



- Internationale Ergänzungsschule –
- staatl. anerkannte bilinguale Grundschule –
- genehmigte bilinguale Integrierte Sekundarschule –
- bilinguale Kindertagesstätte Early Years –

Berlin British School

Child Protection and Safeguarding Policy

Updated and reviewed September 2023

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Appendices to Child Protection and Safeguarding Policy

1. Introduction

Berlin British School fully embraces our responsibilities for child protection and safeguarding. At BBS, we believe that everyone has the right to be protected against abuse and neglect and that the welfare of young people in our care is paramount. At BBS we all have a duty to ensure that if there are any concerns relating to the welfare and/or safety of a young person that the procedures outlined in this document are followed.

Definition of safeguarding:

Safeguarding and promoting the welfare of children and young people is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

As our school is situated in Germany, we must abide by local law governing child protection. Please refer to the **Handlungsleitfaden Kinderschutz** document which can be found in each site office.

2. Designated Members of Staff

The designated members of staff with responsibility for child protection and safeguarding is a committee consisting of personnel from the Early Years, Primary and Secondary schools with one chair who is the first point of contact. The committee meets as a whole team at regular intervals throughout the year. The site DSLs meet regularly. The Chair of the committee reports to the Heads of School.

Chair of Child Protection and Safeguarding Committee/ DSL Primary	Fiona Lagodzinska	(Based at Primary School)
Deputy DSL	Mark Stephenson	Primary School
DSL	Nicki Cheesewright	Early Years
Deputy DSL	Janine Mauger	Early Years
DSL	Emily Thomas	Secondary
Deputy DSL	Marita Lintfert	Secondary

The DSL's have the following responsibilities:

- To undertake regular child protection training and ensure all staff and volunteers know how to recognise and report any concerns or indications that a child is or has been neglected or abused
- To be the point of contact for staff who have concerns or information that a young person may be or has been suffering abuse or about whom there are grave concerns
- To provide information to the relevant Heads of School
- To report any concerns to the appropriate authorities in liaison with the rest of the committee, the Head of School and any relevant external auxiliary bodies and to follow the jurisdictions and procedures set down by the local authorities for Berlin. The exact procedure is attached as a flowchart (Appendix A)
- The Chair of the committee to liaise, as and when needed, with Katharina Chave (ESS/Senat Coordinator), who will serve as our interlocutor with the Berlin authorities
- To ensure the school remains abreast of developments and approaches to child protection as advocated by bodies such as ITFCP, SACPA, Safeguarding Alliance and local laws and advice.

3. Categories of Abuse

Through day-to-day contact with pupils and work with families, all staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring those of concern to appropriate local agencies (Jugendamt/ Police).

Evidence of abuse can include:

3.1. Physical Abuse:

Examples can include: non-accidental injuries, bruising, wounding, burns, fractures.

Indicators include:

- *Obvious signs of injury*
- *Injuries which are unusual or unexplained*
- *Injuries which, while explained, are frequent*
- *Wearing clothes unsuitable for weather conditions to hide injuries*
- *No reaction or little emotion displayed when being hurt or threatened*
- *Unusually frequent requests to visit the bathroom*
- *Suddenly refuses to change for gym or to participate in physical activities*
- *Reports nightmares or bedwetting*

Indicators of abusive behaviours in adult caregivers of students:

- *Appears to be indifferent to the child*
- *Seems apathetic or depressed*
- *Behaves irrationally or in a bizarre manner*
- *Is abusing alcohol or other drugs*
- *Shows little concern for the child*
- *Denies the existence of—or blames the child for—the child's problems in school or at home*
- *Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves*
- *Sees the child as entirely bad, worthless, or burdensome*

- *Demands a level of physical or academic performance the child cannot achieve*
- *Looks primarily to the child for care, attention, and satisfaction of emotional needs*

3.2. Neglect:

The chronic inattention to basic needs.

Indicators include:

- *Dirty, unkempt appearance*
- *Developmental delay*
- *Low self esteem*
- *Hunger*

3.3. Sexual Abuse:

The involvement of children or young people in sexual activity.

