



Safeguarding & Child Protection Policy

The British International School, Belgrade (BIS) is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This policy provides clear guidance to staff and others about expected codes of behavior in dealing with safeguarding and child protection issues, thus ensuring child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

Staff responsible: Senior leadership team and Board member responsible for safeguarding children. To be read by all staff working with children at BIS.

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School Director:

Aleksandra Keserović



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Key Points

The safety of our students is our number one priority

Safeguarding and promoting the welfare of our students is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

We are a 'sharing organisation'-all concerns should be reported

All concerns about a student (including signs of abuse and neglect) must be reported to the Designated Safeguarding Lead (DSL) or Assistant Designated Safeguarding Lead (ADSL) without delay

In the event that a student is in immediate danger or at risk of harm a referral should be made to social services and/or to the police immediately

All high level concerns **about a staff member** should be referred to the **Head of School**

All high level concerns **about the Head/SLT** should be referred to the **Director/Proprietor**

All low- or high-level concerns **about the child** should be referred to the **DSL or ADSL**



Introduction

British International School fully recognises its moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

This policy applies to all teaching, non-teaching, support, peripatetic, contract staff, volunteers and any other adults working at the school. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated. For the purpose of this guidance children include everyone under the age of 18. This policy is available in English and Serbian and is published to all staff and volunteers and placed on the school website.

Safeguarding Legislation and Guidance

Serbia's legal framework for safeguarding children in educational settings is built on several key instruments:

- [The Constitution of the Republic of Serbia](#) ("Ustav Republike Srbije", Article 71) - guarantees everyone the right to education, mandating free primary education and equal access to higher education.
- [The Law on the Foundations of the Education System and Upbringing](#) ("Zakon o osnovama sistema obrazovanja i vaspitanja") sets the overall principles for quality, inclusive, and safe education, with explicit provisions to protect the welfare and rights of children in schools.
- The [Law on Preschool Education](#) ("Zakon o predškolskom vaspitanju i obrazovanju", 2021), the [Law on Primary Education](#) ("Zakon o osnovnom obrazovanju i vaspitanju", 2025), and the [Law on Secondary Education](#) ("Zakon o srednjem obrazovanju i vaspitanju", 2025) organize education by levels, but also incorporate measures to safeguard children from discrimination, violence, and harmful disciplinary practices.
- [General Protocol for Protection of Children from Abuse and Neglect](#) ("Opšti protokol za zaštitu dece od zlostavljanja i zanemarivanja", 2005)



- [Special Protocol for Protection of Children and Students from Violence Abuse and Neglect in Education Institutions](#) (“Posebni protokol za zaštitu dece i učenika od nasilja, zlostavljanja i zanemarivanja u obrazovno-vaspitnim ustanovama”, 2007)
- [Republic of Serbia: The National Plan of Action for Children](#) (“Republika Srbija: Nacionalni plan akcije za decu”, 2004).
- [Serbian code of conduct of employers and employees policy in relation to prevention and protection from abuse at work](#) (“Pravilnik o pravilima ponašanja poslodavca i zaposlenih u vezi sa prevencijom i zaštitom od zlostavljanja na radu”, 2010).

This policy is also guided by the following UK regulations:

- [“The Independent School Standards - Guidance for Independent Schools”](#) (2019).
- [“Keeping Children Safe in Education”](#) (2024)
- [“Working Together to Safeguard children”](#) (2023)
- [“Prevent Duty Guidance for England and Wales”](#) (2023)
- [“Statutory Framework for the Early Years Foundation Stage”](#) (2024).
- [“What to do if you are worried a child is being abused – advice for practitioners”](#) (2015).

In child protection matters the school will follow the inter-agency and child protection procedures laid down by the relevant Municipality Social Work Centre - Child Protection Office in Serbia.

Contact Details

The table below outlines the contact details of designated staff in school and external agencies linked to child protection and safeguarding. In the event that a student is in immediate danger or at risk of harm a referral should be made to social services and/or to the police immediately. All concerns about a student (including signs of abuse and neglect) must be reported to the Designated Safeguarding Lead (DSL) or Assistant Designated Safeguarding Lead (ADSL) without delay. In the unlikely event that all the members of safeguarding team are not available, staff should raise concerns with a member of the Senior Leadership Team.



School Safeguarding Team

Designated safeguarding lead	Marko Dinić Contact telephone number: 011/3066096 ext.2 Email address: marko.dinic@bis.edu.rs
Assistant of the DSL	Milica Sretenović Contact telephone number: 011/3066096 ext.1 Email address: milica.sretenovic@bis.edu.rs
Assistant of the DSL	Ljubica Stankovic Contact telephone number: 011/3066096 ext.1 Email address: ljubica.stankovic@bis.edu.rs
Safeguarding Officers	- Gordana Janjić (Neznanog junaka Campus) - Jelena Perišić (Palackova Campus) - Michelle Moors (Župana Vlastimira Campus) - Daniel Moors (Župana Vlastimira Campus)
Special educational needs & disabilities coordinator	Jelena Ilić Milenković Contact telephone number: 011/3066096 ext.2 Email address: jelena.ilic@bis.edu.rs
Designated safeguarding governor	Stefan Slijepčević Contact telephone number: 011/3066096 ext.2 Email address: stefan.slijepcevic1@gmail.com
Head of Primary	Michelle Moors Contact telephone number: 011/3066096 ext.1 Email address: michelle.moors@bis.edu.rs
Head of School	Gareth Evans Contact telephone number: 011/3066096 ext.2 Email address: gareth.evans@bis.edu.rs
Director/Proprietor	Aleksandra Keserovic Contact telephone number: 011/3066096 ext.2 Email address: director@bis.edu.ts



