SPMi).** In the event of suspected or proven abuse, the SSJ doctor shall notify the Urgent Cases Unit (API) of the SPMi of all the important facts; he shall report this to the management of the SSJ and address a letter of notification to the SPMi.
- **In the event of severe danger,** the urgent protection measures (peril clause) are taken by the SPMi Management.
- **Police report.** In cases of suspected or proven abuse, the situation is reported to the judicial authorities by the SPMi Management. The judicial authorities shall decide whether it is appropriate to prosecute or not.
- **Hearing.** If able to express themselves adequately, all child victims may be heard by the police. The hearing shall be organised by the SSJ doctor in collaboration with the SPMi.
- **Return of information.** The SSJ doctor shall regularly convey useful information on taking educational charge of the child to the management of the establishment, to the duty doctor and the school infirmary.
- **Follow-up.** After orientation and notification of the situation, the SSJ doctor shall monitor evolution of the child's situation and measures applied to follow their course correctly. He shall gather all the new facts on the situation and its evolution and transmit them to the services in charge of the case.
- **In the event of new facts,** the procedure shall be reactivated: information to the SSJ doctor, medical evaluation, notification to the SPMi.

GENERAL REMARKS

- When faced with a situation disclosed by the child, **take the information seriously.**
- **Never remain alone** in a situation of a child in danger!
- **If in doubt,** notify the SSJ to obtain an evaluation of the situation.

- Do not attempt to clarify the facts at the level of the institution:
 - Do not ask the child questions: that risks influencing his or her replies.
 - A hearing for the child must be conducted by specialised staff.
 - Investigation will be carried out by the services from the Youth Office and/or the Police.
- **The child in danger** has no time to wait. Once he or she has spoken, it is important to respond **without delay**, to assure protection and taking the matter in hand.
- The **other professionals working** at the establishment may play an important role in detecting and informing of a situation of danger, as well as in following up the situation.

SSJ/DrPB/sept2004/mise à jour DrCAW/janvier2012

Appendix 2

Types and signs of abuse

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 or adults, or another child or children.

Factors which may make a child particularly vulnerable to abuse include:

- Being a young carer
- Being involved with or around anti-social or criminal behaviour
- Living with parents or relatives who misuse substances
- Living with parents suffering with mental health problems
- Living in chaotic, neglectful or unsupportive home situations
- Living away from home, in temporary accommodation or in care
- Being vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Being directly or indirectly involved in prostitution or child trafficking

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, including bullying. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; communication barriers.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL or Deputy DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to the SSEJ. Staff members working with children should maintain the attitude of 'it could happen here' where safeguarding is concerned.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Signs in the Child

Physical indicators:

Unexpected bruises/welts/lacerations/abrasions:

- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of article used, e.g. hand, belt, buckle, electrical flex
- On several different surface areas
- Regularly appear after absence, weekend, or holiday
- Bite marks or fingernail marks

Unexplained burns:

- Cigar or cigarette burns especially on soles, buttocks, palms or back
- 'Immersion' burns, where hands, feet or body have been forcibly immersed in very hot water
- Patterns like electrical burner, iron etc
- Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure
- In various stages of healing
- *Multiple of spiral fractures*

Behavioural indicators:

- Flinching when approached or touched
- Reluctance to change clothes for PE lessons
- Wary of adult contacts
- Difficult to comfort
- Apprehension when other children cry
- Crying/ irritability
- Frightened of parents
- Afraid to go home
- Rebelliousness in adolescence
- Reported injury caused by parents
- Behavioural extremes- aggressiveness, withdrawal, impulsiveness
- Regression or child-like behaviour
- Apathy or Depression
- Poor peer relationships
- Panic in response to pain

Female Genital Mutilation

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Signs a teacher or school may notice

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs in the Child

Physical Indicators:

- Failure to thrive
- Delays in physical development or progress

Behavioural Indicators:

