



Safeguarding & Child Protection Policy

B – School Administration Policies & Procedures

Key author	Lead Designated Safeguarding Lead
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Safeguarding & Child Protection Policy

1.1 Policy Statement

The welfare and safety of children who attend the British School Al Khubairat (BSAK) is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, ability, religion, race or social background. They have a right to be safe in our School. BSAK expects all its employees and volunteers to share this commitment. The School recognises and understands its responsibilities to work together in partnership with other agencies here in the UAE, the UK and internationally to help children to grow up in a healthy and safe environment.

The School is committed to promote and maintain a safe and protective School environment for children of all ages at BSAK; to work in partnership with parents, the Abu Dhabi Department of Education and Knowledge ("ADEK"), British Schools Overseas and other appropriate agencies to ensure that the highest standards of safeguarding and child protection are maintained.

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the Designated Safeguarding Lead (and Deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

This policy has been approved by the Governors, is addressed and circulated to all members of staff and volunteers and is available to parents via the School's website. It applies wherever staff or volunteers are working with students, even where this is away from the School, for example at an activity centre or during an external educational visit.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every student should feel safe and protected from any form of abuse (for example any kind of neglect, non-accidental physical injury, sexual exploitation, emotional ill-treatment or serious bullying) thereby helping to ensure optimum life chances.

1.2 Publication:

This policy is provided to all employees on the BSAK intranet and parents through the external website.

1.3 Policy aims:

The Headmaster is a member of the Safeguarding Team and acts as a guardian to the students whilst they are in the School's care. The School will take all reasonable measures to:

- ensure the welfare of the School's students. In the event that there is disagreement regarding the rights of the parents or child, the child's welfare is paramount.
- ensure that we practise safe recruitment in checking the suitability of staff, volunteers (including Governors) and embedded contractors who come into contact with children in accordance with the guidance given in Keeping Children Safe in Education, statutory guidance for schools and colleges 2019
- carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA) Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 check.
- ensure that we implement safeguarding measures including undertaking appropriate checks in line with statutory guidance and ADEK requirements in respect of staff employed by external providers or any organisation which rents BSAK facilities
- undertake reasonable safeguarding measures where staff from another organisation are working with our students on another site for example during work experience.
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or gap student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Independent Safeguarding Authority (ISA) (within the UK) and to ADEK. In situations when an allegation of historic abuse is made, and the alleged abuse did not take place within the UAE, the member of staff will be suspended whilst the School provides information to the lead investigator. In the event that the staff member can no longer be employed by the School, he/she will be referred to both the UK and UAE authorities.
- protect each student from any form of abuse, whether from an adult or another student.
- ensure there is an effective anti-bullying policy.
- be alert to signs of abuse both in and outside the School.
- deal appropriately with every suspicion or complaint of abuse.
- design and operate procedures which promote this policy.
- design and operate procedures which, so far as possible, ensure that teachers and others are not prejudiced by false allegations;
- support children who have known to have been abused in accordance with his / her agreed child protection plan;

- be alert to the medical needs of children with medical conditions (the School Nurse team will keep a written record of all pertinent information provided by parents);
- be alert to additional safeguarding challenges which may exist for students who have SEN and/or disabilities, for example students may be more vulnerable to being bullied; students may also be unable to effectively communicate an abusive situation;
- operate robust and sensible health & safety procedures.
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- operate clear policies on drugs, alcohol and substance misuse.
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area;
- ensure that MELS programmes cohere with the requirements of this policy.
- ensure that all staff and volunteers are aware of this policy and understand the code of conduct which governs their behaviour as professionals; and
- have regard to guidance issued by ADEK or by the UK Secretary of State for Education.

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency as appropriate.

1.4 Responsibility:

The Designated Safeguarding Leads (DSL) are responsible for the implementation of this policy through the associated procedures and support available. The Designated Safeguarding Leads are most likely to have a complete safeguarding picture and will be the most appropriate people to advise when there are safeguarding concerns.