Indicators include:

- *Physical difficulties such as wetting or soiling*
- *Extreme variations in behaviour*
- *Sexualised language, behaviour or play*
- *Indirect disclosure through play, drawing or written work*
- *Has difficulty walking or sitting*
- *Suddenly refuses to change for gym or to participate in physical activities*
- *persistent and age-inappropriate sexual activity*
- *fear of home, specific places, or particular adult*
- *poor self-care or personal hygiene*
- *complaining of headaches, stomach pains or nausea without physiological basis*
- *sleeping difficulties*
- *regressive behaviour (for example bed-wetting or speech loss)*
- *sudden decline in academic performance, poor memory or concentration*
- *wearing layers of clothing to hide injuries and bruise*
- *Unusually frequent requests to visit the bathroom*

3.4. Emotional Abuse or Neglect:

The persistent emotional ill treatment such as the extreme denial of love, affection or approval.

Indicators include:

- *Low self-esteem, unhappiness, fear, distress or anxiety*
- *Attention seeking behaviour*
- *Emotional developmental delay*

3.5. Radicalization:

The development of sympathies on the part of students for extremist ideologies or movements, inspired by access to online sources or the influence of adults and peers.

Indicators include:

- *references to terms and “concepts” associated with extremist movements, particularly those*

- likely to be unknown or unfamiliar to children*
- *the use by students of insignia associated with extremist movements*

3.6. Online Sexual Abuse:

Specifically, the sending of messages making explicit references to sex or sexuality or containing sexualised images of students (“sexting” or “upskirting”).

Indicators includes:

- *examples of indecent images circulated online*
- *conflict between students*
- *complaints and expressions of concern from home*

3.7. Online abuse generally:

All of the other areas that do not include a sexual dimension but present a danger to the wellbeing of students, such as name calling, racism, threats of violence or the spreading of rumours and lies.

Please see [BBS website for access to relevant policies](#).

Staff will be trained to recognise and respond to the categories and potential indicators of abuse detailed above. In addition, staff should be made aware of abuse of students by peers.

4. Action to be taken by School Staff

All staff have a duty to be vigilant in respect of the indicators of abuse and to refer concerns to the DSL on their respective site. All concerns should be logged/recorded using the iSAMS Well-being Manager under the heading Cause for Concern on the drop-down menu. Staff who do not have access to iSams can email their concerns to safeguarding.bbs@berlinbritishschool.de

Records should be written as soon as possible after the observation or disclosure. The record should include what was noticed or told by the adult or young person. The record should include specifics about who, what, when and where the incident occurred. The Safeguarding Committee will provide support and make any necessary referrals to the appropriate authorities. Please see attached flowchart (Appendix A).

NB: These records form evidence and may be used in the child protection referral and any subsequent investigation or legal proceedings. As such they are exempt from the open file regulations and do not have to be made available to parents or carers requesting access to the pupil’s files. Only the Chair of the Safeguarding Committee and the respective Heads of Schools have access to this information.

Immediately after the event involving a child complete a safeguarding concern on the safeguarding platform
allegations made against staff please see section 10 below.

This must be done immediately

Using the Safeguarding Online Platform (iSAMS)

- On "Wellbeing Manager" (right hand side tool bar) click on "Cause for concern"
- Add the name of the pupil
- Enter a summary of the concern
- Enter the date and time of the concern
- Enter the details of the concern
- Identify whether it is an urgent concern
- Detail the action taken
- Attach any relevant attachments

Using the written/verbal option

This is only in instances where the online platform is not accessible

Email/write/tell the DSL on your site
safeguarding.bbs@berlinbritishschool.de

- Record the pupil's name
- Record your name and date
- Record clear details of the concern
- Record any further action required
- Sign and date the form
- Return immediately to the DSL **do not delay!**

The Designated Safeguarding Lead and
Deputy Safeguarding Leads

Monitor the Concern

Decision log updated on Safeguarding
Platform

Those logged as team members will be
asked to monitor the pupil and
feedback to the Designated
Safeguarding Lead on a regular basis

Refer the Concern

Decision log updated on Safeguarding
Platform

The Designated Safeguarding Lead will
refer the concern to the relevant
external agency, only after consultation
with Managing Director and Heads,
dependent upon the nature of the
referral

RECORD

Communications, monitoring, decisions and/or actions **must be recorded immediately**. This should be done on the Safeguarding Platform.

