



SAFEGUARDING AND CHILD PROTECTION POLICY

Introduction

- To enable each and every pupil, regardless of ability, to achieve their full potential; prepare for future life and become lifelong learners; develop quest for knowledge; become good, respectful citizens equipped for the challenges of the 21st century.
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Relevant School Aims

- The values that underpin this vision can be set out under the following headings:
 - **To Develop an Understanding of Self**
 - **To Develop an Understanding of Relationships**
 - **To Develop an Understanding of Society**
 - **To Develop an Understanding of the Environment**
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Deputy Safeguarding and Child Protection Officer – Barbara Jona

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The offices and contacts provided are consistent with the main three Budapest districts that the First Steps student families have listed as their official residence.

This Policy is to be reviewed annually

The values that underpin this vision can be set out under the following headings:

To Develop an Understanding of Self

Each child should be guided to

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability and gender
- Have high personal expectations of work and behaviour
- Demonstrate a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities



To Develop an Understanding of Relationships

Each child should

- Care genuinely for others and for self
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together, and working together as a team

To Develop an Understanding of Society

Each child should endeavour to become

- Good and respectful citizens
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others' success
- Valuable members of the school community

To Develop an Understanding of the Environment

Each child should

- Take an active role in caring for the learning environment of the school
- Be safe and cared for in a dynamic and stimulating learning environment
- Appreciate and respect the environment of the school
- Show respect for nature and the environment in general

Through exposure to a wide range of teaching and learning experiences, pupils will achieve their full potential as independent, reflective, and creative learners. Relevant, enjoyable and enriching activities will further develop their thirst for life-long learning.

As a school, our belief is that every child deserves the highest attainable success regardless of his or her ability.



Learning Is Best Supported When Teachers

- Provide a stimulating environment to enrich learning
- Encourage an active approach to learning in a range of appropriate groupings
- Establish positive relationships based on mutual respect and understanding
- Have good knowledge and understanding of the subjects
- Plan learning experiences/activities that build upon pupils' backgrounds, interests and attainments
- Share learning objectives with pupils
- Observe pupils, listen to them and analyse progression in their learning
- Interact with pupils in order to further promote their learning
- Recognise and praise achievement and use it as the basis for future planning
- Encourage and facilitate ownership of pupils' own learning
- Make lessons enjoyable, dynamic and constructive
- Use a variety of teaching styles and multi-sensory methods suitable to their learning styles
- Are flexible in their approach
- Have an awareness that children may have different learning styles
- Are given an opportunity for progress through professional development
- Are prepared to take a risk and be innovative
- Promote good citizenship
- Have high expectations of every child in their care

Children Learn Best When They

- Are challenged appropriately with consideration to pace, support and extension
- Feel safe and secure in a caring, supportive and motivating environment
- Are stimulated and nurtured
- Are given every opportunity to succeed
- Have high expectations of themselves
- Feel that what they are being taught is relevant to their later life and learning
- Are exposed to a variety of teaching and learning styles
- Are given opportunities to develop confidence and self esteem
- Are given the appropriate inclusive curriculum for all abilities
- Build on previous learning both cross curricular and cross phase
- Are exposed to a variety of stimulating resources
- Are taught by a variety of specialists as appropriate



- Have parents and other members of the community who support them in their learning
- Have access to a variety of learning media
- Consider, respect and value others

1.0 Introduction

- 1.1 The Owners of our school are responsible for ensuring the annual review of this policy.
- 1.2 The Owners understand in full, take seriously, and fulfill their safeguarding responsibilities.
- 1.3 Safeguarding is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working with Hungarian authorities as appropriate.
- 1.4 We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 1.5 We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of each individual child.
- 1.6 The aims of this policy are:
- To provide an environment in which children and young people feel safe, secure, welcome, valued and respected; to feel confident and know how to approach adults should any issue arise.
 - To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of physical or mental abuse.
 - To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.



- To ensure that all adults within our school who have access to children have been checked as to their full suitability.