- Sucking, biting, rocking
- Anti-social, destructive
- Sleep disorders, inhibition of play
- Complaint, passive, aggressive, demanding
- Inappropriately adult or infant
- Impairment of intellectual, emotional, social or behavioural development

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs in the Child

Physical Indicators:

- Difficulty in walking, sitting down
- Stained or bloody underclothing
- Pain or itching in genital area
- Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- Vaginal discharge
- Bed-wetting
- Excessive crying
- Sickness

Behavioural Indicators:

- Inappropriate sexual behaviour or knowledge for the child's age
- Promiscuity
- Sudden change in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse (e.g. glue sniffing)
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests of others

- Frequent complaints of unexplained abdominal pains
- Eating problems
- Sleep disturbances
- Poor peer relationships
- Possessing money or 'gifts' that can not be adequately accounted for
- Inappropriately sexually explicit drawings or stories
- Enuresis or soiling, especially at the end of the school day
- Frequent non-attendance at school
- Avoidance of school medical

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs in the Child

Physical indicators:

- Consistent hunger
- Poor hygiene
- Inappropriate dress
- Consistent lack of supervision, especially in dangerous activities for long periods.
- Unattended physical problems or medical needs
- Abandonment

Behavioural indicators:

- Begging
- Stealing food
- Constant fatigue, listlessness
- Poor relationships with care-giver
- Frequent delays in picking child up from playground or school

Child sexual exploitation (CSE)

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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim that increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional wellbeing;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.

Radicalisation

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Appendix 3



GENEVA ENGLISH
SCHOOL

CHILD PROTECTION INCIDENT PROTOCOL

This PROTOCOL **must** be read in conjunction with the 'Safeguarding and Child Protection Policy' and should be read in conjunction with the 'Supervision of Pupils Policy' and other policies mentioned within those documents.

INTRODUCTION

The following document is designed to guide all parties through the process of action and information sharing once an **allegation** has been made and is actioned after the procedures set out in the '[Safeguarding and Child Protection Policy](#)' for reporting disclosures to the DSL. It should be followed as a guide but, as each case is very individual, there may be necessary deviations with regard to information sharing and time scales, especially where they involve an outside agency or service.

AIMS

In all matters relating to safeguarding and child protection the Leadership at GES will always be guided by best practice. This includes ensuring our duty of care to the children, anonymity for the individual and families involved where possible and our professional duty to, and rights of, employees.

The School Leadership Team and Board of Governors will act to protect the anonymity of all parties, unless legally instructed otherwise. Other individuals involved in the allegation will be similarly requested to maintain confidentiality in accordance with school policies.