1.5 Designated Safeguarding Leads:

Ellie Edgar (Primary Deputy Head)
John Foster (Secondary Deputy Head)
Michael Mason (Bursar)

Deputy Designated Safeguarding Lead:

Mark Leppard MBE (Headmaster)

Safeguarding Governor:

Reema Traynor

Definition of terms & procedures

1 The Designated Safeguarding Lead

1.1 The School has appointed a member of staff who is part of the Senior Leadership Team ("SLT") for safeguarding issues and has the necessary experience and authority to be responsible for matters relating to child protection and welfare (**Designated Safeguarding Lead**). The main responsibilities of the Designated Safeguarding Lead are:

- to be the normal first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of child protection;
- to co-ordinate the child protection procedures in the School.
- to raise awareness of safeguarding issues and ensure staff are aware of their responsibilities including how to raise concerns;
- to maintain an ongoing training programme for all School staff, Governors (and volunteers as appropriate);
- to liaise with those responsible for ICT systems and for MELS programmes to ensure that children develop appropriate awareness and attitudes towards internet material and interactions;
- to monitor the sharing, confidentiality and storage of records in relation to child protection;
- to liaise with appropriate staff of ADEK & the Ministry of Interior – Child Protection Centre ("MOI-CPC");
- to keep parents informed of action to be taken under these procedures in relation to their child as appropriate;
- maintaining accurate and secure child protection records including monitoring the records of students who have been placed on a cause for concern register
- where appropriate, to take part in multi-disciplinary team meetings to address safeguarding issues;
- ensure the School Safeguarding & Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with Governors to ensure this is implemented.
- to act as a source of support and provide advice and expertise to staff and others on the issue of safeguarding and child protection.

1.2 The Designated Safeguarding Lead for the School site will:

- advise and act upon all suspicion, belief and evidence of abuse reported to him or her;
- keep the Headmaster (and the relevant School Governor if appropriate) informed of all actions unless the Headmaster is himself or herself the subject of a complaint. In this situation, the Designated Safeguarding
- Lead should consult with the Chair of Governors, or in his or her absence, the Governor with specific responsibility for Safeguarding and Child Protection;
- meet fortnightly with the Headmaster and Heads of School to discuss any safeguarding concerns within the School or immediately as necessary.

- be the first point of contact to liaise with ADEK and the MOI-CPC on behalf of the School.
- in consultation with the Headmaster, decide whether the concern should be referred to the police.

1.3 If the Designated Safeguarding Lead is unavailable his or her duties will be carried out by the **Deputy Designated Safeguarding Lead**, who has received appropriate training.

2 Staff training:

- All teaching and non-teaching staff (whether full time or supply), including instrumental teachers, learning support staff, bus monitors, bus drivers and administration staff should receive annual training on the signs and symptoms of abuse and the procedures within BSAK; this will be repeated annually.
- The Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and other key staff will have received the Advanced Child Protection Training from a recognised provider.
- The Designated Safeguarding Lead and deputies will update their training at least every two years.
- Volunteer staff and parents who have frequent contact with students have received child protection training.

3 Types of abuse

3.1 Abuse can be:

- physical abuse, for example beating or punching.
- emotional abuse, for example rejection and denial of affection.
- sexual abuse, for example sexual assault or encouraging a child to view pornographic material; and
- neglect, for example failure to provide appropriate care including food, warmth, basic needs or medical attention.

3.2 Corporal punishment is illegal and will be considered physical abuse. There should be an awareness within the student and parent body on how to report suspected abuse. Referrals can be made through safeguarding@britishschool.sch.ae. A poster of the Safeguarding Team is also displayed around the School.

4 Signs of abuse

4.1 Possible signs of abuse include (but are not limited to):

- the student says he or she has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the student appears to withdraw from friends or usual activity.
- the student's development is delayed.
- the student loses or gains weight.
- the student appears to have inappropriate sexual knowledge.
- the student displays aggressive behaviour.
- the student appears neglected, e.g. dirty, hungry, inadequately clothed, unsupervised; and/or
- the student is reluctant to go home, or has been openly rejected by his or her parents or carers.

5 Duty of staff, governors and volunteers

5.1 Every member of staff and governor of the School, as well as every volunteer who assists the School, is under a general legal duty:

- to protect children from abuse.
- to be aware of the School's safeguarding and child protection policy and procedures and to follow them;
- to know how to access and implement the procedures, independently if necessary;
- to keep a sufficient record of any significant complaint, conversation or event;
- to report any matters of concern to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

5.2 Every member of staff is under a professional and contractual duty to undertake appropriate training including refresher training every two years.