Authority Contacts

NADEL-National child line	116111; 0800123456	24h
Cyber bullying	198 33	7.30am – 3:30pm
Bullying in schools	0800-200-201; 011/116-111	8:30am - 4:30pm
Online sexual exploitation/grooming	prijavipedofiliju@mup.gov.rs vtk@mup.gov.rs	24h
Suicide prevention	011 7777 000	24h
Center Heart-suicide prevention	0800 300 303	5pm – 11pm
Psychosocial support for parents, students and teachers during COVID-19	0800 200 201	9am-2pm
Parental support	0800 007 000	4pm – 10pm
Victims of abuse	800 222 003	24h
SOS to report abuse	0800 200 201	7:30am – 3pm
Serbian association of victims (VDS)	011 630-3022; 011 2288-040	9am - 4pm
Women's center	0800-100-007	10am - 8pm
ASTRA-women trafficking	011 785-0000; 065 3347-817	24h
European number for missing children	116-000	24h
Incest trauma center	011 3441-737; 011 3861-332	24h
SOS against mobbing	064 2127-880	8am – 10pm



Part A: Principles and Aims

Our commitment is to safeguard and promote the welfare, health and safety of our students by creating and maintaining an open, safe, caring and supportive environment. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Policy principles:

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support.

We aim to:

- Provide all staff with the necessary information to enable them to meet their child protection responsibilities
- Ensure consistent good practice to protect students from harm
- To demonstrate the school's commitment regarding child protection to students and parents.

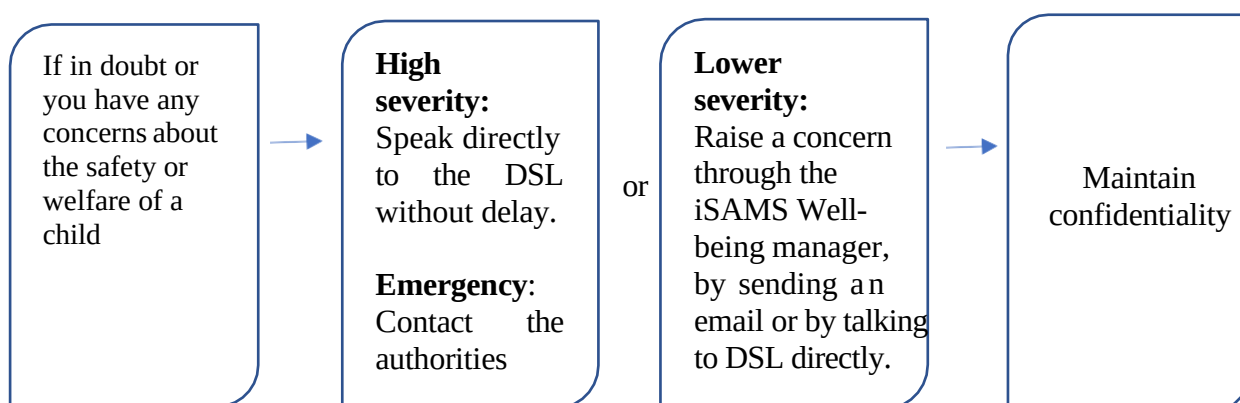
The school achieves these aims by:

- Ensuring the recruitment of staff that is suitable and appropriate to work with children and have all the necessary and legal documentation in place before starting.
- Providing excellent pastoral care and providing a positive school atmosphere where students feel safe and secure and are encouraged to talk.



- Valuing and promoting effective relationships with parents and professionals from external agencies.
- Teaching students, through PSHE and a varied curriculum, to identify and manage risks. This includes educating students, through regular internal and externally provided ICT safety talks, about the safe use of devices and access to the internet.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach toward online safety, including the acceptable use of devices and the use of appropriate filters and monitoring systems.
- Ensuring that all staff, teaching and non-teaching staff, are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Encourage staff to discuss child protection, safeguarding and welfare concerns confidentially with the DSL and/or the ADSL in order to ensure that they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy.

Part B: Actions when there are concerns about a child





Safeguarding is everyone's responsibility and all staff regardless of their role should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If a staff member has any concerns about a child, they should raise the concern by creating it through the iSAMS Well-being manager, by sending the email to or by speaking directly to a member of the Safeguarding team.

All concerns, discussions and decisions made, as well as the reasons for those decisions, should be recorded accurately and kept confidential on iSAMS Well-being manager.

Records should include the following:

- **Detailed Summary of the Concern:** A clear and comprehensive description of the issue, including relevant context, key individuals involved, and any supporting information that provides a full understanding of the situation.
- **Follow-up and Resolution Process:** A thorough account of the steps taken to investigate and address the concern, including any communications, meetings, or interventions carried out to resolve the matter.
- **Actions Taken, Decisions Made, and Outcomes:** A documented record of any actions implemented, the rationale behind decisions reached, and the final outcome, ensuring transparency and accountability in the resolution process.