5. Visitors to our school

All visitors to the site must check in with the Reception staff and will be provided with a lanyard that identifies them as legitimate visitors.

6. Parental concerns

If a parent would like to raise a safeguarding concern about their child, they should contact the Head of School or the Chair of the Safeguarding Committee as soon as possible

7. Student Absence

All class teachers/tutors are responsible for registering their class/ tutees during daily registration from 8.30 to 8.40, using iSAMS. Those students who are late are required to sign in at Reception.

Secondary tutors are expected to inform the Coordinators for Grades 6-8, IGCSE and IB respectively as well as the Head of School with regard to those students who have poor attendance or where there are any cases of unexplained absence. Primary class teachers should in the first instance contact the parents and inform the Head of Primary of individual causes of concern. At Early Years, if a child is absent regularly or for a longer period of time, the class teachers should inform the Kitaleiterin.

In conjunction with the above, tutors (at Secondary) or class teachers (Primary School) should contact parents, and, in the event of an absence remaining unexplained over three days, the Child Protection Committee, who in conjunction with the Heads of School will decide whether to contact the Schulamt. The appropriate paperwork associated with this task can be found in **Appendix B**.

The school also has a clear policy on absence, which can be found on the BBS website.

8. Training

DSLs are expected to take part in more in-depth training every two years. Any child protection and safeguarding updates regarding law or advice will be disseminated to all staff as and when they occur.

9. Confidentiality

Confidential and personal information about children, families or others within the school is kept confidential and privacy respected. Where there are concerns about a child suffering or likely to suffer significant harm, information must be shared with the site DSL's in the first instance and will be subsequently shared with the appropriate authorities, if deemed necessary. (See procedure flow chart)

If staff or other adults in school have concerns, either due to what they have seen or heard or in relation to a direct disclosure, they cannot allow that information to remain confidential. It must be shared with the Child Protection Committee in the interests of safeguarding the young person.

Other staff may need to be alerted to concerns about a child or young person possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person after a referral has been made. Information

should only be shared on a strict need to know basis.

10. Allegations against staff

Berlin British School believes that all members of the school community are entitled to receive care and protection from harm. Inappropriate behaviour towards pupils or staff is unacceptable and we will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

In the event that an allegation of abuse is made against a member of staff or other adult in school, the Head of School will seek advice from the local authorities and will agree the procedure to be followed. If an allegation is made against a school leader (Head of School and Deputy Head of school or Kita) the Managing Director must be informed immediately. Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported. Parents of a child allegedly abused by a member of staff or other adult in school will be kept informed of the progress and outcome of any investigation.

11. Special Circumstances

11.1. Recruitment

The Head of School and the DSLs must ensure that interviews to appoint new staff reflect the importance of safeguarding pupils. As a school we have the commitment to be robust and thorough in following up references. It is also a requirement of Berlin British School that members of staff provide evidence of a police check carried out locally which is in line with German law.

11.2. Induction

All staff, including on site contractors, support services and volunteers will be given induction information regarding this policy. They are advised to use safeguarding.bbs@berlinbritishschool.de in order to report any concerns.

11.3. Residential and Off-Site Trips

Policies and procedures will take into account:

- Health and safety procedures
- Completing the relevant risk assessment forms
- Ensuring pupils understand their expectations regarding acceptable behaviour
- Having written consent and, if necessary, a parents' meeting to give a briefing on the outing
- Ensuring accommodation is suitable
- Having an accompanying adult trained in first aid and other equipment

Appendices to Child Protection and Safeguarding Policy

Appendix A Flowchart outlining school procedures

Appendix B Correspondence with parents regarding unauthorised absence

Appendix C Staff Acknowledgement form

Appendix A

Safeguarding and Child Protection Guidelines at BBS 22/23

Child Protection/ Safeguarding Committee

Chair of the CPC: **Fiona Lagodzinska**

DSL at PS and deputy- **Fiona L and Mark**

DSL at EY and deputy - **Nicki and Janine**

DSL at SS and deputy - **Emily T & Marita L**

Duties and Responsibilities of DSLs and deputies

The DSLs and their deputies site based will meet once a month to discuss any recent concerns.

