



British School
of Bucharest

Child Protection and Safeguarding Policy

Part 1: Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We promote an environment where children and staff feel secure and are encouraged to talk, and are listened to when they have a worry or concern. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all school staff and any community members working with BSB children. The policy applies to all BSB pupils throughout EYFS and Key Stages 1, 2, 3, 4 and 5.

At BSB, we:

- recognise that the responsibility to safeguard and promote the welfare of children is of paramount importance;
- recognise that safer children make more successful learners;
- involve designated senior staff, teaching staff and governors in policy development and review;
- will review policies annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Aims and Objectives

Our aims are:

- that the welfare of the child is paramount;
- that all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- that all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- that pupils and staff involved in child protection issues will receive appropriate support and training;
- to provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- to ensure consistent good practice;
- to demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

Terminology

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

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

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.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.



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'It is essential that the standards reflect the most up to date legislative and policy position on safeguarding and ensure that as effective a safeguarding environment as possible is in place to protect children.'

Education (Independent Schools Standards) England Regulations 2014

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

Key personnel – Designated Child Protection Officers

Lead designated officer for child protection is:

Dan Batson

Contact details:

Tel: +40 731 877 196

email: Dan.Batson@britishschool.ro

The deputy designated officer is:

Philip Walters

Contact details:

Tel: +40 736 901 771

email: Philip.Walters@britishschool.ro

Designated Child Protection Officer is:

Jason Porter

Contact details:

Tel: +40 728 133 436

email: Jason.Porter@britishschool.ro

Designated Child Protection Officer is:

Victoria Smith

Contact details:

Tel: +40 735 302 999

email: Victoria.Smith@britishschool.ro

Roles and responsibilities

All schools must designate a senior member of staff to coordinate child protection arrangements, known as the Designated Safeguarding Lead (DSL).

The DSL:

- is appropriately trained;
- acts as a source of support and expertise to the school community;
- has an understanding of UK procedures;
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from the pupil's general file;
- refers cases of suspected abuse to children's social care, police, parents/carers or extended family as appropriate;
- notifies children's social care, police, parents/carers or extended family if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a pupil with a Child Protection File leaves the school, their information is passed to their new school and all appropriate agencies are informed;
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;



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- ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ensures that the child protection policy is updated annually;
- liaises with any additional school body as appropriate;
- keeps a record of staff attendance at child protection training;
- makes the child protection policy available to parents and the wider community via the school website;
- ensures that pupils' safety and welfare is addressed through the curriculum.

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 pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Head of School and Crawford House Fundatia ensures:

- there is a DSL for child protection, who is a member of the senior leadership team and who has undertaken training in inter-agency working, on the Prevent Duty, in addition to basic child protection training;
- there is a child protection policy and procedures are in place, that are reviewed annually and made available to parents on request;
- there are procedures for dealing with allegations of abuse made against members of staff;
- safer recruitment procedures that include the requirement for appropriate checks;
- there is a training strategy that ensures all staff, including the senior leadership team, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals;
- all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- that the child protection policy and procedures are implemented and followed by all staff;
- sufficient time and resources enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 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 whistleblowing procedures;
- staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – and are aware of specific safeguarding issues;
- that children are taught about safeguarding in an age appropriate way;
- appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2016)- available at http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml;
- they take leadership responsibility for the organisation's safeguarding arrangements.

Good Safeguarding practice

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice.

Good practice includes:

- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour;
- recognising that challenging behaviour may be an indicator of abuse;



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- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, eSafety, physical contact and information-sharing;
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- providing staff with copies of Keeping Children Safe in Education 2016 – part one (UK).

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003 (England and Wales), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1).

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. 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 can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- living in a domestic abuse situation;
- affected by parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking.

Support for those involved in a child protection issue

Child abuse and safeguarding is often devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously;



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- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by senior staff and the Head of School.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount.

The school's whistleblowing code (below) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School-Philip Walters.

Concerns of poor practice or possible child abuse by the Head of School should be reported to the DSL (Designated Safeguarding Lead) - Dan Batson and Corina Corda (President of Crawford House)

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed.

- Relevant members of management will be informed of the allegation;
- Pertinent information regarding allegation will be gathered;
- Advice would be sought from relevant agencies;
- An investigation will be started as soon as possible;
- Member of staff will be informed at an appropriate time, case dependent;
- If necessary, the member of staff may be suspended until further investigations are concluded (Suspension is not an assumption of guilt but to protect the interests of both parties);
- Confidentiality will be maintained throughout and information only disclosed to relevant parties.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator.

Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.



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Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Staff 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 staff will receive training during their induction. All staff, including the Head of School, (unless the Head of School is the DSL) will receive training that is updated at least every three years and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the school's individual procedures.

Safer recruitment means that all applicants will:

- complete a school-specific application form;
- provide two referees, including at least one who can comment verbally, on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked through police records certification and the Disclosure and Barring Service as appropriate;
- be interviewed, preferably in person, and by video conference if not, and be specifically asked if the applicant has any reason why they could not take the job or should not be working with children.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received and read a copy of the child protection policy (see: appendix 2).

The school has a duty to report to the DBS- Disclosure and Barring Services- (within 1 month of leaving) any person whose services are no longer required by the school because they are considered unsuitable to work with children. Referrals on this basis are where the school has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children. Where a referral has been made to the DBS, a referral will also to be made to the National College, even though information is shared between the two bodies. Where a dismissal (or resignation) does not reach the threshold for DBS referral, separate consideration will be given to a National College referral since a teaching prohibition order may be deemed necessary.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective safeguarding procedures and arrangements are in place.

Early Years Foundation Stage (EYFS)

W/in specific relation to EYFS: the school must notify local authorities or DBS (as appropriate) within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

EYFS staff are to use mobile phones appropriately and to be alert to any potential misuse of them. Mobile phones should be stored discreetly, locked with a pin code and accessed only when necessary.

EYFS staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into



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compromising situations which could be misinterpreted and lead to potential allegations. All staff should be aware that all mobile phone use is open to scrutiny.

Any images or videos taken for school use should be uploaded, sent or transferred to the relevant school system (e.g. school social media account, assessment data base) as soon as possible and then deleted from the device.

For further information, please refer to the **eSafety policy**.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for legitimate and acceptable reasons. Sadly, there are people who will abuse this technology for inappropriate and harmful purposes. As a result, there must be safeguards in place.

To protect pupils we will:

- follow all protocols for usage and storage of audio-visual material as outlined or updated by DSL;
- seek parental/carer consent as appropriate for photographs and videos to be taken or published (for example, on our website or in newspapers or publications);
- use only the pupil's first name with an image;
- ensure pupils and staff are appropriately dressed;
- ensure pupils are undertaking an official BSB activity only.

Image consent form and updated information is available from school office.

eSafety

The effective use of technology is a focus and a strength at BSB. Nevertheless, technologies can be abused and, as a result, take advantage of vulnerable people and cause upset and harm.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The school is committed to ensuring staff, children and parents are kept well-informed with up to date eSafety information and risks.

Staff should contact students only through the official school-sanctioned platforms such as Showbie and Google Classroom. Staff should never be in contact with a current school pupil or a group of pupils via a private social media platform such as Facebook and Instagram for instance (unless pupil is a close family member). Staff may face disciplinary procedures and action, up to and including dismissal and reported to local law enforcement authorities if appropriate, when found to be in breach of school policy.

Please refer to the schools **eSafety policy** for further information on how we keep pupils and staff safe online.

Sexting

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

The British School of Bucharest recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are various definitions for 'Sexting' but in this policy we will define it as:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

As these incidents can differ, we recognise the importance of responding to each case in a manner appropriate to the situation.



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If a staff member becomes aware of a sexting incident:

- The incident should be referred to the DSL and as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If there is any concern that the young person has been harmed or is potentially in a position to be harmed a referral should be made to the local children's services and/or the police immediately.

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Part 2: Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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
- Neglect.

Physical abuse is 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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

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.

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.



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Female Genital Mutilation (FGM)

The British School of Bucharest believes that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

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.

Keeping Children Safe in Education (HM Government, 2015)

Bullying

All incidents and allegations of bullying are taken extremely seriously at BSB. At its most serious level, school-related bullying is thought to result in more than 12 child suicides each year in the UK.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents have open access to the school's anti-bullying procedures and the subject of bullying is addressed at regular intervals in the Personal, Social Health and Citizenship Education (PSHCE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of School and the DSL will consider implementing child protection procedures.

Indicators of abuse – 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 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.

A child who is being abused 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;



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- 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 DSL 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.

Impact of abuse

The impact of child abuse should not be underestimated. Some children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried.

For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, contact the school office and/or nurse, who will take the appropriate next steps; then inform DSL;
- report your concern to the DSL as soon as you can safely and responsibly do so;
- 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;
- complete a record of concern as soon as you can safely and responsibly do so. Include all requested and known information. Dates, times and ‘actual’ wording of any pupil disclosure and subsequent conversations are critical;
- seek support for yourself if you are distressed. Know which family members, friends and colleagues form part of your personal support network – Who do you go to? Who do you rely on for support and comfort?