If a staff member has any doubts or questions, including those regarding recording requirements, they should speak with the DSL/ADSL, who will discuss the matter with them and decide on appropriate action. Safeguarding leaders will ensure that the child's wishes and feelings are carefully considered when determining appropriate actions and identifying suitable services to provide, prioritizing the child's best interests and well-being.



Recognising Abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm (for example, by hitting them), or by failing to act to prevent harm (for example, by leaving a small child home alone). Abuse may be perpetrated by adults of any gender, as well as by children and young people. There are four categories of abuse which are set out in **Part C: Types and Signs of Abuse and Neglect.**

Bullying

Although bullying between children is not classified as a distinct form of abuse or neglect, it remains a serious concern that can cause significant anxiety and distress. All incidences of bullying, including cyber-bullying, discriminatory bullying and prejudice-based bullying should be reported and will be managed through our Anti- Bullying Policy.

Taking Action

Any child, in any family & in any school could become a victim of abuse. Therefore, staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for acting are:

- In an emergency, take the action necessary to help the child (including calling 192).
- Report your concern to the DSL/ADSL without delay (preferably, by the end of the working day & no later than 24 hours after the incident).
- 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
- File the concern on the iSAMS Well-being Manager and/or inform the DSL/ADSL by speaking to them directly or through the email.
- Seek support for yourself if you are distressed.



Early Help

All staff should be aware of the early help process, understand their role in it and be alert to identifying children, including children who are more vulnerable, who may benefit from early help. This includes:

- **Identifying emerging issues and potential unmet needs:** Proactively monitoring and assessing the situation to identify early signs of emerging problems or unmet needs, ensuring timely intervention and support.
- **Collaborating with Designated Safeguarding Lead (DSL) and Assistant Designated Safeguarding Leads (ADSLs):** Maintaining regular communication with the DSL and ADSLs to discuss concerns, share observations, and coordinate appropriate safeguarding measures.
- **Information sharing and multidisciplinary collaboration:** The school may share relevant information with external professionals to support the early identification and comprehensive assessment of needs. In most cases, this process is carried out in collaboration with the parents. However, in situations where parents refuse to cooperate with the school, the school may take the lead in addressing the issue, even without parental consent, to ensure the child's well-being and safeguard their best interests.

Early help means providing support as soon as a problem emerges at any point in a child's life. There will be occasions when staff may suspect that a student may be at risk: the student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will make an effort to provide the student with an opportunity to speak openly, asking if they are okay and offering assistance where possible. If a member of staff has a concern that a child may be in need of early help, they should discuss early help requirements with the DSL/ADSL at the earliest opportunity.

Effective early help involves the school providing high quality support, in cooperation with or coordinating with other agencies as appropriate, to help address the assessed needs of the child and their family, in order to improve the outcomes for the child. It is hoped that this should improve the welfare of the relevant child.



Nevertheless, each case should be kept under constant review, and consideration should be given to contacting the social worker in case of a referral to children's social care is needed if the child's situation does not appear to be improving.

Child in need, suffering or likely to suffer, at risk of significant harm or in immediate danger

If at any point it is determined that a child may be in need, has suffered or is at risk of significant harm, or is in immediate danger, the case must be reported to the relevant authorities without delay. The primary priority is to ensure the child's safety and protection. This responsibility applies to all employees, regardless of their role or whether they are part of the safeguarding team.

The matter must be reported immediately to the Designated Safeguarding Lead (DSL) or an Assistant Designated Safeguarding Lead (ADSL). In their absence, any member of the Senior Leadership Team (SLT) should be informed. The designated staff member will then contact the child's social worker within the local children's social services or, depending on the nature and urgency of the situation, the police.

Immediate protective measures will be implemented if a child exhibits signs of injury, severe neglect, or suspected sexual abuse. In such cases, the child will be accompanied to a healthcare facility or hospital to ensure their safety and receive necessary medical attention.

If, after consultation with the relevant authorities, a formal referral is not made, the school will continue to address the concern in accordance with its safeguarding policies. This may or may not involve parental engagement, depending on the circumstances. Throughout the process, detailed records will be maintained to ensure transparency and accountability.

Additionally, appropriate support and guidance will be provided to the student to mitigate any risks and prevent the situation from escalating.



If a Student Makes a Disclosure to You

Disclosing abuse requires immense courage from a child. They may experience feelings of shame, particularly in cases of sexual abuse, or fear repercussions if they speak out due to threats from their abuser. Some children may have lost trust in adults, been led to believe the abuse is their fault, or may not even recognize that what they are experiencing is abusive. Others may feel unprepared or uncertain about how to disclose their situation.

It is essential that all victims who report abuse, sexual violence, or sexual harassment are taken seriously, provided with a safe and supportive environment, and never made to feel as though they are causing a problem.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL/ADSL. The point at which they tell the student this is a matter for professional judgement. Staff should never make a promise to a child that they will not share any information with anyone, even if a child asks them not to.

All students, including our LGBTQ+ children, know that they have a safe space to speak out or to share their concerns with members of staff. There is a 'Pastoral care' display in Secondary and Primary.

