



*Anglican International School,  
Jerusalem*

*Where the world goes to school*

## **Safeguarding and Child Protection Policy**

**Reviewed August 2016**

## Introduction

AISJ recognises that all staff (including temporary staff), volunteers and managers, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole school community should be involved in policy development and review
- Policies will be reviewed regularly, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

## 1. Policy statement

We recognise our spiritual, moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

### 1.1. Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

### 1.2. Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children.

## 2. Terminology

2.1. Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

- 2.2. Child protection refers to the processes undertaken at AISJ to ensure the safeguarding and protection of all children in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- 2.3. The Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- 2.4. Child refers to all young people who have not yet reached their 18th birthday.
- 2.5. Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **3. Context:**

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that the staff is alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

### **4. Key Personnel:**

- The designated senior person for child protection in this school is Mrs Rosemary Saunders.  
Contact details: saundersr@aisj.co.il
- The deputy designated person in this school is School Counsellor Ms Brittany Browning  
Contact details: browning@aisj.co.il
- The Head of Secondary is Mr Devin Mitchell.  
Contact details: mitchelld@aisj.co.il
- The Head of Elementary is Mrs Lynnette Dreyer  
Contact details: dreyerl@aisj.co.il

### **5. Roles and responsibilities**

The school has nominated a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance.

#### The Designated Senior Person:

- Is appropriately trained.
- Acts as a source of support and expertise to the school community.
- Keeps written records of all concerns when noted and reported by a staff member or when disclosed by a child, ensuring that such records are stored securely and reported onward to the local authorities if needs be.
- Refers cases of suspected neglect and/or abuse to the police or social services.
- Notifies social services if a child with a child protection plan is absent for more than two days without an explanation.

- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school.
- Attends and/or contributes to child protection conferences.
- Ensures that all staff sign this document to indicate that they have read and understood this policy.
- Ensures that the child protection policy is updated annually.
- Ensures that all staff are appropriately trained with regards to child protection.
- Makes this policy available to parents.

The Deputy Designated Person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above. The governing body ensures that the school has:

#### The Heads of School:

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocate sufficient time and resources to enable the DSP and deputy 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 and in accordance with the school's whistle blowing procedures
- Ensure that children's safety and welfare is addressed through the curriculum.

## **6. Recognising abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody 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 small child home alone, or leaving knives or matches within reach of an unattended toddler. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### **6.1. 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).

### **6.2. Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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.

### 6.3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### 6.4. 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 7. Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that the staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

## 8. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late

- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.