5.3 **Whistleblowing:** All members of staff are required to report to the Headmaster or, in his or her absence, the Chair of Governors, any concern or allegations about School practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. There will be no retribution or

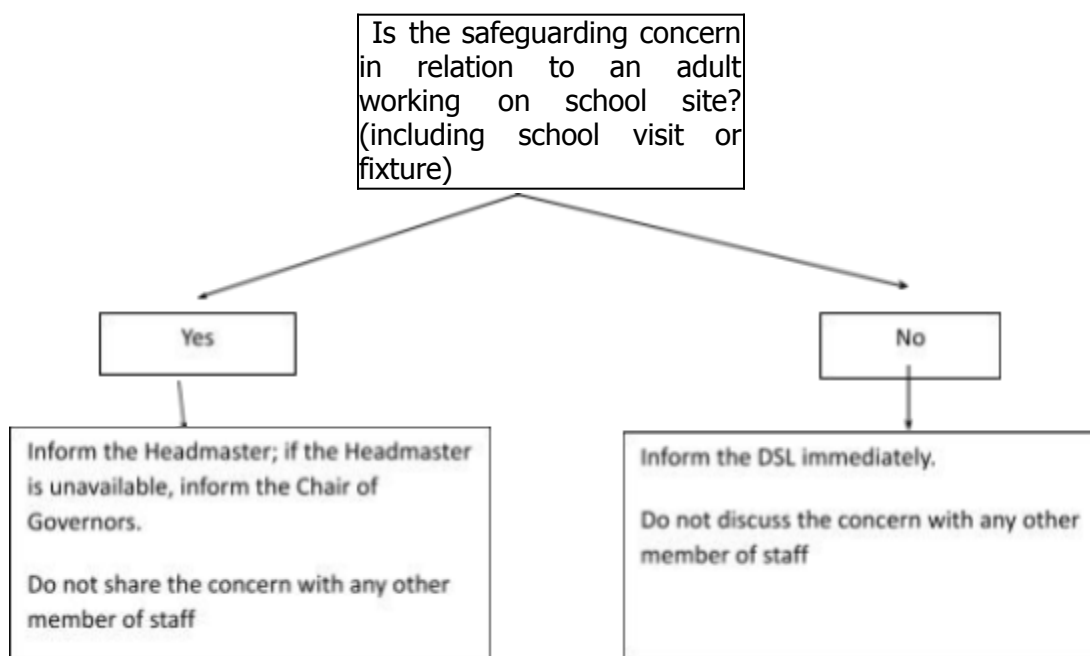
disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

- 5.4 **Senior students:** Senior students who hold positions of responsibility over other students will be briefed on appropriate action to take should they receive any allegations of abuse.

6 Procedures

- 6.1 The policy and procedure document complies with local requirements (ADEK and the Health Authority- Abu Dhabi ("HAAD")) together with the UK Department for Education ("DFE") statutory guidance 'Keeping Children Safe in Education' published in 2019.
- 6.2 The policy is also compliant with the UAE Child Protection Law 3 and the 2016 ADEK Child Protection policy. It is now mandatory to report suspected cases of abuse and non-reporting is a criminal offence.
- 6.3 Suspected cases must be reported to the Social Support Centre, which is part of the Abu Dhabi Police Department. Referrals can be made by email, phone or in person to their offices in Khalifa City A. In the event the Social Support Centre has not actioned the referral in a timely manner, then the referral should be escalated to the Ministry of Interior – Child Protection Centre ("MOI-CPC") by telephoning their hotline on 116111.
- 6.4 In the event there is immediate risk, the police should be called on 999 followed by the Social Support Centre. No employee should hinder a report being made to the police or take any action against the person reporting. All staff are responsible for providing a safe environment for students whilst they are in the School's care, including whilst on school transport or at organised co-curricular afterschool activities.
- 6.5 The ADEK Child Protection policy mandates that any member of staff can refer to the police directly; however it is the expectation that the Designated Safeguarding Lead is the primary communicator and they will contact the authorities if there is a substantiated disclosure or suspicion of abuse.

- 6.6 The School endeavours to work transparently with parents, wherever this is possible; however the School reserves the right to contact the police, without notifying the parents, if it is deemed that this is in the student's best interests or if the child is perceived to be in immediate danger.



- 6.7 **Initial complaint:** A member of staff suspecting or hearing a complaint of abuse:
- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
 - must not ask leading questions, that is, a question which suggests its own answer;
 - must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken;
 - must keep a sufficiently contemporaneous written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead.

Note the five R's: Receive, Respond, Reassure, Record, Report

- 6.8 **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be given to the DSL to be recorded appropriately and preserved.
- 6.9 **Reporting:** All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead or a member of staff, to the Headmaster.
- 6.10 **Action by the Designated Safeguarding Lead:** The action to be taken will take into account:
- any local procedures specified or recommended by ADEK and the MOI-CPC;
 - the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to ADEK and the police without further investigation within the School;
 - the wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken which, after all appropriate consultation, override a student's wishes;
 - the wishes of the complainant's parents, provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
 - duties of confidentiality, so far as applicable.
 - the lawful rights and interests of the School community as a whole, including its staff and, if relevant, its insurers;
 - If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead may consult with Social Support officials or other appropriate professionals on a 'no names basis' without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay.
- 6.11 **Referral guidelines:** Following an initial assessment by the Designated Safeguarding Lead, a referral to ADEK or the police will not normally be made where:
- the complaint does not involve a serious criminal offence; and
 - a referral would be contrary to the wishes of a student complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents unless in the DSL's professional assessment such referral is mandatory; and