Guidelines for Responding to a Child's Disclosure of Abuse:

- Allow the child to speak freely and remain calm. Avoid interrupting them, and do not be afraid of moments of silence, as these may allow the child to process their thoughts.
- Provide reassurance and comfort through words. Use phrases such as "I'm so sorry this has happened," "I want to help," "This isn't your fault," and "You are doing the right thing by talking to me."
- Avoid leading questions. Do not ask specific questions such as "How many times has this happened?" "Does this happen to your siblings?" or "What does your parent think about this?" These could influence the child's account and compromise the integrity of any future investigation.
- Do not offer physical comfort automatically. While a child may be distressed, physical touch should not be assumed as appropriate.



- Refrain from making the child feel guilty for delayed disclosure. Avoid statements like "I wish you had told me sooner," as this may make the child feel at fault for not speaking up earlier.
- Explain what will happen next. Inform the child of the next steps, including whether they would like to accompany you to see the Designated Safeguarding Lead (DSL) or an Assistant DSL (ADSL). If not, reassure them that someone will follow up with them before the end of the day.
- Report the disclosure to the DSL/ADSL regardless of the child's intent to do so themselves. It is the responsibility of the staff member to ensure concerns are escalated appropriately.
- Record the concern accurately in the iSAMS Well-being Manager. Maintain detailed and factual documentation in line with safeguarding procedures.
- Seek support if feeling distressed. Disclosures of abuse can be emotionally challenging, and staff should seek appropriate support if needed.

Notifying Parents

In accordance with national procedures, the school will generally seek to discuss any concerns about a student with their parents or inform them if a referral to child services is being made, unless they are considered a risk to the child.

As the safety and well-being of the student remain the primary focus, if the school determines that notifying parents could increase the risk to the child or worsen the situation, guidance will first be sought from the Head of School, the social worker, and/or the police before making any contact with the parents.

Reporting Directly to the Police

All staff are expected to follow the reporting procedures outlined in this policy. However, in certain circumstances, any staff member may share information directly with a social worker or the police if:

- **The situation is an emergency**, and they believe that making a direct report is the most effective way to ensure the student's immediate safety.
- **Key safeguarding personnel are not directly present**, including the Designated Safeguarding Lead (DSL), Assistant DSL (ADSL), Heads of Primary/Secondary or Head



of School and attempting to contact them would cause delays that could compromise the child's safety.

- **They determine that a direct referral is in the best interests of the child** based on their professional judgment and the urgency of the situation.

In all cases, staff must document their actions and inform the appropriate safeguarding personnel as soon as possible.

Confidentiality and Sharing Information

Staff must never promise students or adults that they will keep serious disclosures confidential, as this may not be in the best interests of the child. Instead, they should reassure the student that the information will only be shared with those who have a legitimate need to know in order to take appropriate action.

If a child or adult begins a disclosure but then decides not to continue, staff must still inform the Designated Safeguarding Lead (DSL) or Assistant DSL (ADSL) to ensure that any necessary support or follow-up action can be considered.

All staff must understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the members of the safeguarding team or the Head of School, depending on who is the subject of the concern (child or member of staff). The designated individual will assess who requires the information and will ensure it is shared only with those who need to know in order to take appropriate action. All electronic and paper information is confidential and only made available to designated members of the staff.

Ultimately, if the Designated Safeguarding Lead (DSL) determines that sharing specific information is necessary to safeguard the child, they are not required to obtain consent prior to disclosing that information to relevant parties. The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 do not restrict school staff from sharing information with relevant parties when it is necessary to protect a child. However, in cases of uncertainty, the school will seek legal counsel to ensure compliance with data protection and safeguarding requirements. Parents generally have the right to request and access their child's educational records, including safeguarding records, unless there are specific legal or safety concerns that would justify withholding such information. If sharing safeguarding records with parents could put the child at risk, the school may withhold certain details.



Children Who May be Particularly Vulnerable

Some children may have an increased risk of abuse. 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 our students receive equal protection, we will give special consideration to children who are:

- Living away from home or in temporary accommodation, including Boarding students
- Living in chaotic and unsupportive home situations
- Living transient lifestyles
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Vulnerable to being bullied, or engaging in bullying
- Vulnerable to discrimination and maltreatment based on protected characteristics (e.g. race, ethnicity, religion, disability or sexuality)
- Do not have English or Serbian as a first language
- At risk of sexual exploitation, female genital mutilation, forced marriage or extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and are three times more likely to be abused by their peers, according to the research. Therefore, it is important we ensure measures are taken to keep these students from harm. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Making assumptions that indicators of potential abuse (such as changes in behaviour, mood, or injuries) are solely related to the child's disability, without further exploration.
- The risk of children with SEND being disproportionately affected by behaviours like bullying, without visibly displaying signs of distress or harm.
- Challenges in communication that may create barriers to identifying and addressing concerns, as well as difficulties in overcoming these barriers.



Part C: Types and Signs of Abuse and Neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and assistants) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help and protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse.

The list given below is not exhaustive but includes the common signs of abuse, which if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure, he/she should discuss the case with the DSL/ADSL. [The National Society for the Prevention of Cruelty to Children \(NSPCC\)](#) includes advice on how to spot signs and patterns of abuse and neglect.