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (appendix 3) to record these early concerns and seek advice from the DSL or a trusted colleague – sharing information keeps us safe. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section ‘If a pupil discloses to you’.

If, following your conversation, you remain concerned, you should further discuss your concerns with a school-designated child protection officer.



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Monitoring the situation

After a welfare concern form (appendix 3) has been submitted to the DSL, the DSL will open and complete a Child Protection File (appendix 4), if there is not already one established, detailing pertinent background information relating to the child, e.g. date of birth, preferred language, contacts, family information, etc. All action taken must be explained and recorded in the relevant sections of submitted Welfare Concern Form, together with weekly and monthly updates. This is maintained and kept securely by the DSL and updated with input from monitoring and observations by the class teacher including any other relevant information on the child.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen 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 pupil 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 are not allowed to keep secrets. Children and adults need to be aware that nothing is so awful or embarrassing that it cannot be talked about.

The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely;
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Do not be afraid of silences – remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil’s mother thinks about all this;
- At an appropriate time tell the pupil that in order to keep them safe and to help them you must pass the information on;
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but the child may interpret it as though they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day;
- Report verbally to the designated person;
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person;
- Seek support if you feel distressed.

Notifying parents

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

However, in exceptional circumstances the DSL and school may feel that that notifying parents could increase the risk to the child or exacerbate the problem. In such cases, advice may be sought from other local or overseas agencies, or a decision may be taken for school to contact an extended family member.



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Referral to children's social care

The DSL will make a referral to local children's social care or other relevant local agencies if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Peer on Peer abuse

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

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

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

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

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

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work through the pastoral programme and curriculum, including relevant external 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. Safeguarding through pastoral programmes and the curriculum is deliberately pre-emptive and preventative.

Confidentiality and sharing information

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

Staff should only discuss concerns with the designated person. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;



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- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Head of School.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if:

- the situation is an emergency and the designated senior person, their deputy, School Principal, or Head of school are unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Whistleblowing Policy

Introduction

This policy details how BSB staff can report concerns about co-workers behaviour and/or actions towards children and young people.

Aims and Objectives

The school adheres to the UK whistleblowing policy advice and procedures that enable staff to raise and report concerns relating to:

- crime;
- a miscarriage of justice;
- illegality;
- health and safety;
- environmental or property damage;
- unauthorised use of public funds;
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the Policy

The whistleblowing policy and procedures may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.



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Inappropriate conduct includes, but is not confined to:

- bullying or humiliation;
- contravening health and safety guidelines;
- serious breaches of the school's code of ethical practice;
- professional practice that falls short of normally accepted standards;
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for reporting a concern

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to Whistleblowing

You may worry that you have insufficient evidence to raise a concern that you will set in motion an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 (UK) protects employees from reprisals for public interest whistleblowing. A local solicitor or non-government organisation can provide you with information about your legal position in Romania.

A UK based professional union or a UK based local authority legal services can provide advice from UK legal perspective.

Confidentiality and Anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting Concerns Procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

You may raise your concern verbally or in writing.



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You should report your concern directly to the Head of School – Philip Walters

Tel: +40 736 901 771

email: philip.walters.britishschool.ro

If the Head of School is the subject of your concern, speak to: Dan Batson (Designated Safeguarding Lead)

email: dan.batson@britishschool.ro

Tel: +40 731 877 196

Mrs. Corina Corda (President of Crawford House)

Tel: +40 21 267 89 19

email: corina.corda@britishschool.ro

Guidance for staff when reporting a concern

- A friend or colleague may accompany you to the meeting if you wish.
- Ensure the Head of School or President of Crawford House informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days.
- The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and Outcomes

- The Head of School or President of Crawford House will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
 - » No poor practice or wrongdoing is established and the case is closed
 - » The concern has some substance and the subject of the concern will receive advice and support from the Head of School to improve practice
 - » Poor practice or wrongdoing is established and disciplinary proceedings are initiated
 - » The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved, and relevant staff members may be suspended (according to staff disciplinary policy).

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact COBIS for advice.

Alternatively you can seek advice from your union (if member) or UK based professional association, a solicitor, the police, children's social care.