- the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.
- 6.12 However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Safeguarding Lead will again consider whether a referral should be made in accordance with paragraph 6.10 above.
- 6.13 **Informing parents:** Parents will normally be kept informed of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult appropriate local authorities and/or the Headmaster before discussing details with parents.
- 6.14 **Allegations against staff:** The School has procedures for dealing with allegations against staff (and volunteers who work with children) which aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Keeping Children Safe in Education, Statutory guidance for schools and colleges 2019.
- 6.15 Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the students or student concerned and the need for a full and fair investigation.
- 6.16 Where an allegation or complaint is made against the Designated Safeguarding Lead or any other member of staff or a volunteer, the matter should be reported immediately to the Headmaster who will take advice from the Designated Safeguarding Lead (unless the allegation involves the DSL) on the best way to progress the matter.
- 6.17 The Headmaster should consider whether or not one or more of the following criteria are met before making a decision on the appropriate action: that the allegation;
- is one of harm to a child; and/or
 - involves a criminal offence; and/or
 - involves behaviour which indicates that there is evidence of unsuitability to work with children.
- 6.18 Where an allegation or complaint is made against the Headmaster, the person receiving the allegation should immediately inform the Chair of Governors, or in her/his absence, the Governor with responsibility for safeguarding and child protection, without first notifying the Headmaster.
Contact details can be obtained from the Clerk to the Board of Governors.
The Chair of Governors will follow the appropriate procedures as set out in this document.

- 6.19 Guidance is given to staff and governors to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student.
- 6.20 If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, the School will follow its legal duty to refer to the DBS, ADEK and MOI-CPC anyone who has harmed or poses a risk of harm to a child. The School should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's "[Teacher misconduct advice for making a referral](#)". This agency is responsible for regulating the teaching profession in the UK on behalf of the Secretary of State for Education. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Board of Governors without delay. In situations when an allegation of historic abuse is made, and the alleged abuse did not take place within the UAE, the member of staff will be suspended whilst the School provides information to the lead investigator who is appointed by the appropriate agency in the country where the abuse has allegedly taken place. In the event that the staff member can no longer be employed by the school, he/she will be referred to both the UK and UAE authorities.
- 6.21 **Peer on peer abuse:** All staff should be aware of the potential for a student's relationship with another student to become abusive and staff should be alert to the possibility and the requirement for concerns of this nature to be referred under the procedures detailed in this policy. Staff should also refer to the Anti-Bullying policy. Bullying (including cyberbullying) is a subset of abuse, which can take different forms including physical, sexual (including up skirting i.e. taking a photo of someone's genitalia under their clothing without their knowledge to obtain sexual gratification or to humiliate or alarm the victim, sexual violence or harassment), emotional and verbal. Peer on peer abuse should never be excused as 'teasing/banter/growing up'. It is acknowledged that a student may be abused by a group of children. Suspected cases should be referred to the DSL in the same way as any other safeguarding concerns. A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour and Discipline Policy will apply. The School will take advice from appropriate local authorities on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's education guardian will be requested to provide support to the student.
- 6.22 **Suspected harm from outside the School:** A member of staff who suspects that a student is suffering harm from outside the School should seek information

from him/her with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead. Please refer to the procedures set out above at 5.1.

- 6.23 **The Prevent Duty Guidance - Radicalisation:** there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and make a referral to the DSL. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral.
- 6.24 **FGM:** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Anyone who has concerns about a child's welfare in regards to FGM should follow the usual safeguarding procedures and inform the Designated Safeguarding Lead.
- 6.25 **Online safety:** Teaching and learning is increasingly involving online work. It is essential that students are safeguarded from harmful material, which may be accessed online. The School will ensure that there are appropriate filters and monitoring systems to ensure students are safeguarded when they are online on the School IT systems or recommended resources. Students will also be taught about e-safety as part of the curriculum. Staff should also familiarise themselves with the School's Digital Acceptable Use Policy, to Online Safety information provided at Annex A of this policy and the Remote Learning Addendum
- 6.26 **Serious violence: All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.**