Some common signs that there may be something concerning happening in a child's life include:

- Unexplained changes in behaviour or personality
- Changes in eating habits
- Sleep problems or experiencing nightmares
- Self-harming
- Suicidal thoughts
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body.

These signs do not automatically indicate that a child is being abused, as there may be other factors in their life influencing their behaviour. However, it is essential that these signs are not overlooked and are appropriately investigated.

KCSIE (2024) refers to four categories of abuse which are set out below:

1. Physical Abuse

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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).



If a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated. Some signs of physical abuse can include:

- injuries to parts of the body where accidents are more unlikely, such as thighs, abdomen, the back
- respiratory problems from drowning, suffocation or poisoning
- untreated or inadequately treated injuries
- bruising which looks like hand or finger marks
- cigarette burns, human bites, scarring, scalds and burns.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse tend to be behavioural rather than physical and they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children
- become frightened of certain adults
- become angry or disinterested and/or show little creativity
- become sad, withdrawn or depressed
- have trouble sleeping



- become sexually active at a young age
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children
- refuse to change for PE or participate in physical activities
- develop eating disorders
- self-harm
- refuse to attend school or run away from home
- lacks confidence or have low self-esteem
- use drugs or alcohol.

3. Sexual Abuse

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 online). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of sexual abuse displayed by children may include:

- pregnancy
- sexually transmitted infection
- pain/itching/bleeding/bruising/discharge to the genital area/anus
- urinary infections/sexually transmitted diseases
- difficulty walking or sitting
- persistent sore throats.



4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect or unresponsiveness to, a child's basic emotional needs. Signs of possible neglect may include:

- the child seems underweight or is very small for their age
- they are poorly clothed, with inadequate protection from the weather
- they are often absent from school for no apparent reason
- they are regularly left alone, or in charge of younger siblings.

It is important to clarify that while it is the responsibility of staff to report their concerns, it is not their role to investigate or determine whether a child has been abused. This responsibility lies with the appropriate authorities who are trained to handle such matters. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each piece of information will help the safeguarding team to decide how to proceed.

Part D: Specific Safeguarding Issues

All staff should be aware of safeguarding issues, some of which are outlined below. Further information can be found in Annex B of *Keeping Children Safe in Education 2024*. Among others, safeguarding concerns may be related to issues such as drug use, alcohol abuse, truancy, and the consensual or non-consensual sharing of nude or semi-nude images or videos.



Children Missing Education

All staff should be aware that children going missing, especially on a repeated basis, can be a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, or mental health issues. The Designated Safeguarding Lead (DSL) will work with Form Tutors & Key Stage Coordinators to closely monitor instances of unauthorised absence, particularly when children are repeatedly missing or absent for extended periods during the school day.

Children Absent from Education

Prolonged or repeated absences from school can serve as a critical warning sign for various safeguarding concerns, including neglect, child sexual exploitation, and child criminal exploitation. It is essential that the school responds promptly to instances of persistent absenteeism to mitigate the risk of these children becoming classified as "missing in education."

Parents are required to inform the school of a student's absence, which will then be recorded by the school. If a child is persistently absent, the parents will be contacted to discuss the situation and explore potential support options. If a child's attendance falls below 90%, the safeguarding team will be notified, and parents will be invited to school to discuss the ways to improve attendance with the Head of Primary/Secondary. The safeguarding team will assess each case individually, taking appropriate steps to support the child and address any concerns.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.



Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

All staff are made aware of the indicators that a child may be at risk of or experiencing criminal exploitation. One of the primary indicators is a noticeable increase in absenteeism, which may suggest the child is being coerced or involved in illicit activities such as drug trafficking or exploitation. Staff are encouraged to be vigilant and report any concerns in line with safeguarding procedures to ensure timely intervention and support for the child.



Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

A child who is being exploited online may be coerced into engaging in harmful and illegal activities, including but not limited to:

- Distributing explicit images or videos of themselves, often under pressure or threat, which can lead to significant emotional and psychological harm.
- Filming or livestreaming sexual activities, where the child may be manipulated or threatened into participating in real-time broadcasts, compromising their safety and dignity.
- Engaging in sexual conversations or exchanges online, which can involve manipulation, grooming, or blackmail to encourage the child to share personal or sexually explicit content.

These behaviors are serious indicators of online exploitation, and it is crucial that they are immediately recognized, reported, and addressed to protect the child and prevent further harm. The school must work closely with relevant authorities and support services to ensure the child's safety and well-being.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. It can affect any child, who has been coerced into engaging in sexual activities. This includes 14- and 15-years old who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.



The above indicators of Child Criminal Exploitation (CCE) can also be indicative of Child Sexual Exploitation (CSE), along with other potential signs, such as:

- Children who are involved with older boyfriends or girlfriends, often in relationships that are manipulative or controlling, which can be a sign of sexual exploitation.
- Children who experience sexually transmitted infections (STIs) or become pregnant, which may suggest that they have been sexually exploited or coerced into sexual activities.

It is important to note that these indicators should be taken seriously and investigated thoroughly, as they may point to a pattern of abuse and exploitation. Early identification and intervention are crucial in safeguarding & supporting the child's well-being.