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Public Concern at Work (PCaW) is a UK registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

Suite 301, 16 Baldwin Gardens, London, EC1N 7RJ

020 7404 6609

whistle@pcaw.co.uk

www.pcaw.co.uk

Child Protection Policy

Reviewed by Dan Batson – August 2017

To be reviewed – June 2018

Whistleblowing Policy

Reviewed by Dan Batson – August 2017

To be reviewed – June 2018



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Appendix 1

Code of ethical practice for school staff

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 our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations;
- treat all members of the school community, including pupils, parents and colleagues with consideration and respect;
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies;
- treat each pupil as an individual and make adjustments to meet individual needs;
- demonstrate a clear understanding of and commitment to non-discriminatory practice;
- recognise the power imbalances between pupils 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 pupil, even over the age of 16, is an offence;
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm;
- encourage all pupils to reach their full potential;
- never condone inappropriate behaviour by pupils or staff;
- take responsibility for their own continuing professional development;
- refrain from any action that would bring the school into disrepute;
- value and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name: _____

Signature: _____

Date: _____

Appendix 2

Confirmation of Receipt of Child Protection and Safeguarding Policy

Name:

Date of joining school:

Post:

Date of your induction or last Child Protection & Safeguarding training:

Name and designation of staff member responsible for induction or training:

I confirm that I have received and read the school child protection and safeguarding policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a pupil has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the designated senior person:

Dan Batson

Appendix 3

WELFARE CONCERN FORM

Child's full name			
Child's date of birth		Current Class	
Person reporting concern (name and position)			
Date (dd/mm/yyyy)			
Details of the concern			
<i>Note the reasons for recording the incident. Ensure the following factual information is provided: who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.</i>			
Signature of person reporting concern		Date	

To be completed by the Designated Safeguarding Lead (DSL)

The DSL should record the response (actions) to the concern as well as any outcomes.

Response to the concern

Note actions taken, including names of anyone to whom your information was passed.

Outcomes

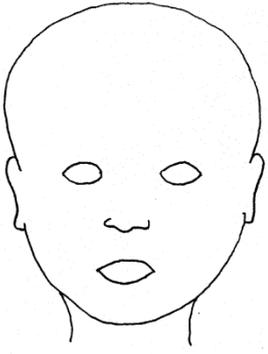
Record outcomes of the actions taken.

Safeguarding Lead's name	
---------------------------------	--

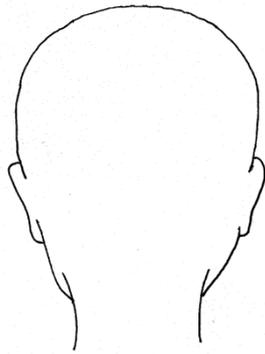
Safeguarding Lead's signature		Date	
--------------------------------------	--	-------------	--

BODY MAP

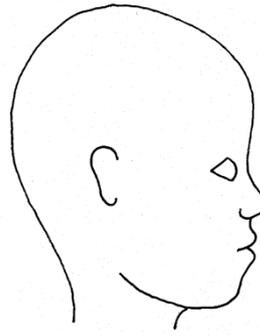
If the concern relates to marks observed on the child, please indicate on the body map below where these marks are and describe them, e.g. bruises, welts, burns, etc.