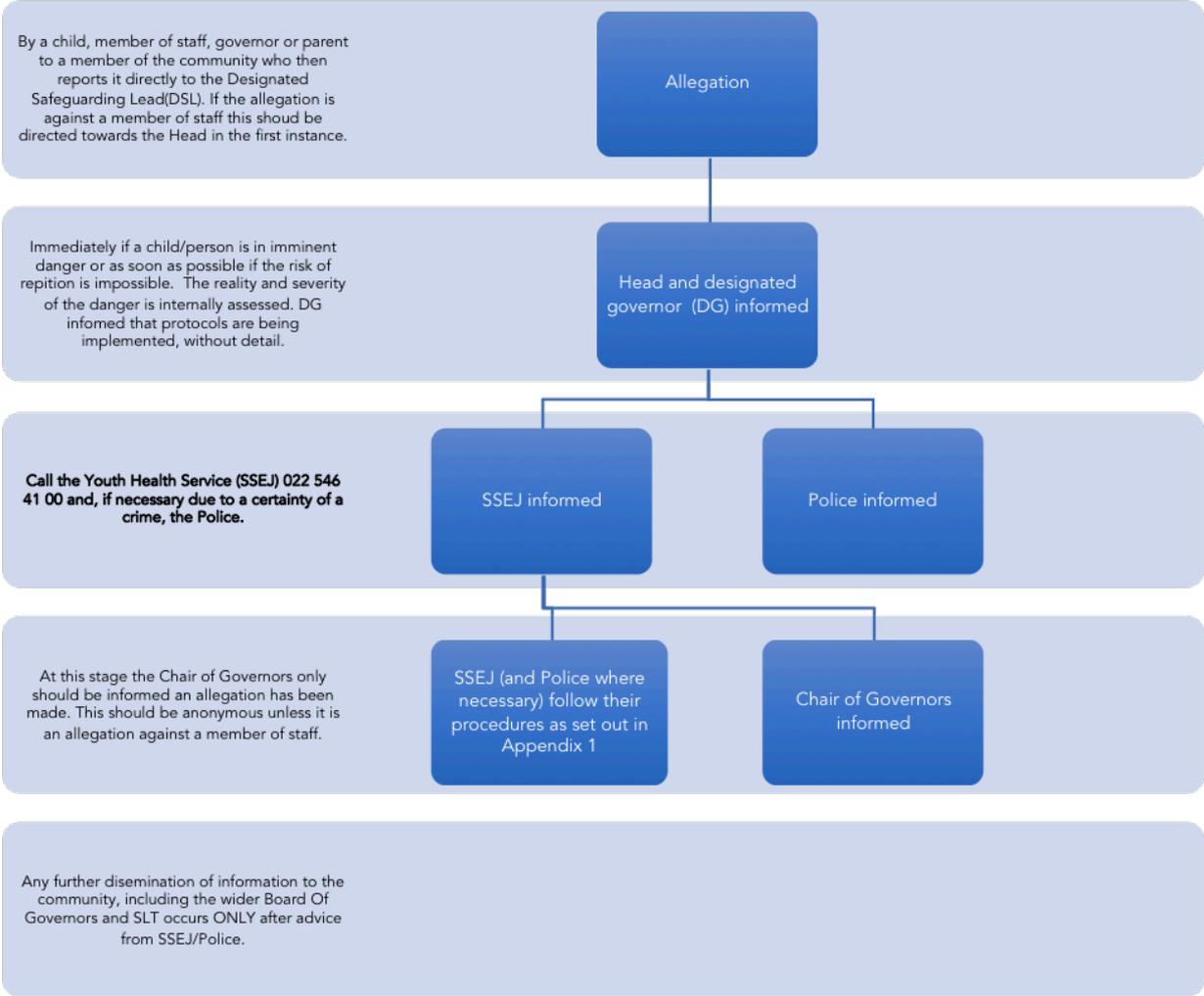
PROCESS

At the earliest opportunity, the process within this protocol will be explained to the parties involved (excluding the person/s against whom the allegation has been made).

All interviews, conversations and sharing of information, by all parties involved, should take place in the presence of the DSL, who is responsible for maintaining accurate and confidential documentation. In the case of an allegation of sexual

abuse the member of staff must not be informed of the allegation without first seeking advice from the SSEJ and/or agreement of the police.

It may be necessary for the DSL to speak to individual children to assess the severity and reality of the risk, whilst following policies and best practice regarding the questioning of children. Any such conversations will be led by a Safeguarding and Child Protection Level 3 trained Designated Lead, in line with OFSTED Inspection Framework 2012. In the case of an allegation of sexual abuse the school will not instigate an interview the child potentially at risk. The SSEJ and/or the police will be informed as per the protocol below.



Updated August 2018
 Review date July 2019

Appendix 3 Continued

Procedure to be followed in the event of an allegation of abuse against a member of staff or volunteer.

(See also Disciplinary Procedures for Staff)

The School's procedures for dealing with allegations made against adults currently working at the School will be used where the adult is alleged to have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

regardless of where the abuse is alleged to have taken place.

Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the police. Where the school has information to indicate that the former staff member is working with children in another location this will also be reported to the police and to the senior management of the school where that member of staff is currently working.

If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations will be handled as a priority, without delay.