The school incorporates the risks of sexual exploitation into the PSHE curriculum, through the Relationships & Sex Education segment of the programme. A common characteristic of sexual exploitation is that the child may not recognize the coercive nature of the relationship and may not view themselves as a victim. As a result, the child may initially resist or resent what they perceive as unwanted intervention by staff. However, it is crucial that staff continue to act on their concerns and take appropriate steps to safeguard the child, regardless of the child's response.

Child on Child Abuse

Child-on-child abuse can take a number of forms including:

- Bullying, including discriminatory bullying and cyberbullying
- Physical abuse
- Sexual violence
- Sexual harassment, including online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals



Sexual violence and sexual harassment can occur between two or more children of any age or sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can be both physical and verbal and can occur online and/or face to face.

We take a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and should not be tolerated. It should never be passed off as ‘banter’, ‘just having a laugh’, ‘a part of growing up’, or ‘boys being boys’. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and encourage people to falsely believe that it is acceptable. Staff must challenge physical behaviour, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. We should recognise, acknowledge and understand the scale of harassment and abuse, and understand that even if there are no reports, it does not mean it is not happening.

At our school, we take the following steps to minimise or prevent the risk of child on child abuse:

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them
- Ensure students know that the law is in place to protect rather than criminalise them
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying
- PSHE classes are used to reinforce the message through stories, role play, current affairs and other suitable activities
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.



Bullying/Safeguarding Threshold

All cases of bullying will be reported to the Head of Primary/Secondary first. The Head of Primary/Secondary will decide whether the case merits involvement of the safeguarding team. Should an allegation of abuse be made against another student, all children involved (whether perpetrator or victim) will be treated as being 'at risk'. If there is reasonable cause to suspect that a child is suffering or at risk of suffering significant harm, the concern will be referred to the Safeguarding Team. The team will assess the situation and provide guidance on the appropriate response and next steps to be taken by the school in accordance with safeguarding policies and legal obligations. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- if the alleged incident is within the intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents



- are there ongoing risks to the victim, other children, adult students or school staff, and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Where appropriate, the matter will be dealt with under the school's Behaviour Policy with the use of relevant disciplinary sanctions. As with other concerns of abuse, the school will normally seek to discuss concerns about a student with parents. Our focus is the safety and wellbeing of the student and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the safeguarding team, Head of School, the social worker and/or the police before parents are contacted.

If the Designated Safeguarding Lead (DSL) considers or suspects that a student's behavior may constitute abuse, social services must be contacted without delay and no later than 24 hours after the DSL becomes aware of the concern. The DSL will consult with social services to assess the situation and agree on an appropriate course of action, which may include:

- Taking immediate steps to ensure the safety and well-being of any students affected
- Conducting further investigation
- Referring the case to other relevant agencies, such as the police (if a crime may have been committed), a specialist harmful sexual behavior team, or youth offending services
- Arranging a strategy meeting to determine the next steps.

Any response should be determined in consultation with the student's social services and any other relevant agencies to ensure a coordinated and appropriate approach to safeguarding and support:

- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other students;
- consider that the abuse may indicate wider safeguarding concerns for any of the students involved;
- treat all students (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other students, s/he may also have considerable unmet needs and be at risk of harm themselves;



- take into account the complexity of child on child abuse and of students' experiences and consider the interplay between power, choice and consent. While students may appear to be making choices, if those choices are limited they are not consenting;
- take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it and attitudes underlying it. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other students, their own unmet needs, the severity of the abuse and the causes of it.

Disciplinary action may be appropriate and should be considered to:

- Ensure that the perpetrator takes responsibility for their actions and understands the seriousness of their behavior
- Reinforce that abuse will never be tolerated, sending a clear message to both the perpetrator and the wider school community
- Safeguard the well-being and safety of the victim and other students within the school.

Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other students in the school. The on- going support to victim(s) is provided by:

- ensuring their immediate safety;
- responding promptly and appropriately to the abuse;
- assessing and addressing any unmet needs;
- following the procedures set out in the Safeguarding Policy (including where the student is in need of early help or statutory intervention);
- monitoring the student's well-being closely and ensuring that s/he receives on-going support from all relevant staff members within the school;
- engaging with the student's parents and any external agencies to ensure that the student's needs are met in the long-term;
- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.



Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended and
- both men and women can be abused or abusers.

The abuse can encompass but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional.

The indicators of potential domestic abuse can include:

- Becoming anxious or withdrawn
- Sleep difficulties
- Bed-wetting
- Complaining of physical symptoms eg. tummy ache
- Behavioural issues such as aggression or behaving in a much younger manner
- Low sense of self-worth or self-esteem
- Self-harm
- Alcohol or drug abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. More advice can be found at <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>



Honour-Based Abuse

Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse and must be reported to the police.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Children may be married at a very young age, and well below the age of consent in Serbia. School should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not being allowed to return to Serbia.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.



Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Teaching staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact their mental health, behaviour, and education.

If a staff member has a mental health concern about a child that also raises safeguarding concerns, immediate action must be taken in accordance with the school's child protection policy. This includes promptly reporting the concern to the Designated Safeguarding Lead (DSL) or an Assistant Designated Safeguarding Lead (ADSL) to ensure appropriate support and intervention.