2.0 **Procedures**

- 2.1 The Principal is the Designated Safeguarding Lead for Child Protection¹
- 2.2 All adults, (including volunteers) new to our school will be made aware of the school's Policy and Procedures for Child Protection, the name and contact details of the Designated Safeguarding Lead and will have these explained, as part of their induction into the school.
- 2.3 All members of staff will be provided with opportunities every year to receive training arranged or delivered by the Designated Safeguarding Lead in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 2.4 All parents are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and Home - School Agreement.
- 2.5 Our after-school activities policy will seek to ensure the suitability of adults working with children in the school at all times.
- 2.6 Other users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.7 Our selection and recruitment policy includes all checks on staff and regular volunteers' suitability including Criminal Records Bureau (DBS) in accordance with current Hungarian legislation. The Principal, who has responsibility for the recruitment of staff, has undertaken Safer Recruitment training.
- 2.8 Our procedures are to be reviewed and updated annually.



2.9 The name of the Designated Safeguarding Lead will be clearly displayed in the school, including a statement explaining the school's role in referring and monitoring cases of suspected abuse.

3.0 Supporting Children

3.1 We recognise that a child who is abused, who witnesses abuse or violence, or who lives in an abusive/violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

3.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

3.3 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

3.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

3.5 Our school will support all pupils by:

- Maintaining an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with Hungarian support services involved in the safeguarding of children.
- Ensure that all children know there is an adult in the school whom they can approach at any time if they are worried or in difficulty.



- Provide, across the curriculum, opportunities which equip children with the skills they need to be safe from harm and to know to whom they should turn for help.

4.0 Confidentiality

- 4.1 We recognise that all matters relating to child protection are confidential. The Principal will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 4.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.
- 4.4 We will always undertake to share our intention to refer a child to Hungarian authorities with their parents, unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

5.0 Supporting Staff

- 5.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 5.2 We will support such staff by providing an opportunity to talk through their concerns with the Principal and to seek further support.
- 5.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.



6.0 Allegations against staff

- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child.
- 6.2 All staff should be aware of the school's Rewards & Sanctions and Antibullying policy. This can be found in the staff handbook.
- 6.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.
- 6.4 The Principal will discuss the allegations with the Owner.
- 6.5 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Owners.
- 6.6 Suspension of the member of staff against whom an allegation has been made needs careful consideration and is not an automatic response.

7.0 Allegations against pupils

- 7.0 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation (partly or wholly to protect them and to ensure fair process); in such a case, the School's policy on behaviour, discipline and sanctions will apply.
- 7.2 Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the procedure will remain the same. Depending on the specific nature of the allegation, this policy will be read and acted upon in conjunction with the anti-bullying policy.
- 7.3 In the case of a pupil whose parents are out of Hungary, the pupil's class teacher will act in loco parentis.



8.0 Whistleblowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

9.0 Physical Intervention

Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy and our 'Use of Reasonable Force Policy.' It complies with the UK guidelines - 'The Use of Reasonable Force' July 2013. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Budapest 2019

Date to be reviewed: June 2020 or as required



APPENDIX 1

Role of the Designated Lead for Safeguarding and Child Protection

1. Making referrals to Hungarian social services if there are concerns about a child's welfare, possible abuse or neglect.
2. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely, and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record-keeping should be marked on the pupil's general record.
4. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
5. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.
6. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every year.
7. Ensuring that all staff members receive basic Child Protection Awareness Training at least every year.
8. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.



APPENDIX 2

Staff members are made aware that, in an International School, there may well be pupils whose cultural background and parental behaviour might be different from their own. This, of course, does not excuse behaviour outlined below.

Types of Abuse and Neglect

Abuse: Any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting by those known to them or by others e.g.; via the Internet. Likewise, they may be abused by an adult or adults, another child or children.

Physical Abuse: A form of abuse which 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 guardian fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse: 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 mocking what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. They 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 from participating in normal social interaction. It may also 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. To a certain level, emotional abuse is part of all types of maltreatment of a child, although it may also be emotional abuse in itself.

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, as women can also commit acts of sexual abuse, as can other children.

Neglect: 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 guardian 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.

APPENDIX 3

Keeping children safe in BBIA – Declaration

I declare that I have read the school's Safeguarding Policy

Print name	
Sign	
Date	