- Any current issues and decide on procedures
- Complete necessary documents needed for child protection/safeguarding procedures
- Update policies
- Complete background checks on new pupils and staff (send form to previous schools or ring Heads for new staff members)
- Organise training for themselves locally and internationally
- Organise in- house training for staff and pupils.
- The chairperson of the CP and safeguarding committee should conduct a meeting for whole team, if and when she deems it necessary
- The DSLs must participate in additional advanced training.

New Staff should complete the course before Half Term

Initial Procedure if a safeguarding concern is raised

- A staff member raises a concern on Well -Being manager on iSAMS or emails the concern directly to safeguarding.BBS@Berlinbritishschool.de or submits in paper form to the on site DSL. All DSLs and Deputy DSLs and both Heads of Schools have access to the submitted concerns.
- The gravity of the situation is assessed by the on site DSL and if and where appropriate they will discuss it with the deputies.
- If it is deemed a child protection or a child safeguarding issue the DSL must inform relevant Head
- The DSL will complete the following document if they deem it necessary- *Dokumentationsbogen zur innerschulischen Einschätzung*
- The team i.e DSL, deputy and the Head of that particular site will then discuss and determine steps to be taken.
DSLs will be released from timetable depending on the situation
- If it is decided that the child is at risk or there could be a child protection issue at hand, then the following steps will be taken:

If it is decided that the child is at risk or there could be a child protection issue at hand, then the following steps will be taken:

Step 1: The team should get advice from external advisors from the IseF. The collated documents about the particular case can be sent by the DSL to the external advisors in anonymous format, after consultation with the MD. The team documents the details of the case.



Step 2: First, the DSL talks to the child and informs the parents. The parents are informed of the help available. Note: Parents and guardians should not be included if they are suspected perpetrators. The JA should be called in immediately. JA or SIBUZ support can be sought if the parents agree based on the nature of the concern.



Step 3: Relevant staff member contacts the JA and both entities (Crisis team/ Child Protection Committee and JA) assess the need for external support. The discussion must be documented and the class teacher/tutor is informed



Step 4: If the parents show willingness to act and are willing to receive external support for their child we can proceed to the next step. All dialogues with children and parents must be documented.



Step 5: The class teacher together with the parents or guardians, with support of the CPC and external body (SIBUZ.) All appointments and dates in the process need to be documented. If all needs of the child are catered for at this point the process ends here.



Step 6 : In case of non-cooperation by parents, contact JA. The school must inform the parents of the decision to involve the JA if all attempts fail. Use the template to inform JA. Anlage 2- "Informationsblatt". School must inform JA concurrently. The Head of School must approve this. The JA acknowledges receipt. A JA employee is assigned to the case. In an acute child protection case, JA would act immediately, and Krisendienst or the police would be contacted.



Step 7: After sending all information to the JA. The JA is responsible for the child in question and all further procedures in this process. The school can be involved if the parents allow.



Step 8: If parents do not agree with these procedures then the JA can call on the “Familiengericht” to be involved.

Correspondence with parents regarding unauthorised absence



School stamp

Dear Mr/Mrs _____

Your son/daughter _____

has not attended school, without authorisation, since _____

You are requested to report the reason for this absence by no later than

In the case of repeated unexplained absence the school is expected to inform the Education Board (Schulamt). Please note the legal information overleaf.

Yours sincerely,

Appendix B ctd

Legal information

Pursuant to the Education Law for Berlin, the legal guardians are responsible for the regular participation of the school age child in the classroom and other school events.

From the first day of absence, parents are expected to account for the child's absence.

No later than by the third day of absence should a written note of explanation be provided to the school. On returning to school, the child should make a statement indicating the duration of, and the reason for, the absence.

If a school-age pupil does not take part in school without a valid reason, then according to Law 45 the competent school authority decides the matter with the School Board.

According to the Education Act, anyone who in their capacity as parent or guardian acts wilfully or negligently is subject to the provisions pertaining to compulsory schooling.

This administrative offence can be punished with a fine of up to 2,500 euros.

Appendix C:

Below you are asked to acknowledge that you have read the Berlin British School's policy on Child Protection and **Appendix C** and that you commit yourself to the **principles therein expressed**.

Printed name	
Your signature:	
The date:	