Individual risk assessments are carried for all students deemed to be at risk. The risk assessment process involves identifying and evaluating potential risks to a student's safety and well-being. It begins with gathering general information, including who is at risk, the nature of the risk, and when and where concerns were observed. Risks are then classified based on potential harm, likelihood, and severity, considering whether the student belongs to a vulnerable group. Existing safeguarding measures are reviewed, and their effectiveness is assessed to determine the residual risk level. If further action is required, specific steps are outlined, with assigned responsibilities and deadlines. In cases of immediate danger, emergency measures, such as notifying authorities, informing the DSL and school leadership, and ensuring the child's protection, are implemented without delay. The assessment is reviewed periodically to ensure continued safeguarding.



Nude or semi-nude images/videos

The sharing of nude or semi-nude images or videos refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobile or over the internet. Sharing can be classified as consensual or non-consensual. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

All incidents involving the consensual or non-consensual sharing of nude or semi-nude imagery or videos will be addressed with a structured safeguarding response.

- The matter must be referred immediately to the Designated Safeguarding Lead (DSL) or Assistant DSL (ADSL), who will conduct an initial review meeting with relevant staff. If necessary, further interviews with the children involved will take place.
- Parents will be informed early in the process unless there is a justified concern that their involvement could place the young person at risk.
- If, at any stage, there are concerns that a child has been harmed or is at risk of harm, an immediate referral will be made to the social worker and/or the police in line with safeguarding procedures.

In certain cases, it may be necessary to refer the matter directly to the police. Once a report has been made, it must be formally recorded, and the police will take over the investigation. This process may involve the seizure of electronic devices and conducting interviews with the young people involved to assess the situation and determine any necessary legal or safeguarding actions.



Serious Violence

All staff should be aware of the indicators, which may signal 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

UK DfE advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provide more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Supporting Those Involved

The support provided to the student who has experienced harm will be tailored to their individual circumstances and the nature of the incident. This may include access to internal or external counselling, mentoring, family and peer support, interventions to strengthen social relationships, or restorative justice initiatives. Additionally, support may be necessary for the student responsible for the harm. The school will try to understand the underlying reasons for their behaviour and determine appropriate interventions to address their needs and promote positive behavioural change. Once these support measures are in place, appropriate consequences for the harm caused or intended will be implemented.



Preventing Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, by reporting to the DSL.

School staff are also signposted to the e-Learning training on Prevent, to help to identify signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture, and the school promotes fundamental British Values as part of the PSHE curriculum and the wider curriculum. Concerns regarding potential involvement in radicalisation or extremism will be reported in accordance with standard Child Protection procedures.



Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation. The Safeguarding team liaise with the E-Safety Lead & IT department regularly to review the effectiveness of school filters and monitoring systems in order to manage the content available to students, who can contact our students and the personal conduct of our students online. A comprehensive overview of the Designated E- Safety Lead's responsibilities, including detailed guidelines, duties, and all other relevant information, is outlined in the school's E-Safety Policy.

The school takes a proactive approach to teaching children about being a safe online citizen. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about online risks. Topics on online safety are also covered in PSHE lessons and are a part of subject programme. All staff are required to participate in regular safeguarding refresher training, which includes updated guidance on online safety topics.

The school maintains regular communication with parents to reinforce the importance of online safety for children and to provide key information, including:

- The systems in place to filter and monitor online activity at school,
- The online activities children are expected to engage in, including the specific sites they will be asked to access,
- The school staff members their child will be interacting with online.

Filtering and Monitoring

The school internet access is provided by two local internet providers 'MTS' and 'SBB'. Our blocking and filtering system is appropriate to the age of students. We use 'OpenDNS' for both Wi-Fi and the school's cable network in each building. 'OpenDNS' system is the member of Internet Watch Foundation and blocks illegal and inappropriate content such as pornography, gambling, hacking, malware, terrorist and extremist material.



Internet access is filtered using the 'OpenDNS' for all users within the school (both teachers and students). This filtering of Internet traffic is set up at each school location by BIS administrators by selecting the categories offered and by blocking explicitly specified website names.

Access to websites that are not blocked, private emails and social networks is free, but is monitored using dedicated 'Net Support DNA Safeguarding' software. This software monitors text input on school computers by both students and teachers and compares it with terms from its own database of potentially dangerous words and phrases. The software then generates reports twice a day (at 12:00 & 15:00), which are sent by email to the E-Safety Lead, who is responsible for monitoring the Internet activity of students and employees. E-Safety Lead will forward the potentially dangerous searches to the DSL for further assessment.

We are aware that:

- filtering and monitoring are important parts of safeguarding students and staff from potentially harmful and inappropriate material
- we have overall strategic responsibility for filtering and monitoring
- we must ensure a safe learning and working environment for both students and school personnel, including when online
- The Safeguarding team liaise with the E-Safety Lead & IT department regularly to review the effectiveness of school filters and monitoring systems in order to manage the content available to students, who can contact our students and the personal conduct of our students online.

Mobile Phone Use

Our BIS EYFS Use of Cameras & Mobile Phones or Devices Policy establishes clear protocols regarding the use of personal mobile phones, devices, and cameras within the Early Years Foundation Stage (EYFS) setting, including Reception and Foundation Classes. This policy outlines the appropriate use of such devices to safeguard children's privacy, maintain a secure learning environment, and ensure compliance with safeguarding regulations.