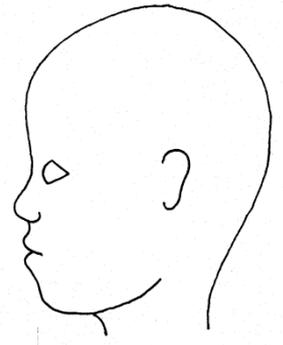
FRONT



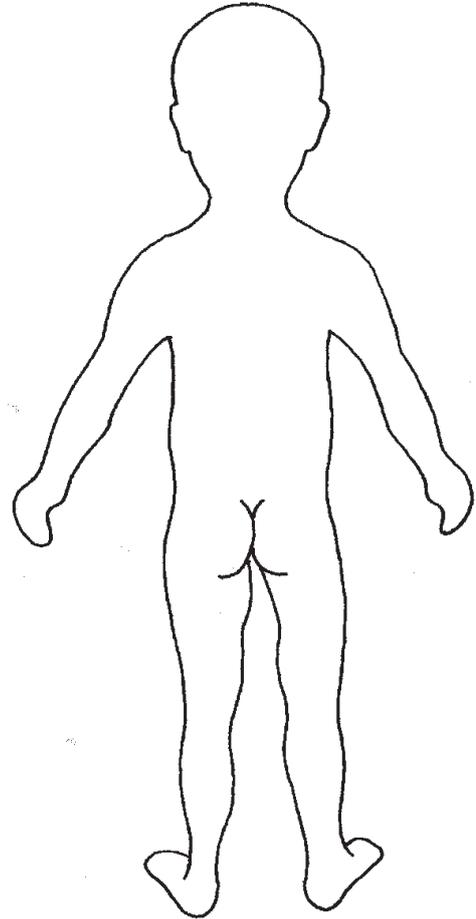
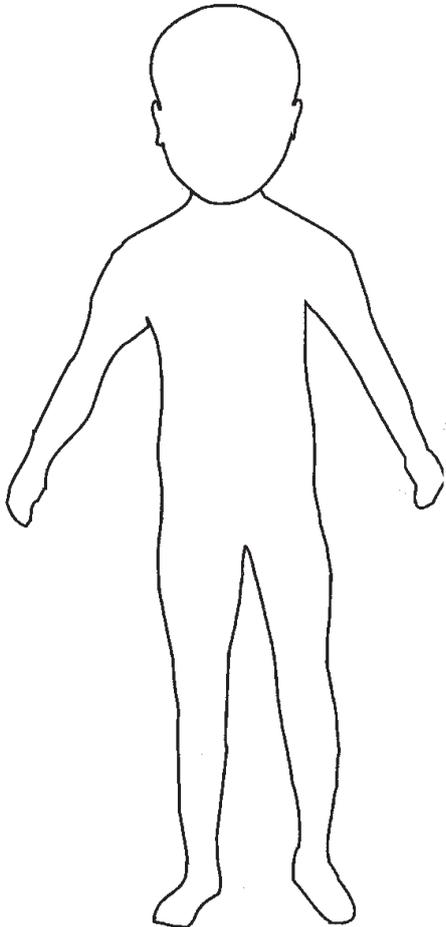
BACK



RIGHT



LEFT



Continuation sheet

Use this sheet if you require more space or to add any other pertinent information. If this information is a result of further monitoring, please include the date this occurred. Extra paper should be stapled to this form if required, clearly headed with the child's name and the date the information was added.

Appendix 4

(this document is attached to the inside of the card folder which forms the Child Protection File)

Child Protection File

Child's details

Full name:

Date of birth:

Gender: Male Female

Date when the child first joined the British School of Bucharest:

Nationality:

Ethnicity:

Religion (if known):

Preferred language of child at home:

Child's level of spoken English:

	None (support required)	Limited (support required)	Reasonable (support maybe required)	Fluent (no support required)
Write current date when child progresses in English				

Does the child have any disability or special educational need?

Yes No Please specify if yes:

Does the child regularly spend time with other carers (grandparents, siblings, domestic help, drivers etc...) at home during weekdays, after-school, during weekends and holidays?

Yes No Please specify if yes:

Details of any siblings:

Include names and DOBs. Also include any pertinent information, such as if they live at a different address, disability or special educational need, etc.

Name of Designated Safeguarding Lead (DSL) who originally opened this Child Protection File and completed the information above:

_____ Date: _____

If this record is updated at any time, please print your name and date below and initial and date the amendments made.

Details of those with parental responsibility for child

Full Name	Relationship to Child	Telephone numbers & Email Addresses	Level of spoken English (None, Limited, Reasonable, Fluent)	Nationality	Ethnicity	Religion (if known)
	Father					
	Mother					

Do those with parental responsibility have any disability or special need?

Yes No Please specify if yes and explain how this may affect the pupil?

Address of where child resides:

Any other relevant addresses:

Appendix 5

Essential contacts

Name and role	Address, telephone and/or email address
Designated Safeguarding Lead (DSL)	Dan Batson 0731 877 196 dan.batson@britishschool.ro
Head of School	Philip Walters 0736 901 771 Philip.walters@britishschool.ro
President of Crawford House	Corina Corda +40 21 267 89 19 corina.corda@britishschool.ro
Deputy Designated Child Protection Officer	Philip Walters 0736 901 771 Philip.walters@britishschool.ro
Designated Child Protection Officer	Jason Porter 0728 133 436 Jason.porter@britishschool.ro
Designated Child Protection Officer	Victoria Smith 0735 302 999 Victoria.Smith@britishschool.ro
Police	112
Child Protection Voluntari	021 270 4789 021 270 4790
ChildLineUK	0800 1111 https://www.childline.org.uk/
NSPCC	https://www.nspcc.org.uk/
Disclosure and Barring Service (DBS) PO Box 181, Darlington, DL1 9FA, UK	+44 (0)1325 953 795