The following definitions will be used when determining the outcome of allegation investigations:

1. Substantiated: there is sufficient evidence to prove the allegation;
2. False: there is sufficient evidence to disprove the allegation;
3. Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
4. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Reporting an allegation against staff or volunteers

Lower level concerns should be brought to the Head and the DSL, without prejudice, unless a DSL, Deputy DSL or the Head is the subject of concern, in which case the procedure below for more serious concerns should be followed.

All allegations, complaints, concerns or suspicions against staff or volunteers at GES, including any made against the DSL, or Deputy DSL, should be reported directly to the Head, or in his absence, to the Deputy Head, unless that person is the subject of the concern (in which case see below). If the allegation relates to Child Protection, the DSL will be informed immediately and the Child Protection incident protocol will be invoked.

All allegations, complaints, concerns or suspicions about the Head should be reported directly to the Chair of Governors.

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported directly to the SSEJ.

The Head or Chair of Governors (or Vice Chair), as appropriate, (the 'case manager') will immediately (and within one working day) discuss all allegations or suspicions of abuse with the SSEJ. Borderline cases will be discussed without identifying individuals in the first instance and following discussions the SSEJ will advise whether or not an allegation or concern indicates possible abuse. The SSEJ and the case manager will decide in the circumstances what further steps should be taken. This could involve informing parents. In the most serious cases, where it looks certain that a crime has been committed, the police will be informed.

All discussions with the SSEJ will be recorded in writing.

Within 24 hours of the allegation coming to the attention of the case manager, the Child Protection Governor will be informed that protocols are being implemented as a result of an allegation, without detail.

The SSEJ (and the police where necessary) will then follow their procedures as set out in Appendix 1.

Within 48 hours of the allegation coming to the attention of the case manager, the Chairman of Governors will be informed that an allegation has been made and that the SSEJ have been notified. Any further dissemination of information to the community, including other governors and SLT, will occur only after advice from the SSEJ/police.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s).

The initial sharing of information and evaluation by the appropriate agencies may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the SSEJ, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the SSEJ what action should follow both in respect of the individual and those who made the initial allegation.

Disclosure of information

Where the SSEJ advises that a strategy discussion is needed, or police services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

Subject to the above, the case manager will inform the accused person as soon as possible after consulting the SSEJ and will provide as much information as possible and appropriate at that time.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the SSEJ to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;

- what, if any information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if and when it should arise.

Where the police are involved, the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as the investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Action to be taken against the accused

The School has a duty of care towards its employees and must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their lawyer, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended he/she will also be kept up to date with current work-related issues.

Where an investigation by the police or SSEJ is unnecessary, the SSEJ will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the SSEJ will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the SSEJ.

Suspension

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm or
- the allegation is sufficiently serious that it might be grounds for dismissal.

All options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the SSEJ when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Criminal proceedings

The School will consult with the Police and Lawyer following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to work

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and/or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

DBS and NCTL Referrals and ceasing to use staff

The School will refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult: where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals will be made as soon as possible after the resignation or removal of the individual.

If the School ceases to use the services of a member of staff or volunteer because he/she is unsuitable to work with children, a settlement/compromise agreement will

not be used and, if the above criteria are met, a referral to the DBS will be made as soon as possible.

If the accused person resigns or ceases to provide his/her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. If the above criteria are met, a referral to the DBS will be made as soon as possible.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Where a teacher is dismissed (or would have been dismissed had he/she not resigned) for misconduct, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made, as per the flow chart that appears in the [guidance published by the NCTL](#). The reasons for the NCTL to consider whether a prohibition order might be appropriate are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Timescales

All allegations must be handled without delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month, with exceptional cases being completed within 12 months but this largely depends on the actions and investigations of outside bodies, including the Police. If the nature of the allegation does not require formal disciplinary action, the Head (as appropriate) should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

Unsubstantiated, false or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the SSEJ and/or police to determine whether any action might be appropriate.

Record keeping and references

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal pension age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary reinvestigation if, as occasionally happens, an allegation resurfaces after a period of time.