7 Confidentiality and Information Sharing

- 7.1 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and ADEK to ensure that all relevant information is shared for the purposes of child protection investigations in accordance with the requirements of **Working Together to Safeguard Children 2018** : A guide to inter-agency **working to safeguard** and promote the welfare of **children** and is the UK Government's statutory guidance for all organisations and agencies who **work** with, or carry out **work** related to, **children** in the United Kingdom.
- 7.2 It is important that the School receives all relevant welfare and child protection information for incoming students; the admissions process should ensure that safeguarding referrals are requested from the previous school. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with additional learning needs. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

8 Monitoring of this policy

- 8.1 The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Board of Governors and a termly report to the governor with responsibility for safeguarding.
- 8.2 The Board of Governors will undertake an annual review of this policy and how their duties under it have been discharged.
- 8.3 The Board of Governors will ensure that any deficiencies or weaknesses in regard to safeguarding and child protection arrangements are remedied without delay.

9 Staff Code of Conduct in relation to safeguarding:

- All staff must respect the rights, dignity, privacy and worth of each student equally with the context of the School and must adhere to the School's Code of Conduct when interacting with all students.
- Staff must place the well-being and safety of each student above all other considerations, including the development of educational performance.
- Staff are required to have read and understood the School's Safeguarding & Child Protection Policy. They sign a register to this effect which is kept on record.
- Staff must adhere to all guidelines laid down by the School in relation to the care and welfare of students.
- Staff must develop an appropriate working relationship with each student based on mutual trust and respect.

- Staff must not have a romantic relationship with any student on the School register.
- Staff must encourage and guide students to accept responsibility for their own behaviour and performance.
- Staff must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of students.
- Staff must co-operate fully with others in the best interest of the student.

9.1 **Staff Protection**

It is possible to reduce situations in which an allegation of abuse can occur and help protect staff by promoting good practice. Staff should be public and open when working with students. All staff should also be aware that they should not:

- Spend excessive amounts of time alone with individual students. For example, one to one tuition or sports coaching.
- Take students alone on car journeys without the knowledge of the parents.
- Take students to their home where they will be alone.
- Engage in social media interactions with a student which could be misinterpreted.

9.2 **Staff should never:**

- Allow or engage in rough, physical or sexually provocative games, including horseplay.
- Share a bedroom with a student on any residential trip or other occasion.
- Allow or engage in any form of touching apart from official activities which require this and for which there are guide-lines. (Common sense should be exercised in dealing with injured students, or very young students in distress).
- Allow students to use inappropriate language unchallenged.
- Make sexually suggestive or inappropriate comments to a student, even in jest.
- Ignore any allegations made by a student.
- Invite or allow students to stay with them at their home without the knowledge and permission of the Head and parent/guardians.
- Humiliate students, including sustained shouting or an inappropriate use of sarcasm.
- Engage in inappropriate electronic communication with a student. Staff who need to be in contact with students outside school hours are provided with a school mobile phone and must themselves consistently adhere to high standards of behaviour, dress code and appearance. Please refer to the following link for further advice:

<http://www.gtcs.org.uk/web/files/teacher-regulation/professional-guidance-ec-omms-social-media.pdf>

Annex A: Online Safety

Online Safety: The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers BSAK to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Students should be taught about safeguarding, including online safety. Resources that could support this teaching include:

- Teaching online safety in school - DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.
- UKCIS has recently published its Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance the MELS programme. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk.
- Parent Zone and Google have developed 'Be Internet Legends' a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

Filters and monitoring

BSAK is doing all it can reasonably do to limit children's exposure to the above risks from the School's IT system. As part of this process, the Board of Governors and the SLT should ensure the School has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the Board of Governors and SLT should consider the age range of students, the number of students, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for the School. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network, a UK organisation who works with industry and the UK Government to implement and raise standards for the benefit of learners.

Whilst filtering and monitoring is an important part of the online safety picture for the School to consider, it is only one part. Governors and SLT should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the School. Many children have unlimited and unrestricted access to the internet via 3 G, 4 G and 5 G in particular and the School should carefully consider how this is managed on the premises.

Whilst it is essential that Board of Governors and SLT ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published ‘Online safety in schools and colleges: Questions for the governing board’

Staff training

Governors and SLT should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support the BSAK community to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
swgfl	Safety and Security Online - Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
the use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCIS	The UK Council for Internet Safety's website provides: <ul style="list-style-type: none">• Sexting advice• Online safety: Questions for Governing Bodies• Education for a connected world framework

NSPCC	NSPCC advice for schools and colleges
net-aware	NSPCC advice for parents
commonsensemedia	Independent reviews, age ratings, & other information about all types of media for children and their parents
searching screening and confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
lgfl	Advice and resources from the London Grid for Learning