The School will provide information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures. In cases where allegations are found to be false, malicious or unsubstantiated, reference will not be made in employer references.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the SSEJ should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The SSEJ and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Appendix 4

DSL and Deputy DSL Role and Responsibilities

The responsibilities of the DSL are as follows (see Annex B of KCSIE):

Managing referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the SSEJ as required;
- Support any member of staff who makes a referral to the SSEJ;
- Refer cases to the SSEJ/Police where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required;
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Head to inform him of safeguarding issues
- As required, liaise with the internal case manager and the designated officer(s) at the SSEJ for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Meet regularly (at least termly) with the Designated Governor with responsibility for Safeguarding and Child Protection.

Training

The DSLs and Deputy DSLs receive regular training, at appropriate intervals, as and when required, (at least biennially), to provide them with the skills and knowledge required to carry out the role and to keep up with any developments relevant to their role.

The DSLs and Deputy DSLs undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at

regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (as appropriate in Switzerland);
- have a working knowledge of locally agreed procedures for child protection and inter-agency working;
- ensure each member of staff has access to and understands the School's [Safeguarding and Child Protection Policy](#) and procedures and the [Staff Code of Conduct](#) especially new and part time staff;
- Ensure all children are taught about how to keep themselves safe on line (e-safety);
- are alert to and support the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support GES with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raising Awareness

The DSL will:

- ensure GES's policies are known, understood and used appropriately;
- ensure GES's [Safeguarding and Child Protection Policy](#) and [Staff Code of Conduct](#) are reviewed annually and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the BoG regarding this.
- ensure the [Safeguarding and Child Protection Policy](#) and [Staff Code of Conduct](#) are available publicly (through the School web-site) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this.
- establish appropriate links with the SSEJ and make sure staff are aware of the [latest local policies on safeguarding](#).

In addition to the above responsibilities as set out in KCSIE, the DSL will:

- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Computing, Life Skills and/or Sex and Relationships Education (SRE).
- understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

Child Protection File

Where children leave GES, the DSL will ensure their child protection files are copied for any new school or college upon request as soon as possible but transferred separately from the main pupil file, ensuring secure transit and that confirmation of receipt is obtained.

Where new pupils enter the school, a request for any Child Protection Files will be sent directly to their previous school, marked for the attention of the DSL.

Availability

During term time the DSL (or deputy DSL) will always be available during school hours for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy DSL) will be available in person, in exceptional circumstances availability via phone and/or Skype or other such media is acceptable. The DSL will ensure adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy DSL

The Deputy DSLs are trained to the same standard as the DSL. In the absence of the DSL, the functions of the DSL will be carried out by the deputy DSLs. In this policy, reference to the DSL includes the deputy DSLs where the DSL is unavailable.

Appendix 5

Responsibilities of the Board of Governors in the management of safeguarding

The BoG will ensure that it (and, as appropriate, the School's leadership team and all staff) comply(/ies) with all requirements outlined in [Part Two of Keeping Children Safe in Education](#), including that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- There is an effective and statutorily compliant [Safeguarding and Child Protection policy](#) and procedures in place, together with a [Staff Code of Conduct](#) (which should include [Acceptable use of the Internet](#), and the [Taking, Storing and Using Images of Children Policy](#)) and that these are provided to all staff (including, as and where necessary, to temporary staff and volunteers, based on a proportional risk based approach) on induction.
- A DSL and deputy DSL are appointed and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined in Appendix 4;
- The School contributes to inter-agency working (as far as is legal and possible in Switzerland) through effective implementation of the [Safeguarding and Child Protection policy](#) and procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account local procedures and practice as part of the safeguarding procedures set up by the Republic and Canton of Geneva (see Appendix 1),
- A member of the Board of Governors is nominated by the full BoG as the nominated child protection governor for the School to:
 - have oversight of child protection matters, including monitoring of the School's legal duty to refer to the Disclosure and Barring Service;
 - meet termly with the DSL
 - oversee the annual review of this policy and of safeguarding practices at the School

Appendix 6

The Head's responsibilities in the management of safeguarding

Ensure that the [Safeguarding and Child Protection policy](#) and procedures adopted by the BoG, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff; allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.

Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace will be dealt with in accordance with the school's [Whistleblowing procedures](#), disciplinary procedures, and/or the procedures set out in this policy as appropriate.

Ensure that children's safety and welfare is addressed through the curriculum.

Receive child protection training at Level 3.

Complete Safer Recruitment Training in order to understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.

Appendix 7 – This document is reproduced for staff to sign

Confirmation of receipt of Safeguarding Policies and Training, the Staff Code of Conduct, including the School's Whistleblowing Procedures, DSL details, Part One and Annex A of KCSIE

Name:

Employed as:

Date employed from: ____/___/___

- I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.
- I confirm that I have been provided with, have read and understand Part One and Annex A of Keeping Children Safe in Education
- I confirm that I have completed Child Protection Awareness training either online or in person within the last 12 months
- I confirm that I have read and understand the Staff Code of Conduct and Whistleblowing Code
- I confirm that I know the identity and understand the role of the Designated Safeguarding Lead and Deputy DSL and how to contact them
- I confirm that I have been made aware of my duty to safeguard and promote children's welfare (see below)

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for children. All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in all school policies
- treat each child as an individual
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a school pupil constitutes an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
- encourage all children to reach their full potential

- never condone inappropriate behaviour by children or staff
- refrain from any action that would bring the school into disrepute

Signature:

Date:

Please sign and return this form to the Designated Safeguarding Lead:

DSL Signature:

Date:

THIS FORM MUST BE RETURNED BY THE DSL TO THE HEAD OF HUMAN RESOURCES.

Appendix 8 – to be used by staff to record an initial concern or disclosure

GES Record of Concern – Safeguarding

All completed forms should be given to the DSL, or Deputy DSLs. No copies should be made by staff.

| | |
|---|--|
| Full name of pupil | |
| Current class/tutor group | |
| Date of concern | |
| Time of concern | |
| Full name of person writing concern | |
| <p>Concern: (If recounting a conversation with a child then the child's own words should be used, including any swear words, insults, or intimate vocabulary.) Please continue on the reverse or extra sheets if needed. Each sheet should be dated and signed.</p> | |
| Signature and date: | |

GES – DSL Record of Concern

| | | | |
|---|----------------|--|----------------------------|
| Child's Name: | | | |
| Child's DOB: | | | |
| Male/Female: | Ethnic Origin: | Disability Y/N: | Current class/tutor group: |
| | | | |
| Date and time of concern: | | | |
| Your account of the concern: (what was said, observed, reported and by whom) | | | |
| Additional information: (your opinion, context of concern/disclosure) | | | |
| Your response: (what did you do/say following the concern) | | | |
| Your name: | | Your signature: | |
| Your position in school: | | Date and time of this recording: | |
| Action and response of DSL/Headteacher: | | | |
| Feedback given to member of staff reporting concern: | | Outcome of action taken by DSL/Headteacher (e.g. what was parental response? Outcome of professional consultation/referral? etc) | |

| | |
|--|------------|
| Information shared with any other staff? If so, what information was shared and what was the rationale for this? | |
| Name: | Date:..... |

Checklist for DSL (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, position and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinction between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries

| | | | |
|------------------------------------|-----------|---|-----------------------|
| Audit date: | | Audited completed by: | |
| Overall RAG rating (see key below) | | | |
| Action needed | Timescale | Name and position of person responsible | Date action completed |
| | | | |
| | | | |
| | | | |

| | |
|--------------|---|
| RED | Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency |
| AMBER | Indicates that key information is included but recording could be further improved |
| GREEN | Indicates that the recording meets the above required standards |

Members of staff should not be given a copy of this form but Actions needed may be required to be shared with all those with responsibility for them.