Secondary school students are required to hand in their phones each morning during registration to their form tutor. The phones are securely stored in designated boxes labeled with class numbers and kept in the staff room for safekeeping. Students can collect their phones at the end of the school day.

Disinformation, misinformation, conspiracy theories & generative AI

The KCSIE 2025 guidance expands online safety risks to include disinformation, misinformation, and conspiracy theories. Disinformation refers to the deliberate creation and sharing of false or misleading information, while misinformation involves the unintentional spread of such content. In addition, KCSIE 2025 now references the DfE guidance Generative AI: Product Safety Expectations, which provides advice on how filtering and monitoring requirements apply to the use of generative AI in education, helping schools to ensure its safe and responsible use.

Part E: Roles and Responsibilities

The School Director, in their capacity as the Proprietor, collaborates closely with the Board of Governors to ensure the effective implementation of policies, procedures, and training, ensuring ongoing compliance with legal requirements and the highest standards of practice.

The school has a Designated Safeguarding Lead (DSL) and two Assistant Designated Safeguarding Leads (ADSLs) - one for the Primary school and one for the Secondary school - who share equal responsibility for safeguarding and child protection. In addition, the school has appointed four Safeguarding Officers (two for Primary and two for Secondary) to ensure comprehensive coverage across all three campuses. The safeguarding team comprises both male and female members in both the Primary and Secondary schools, ensuring that students have the option to confide in a staff member they feel most comfortable with. This approach acknowledges the importance of gender considerations in the disclosure process and supports a safe and inclusive safeguarding environment.

ADSLs have the autonomy to manage lower-severity safeguarding cases independently, though these cases must still be reported to the DSL to ensure oversight and accountability. However, cases of higher severity must be immediately referred to the DSL for further assessment and appropriate action.



While Safeguarding Officers play an important role in the school's safeguarding framework, their level of responsibility is lower than that of the DSL and ADSLs. They are not authorized to handle cases independently and must always consult and collaborate with the DSL or an ADSL before taking any investigative steps or actions.

The DSL and ADSLs are Serbian native. Staff and students are encouraged to communicate in either English or Serbian when discussing concerns, depending on which language makes them feel more comfortable. While the school's policy generally requires staff to communicate with students in English, this formality is set aside in matters of student well-being and safety. In such situations, the priority is ensuring that all information is conveyed accurately and that there is a clear mutual understanding.

The DSL and ADSL work closely with the Head of School and School Director on safeguarding matters when referring cases of suspected abuse to social services and/or the police. In emergency situations, the DSL or ADSL may escalate a case directly to the relevant local authorities without prior consultation with the school leadership, prioritizing the child's safety. In such instances, the school directors are informed immediately after the referral has been made.

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a member of the SLT and takes responsibility for safeguarding and child protection (including online safety) in the school. The DSL completes bi-yearly training, has a specific job description and therefore the status and authority within the school to carry out the duties of the post. The school also has two named Assistant Designated Safeguarding Leads, who also complete training every 2 years, ensuring there is always an appropriately trained and designated person in the school at all times.

The responsibilities of the DSL/ADSL include:

- All child protection and safeguarding incidents, policies, procedures and staff training
- Understand the filtering and monitoring systems and processes in place
- Ensuring the child protection and safeguarding policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- Advising and supporting staff on child protection and safeguarding matters
- Encouraging a culture of listening to children



- Taking part in strategy discussions and inter-agency meetings
- Manage safeguarding referrals to children's social services, the police or other agencies
- Ensuring all staff receive regular safeguarding training whether it be internal or online
- Transferring the child protection file to a child's new school
- Undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training

The DSL and ADSL collaborate with the School Leadership and other relevant staff on safeguarding matters while strictly adhering to confidentiality protocols. To maintain their expertise and stay informed of best practices, they undergo comprehensive safeguarding training every two years, supplemented by regular updates between training sessions. This ensures they remain well-equipped to provide guidance and support to colleagues.

Opportunities to Teach Safeguarding

As a school, we will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships and Sex Education. Further details regarding these subjects can be found in ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#).



Safeguarding Team Training

The safeguarding team undergoes training every two years to ensure they remain equipped with the latest safeguarding practices and regulations. The following certifications and training programs are completed every two years:

- *Advanced Certificate in Child Protection and Safeguarding for Leaders in International Schools* by The Safeguarding Alliance - for the DSL & ADSL
- *Advanced Certificate in Online Safety for Child Protection and Safeguarding Leads in International Schools* - for the E-Safety Lead
- Other specified training for relevant staff, including *Safeguarding Officers, SENCo, Designated Safeguarding Governor, and Safer Recruitment*.

In addition to formal training, the safeguarding team receives ongoing updates between training sessions as needed to stay informed on best practices and emerging safeguarding concerns. The School Leadership team (including the Head of School, Head of Primary, Head of Secondary, and the School Director/Proprietor) has also completed Level 3 Safeguarding training to ensure the highest standards of child protection and safety.

Staff Training

As part of the induction program, all newly appointed staff receive safeguarding training to ensure that staff understand key safeguarding principles and procedures, with supporting documents available in both English and Serbian on school website. The training covers:

- The role and responsibilities of the DSL/ADSL
- Identifying the signs of abuse
- The process for raising concerns
- How to make a referral
- Recognizing the need for early intervention

The staff is provided with the following documents, which are to be read:

- BIS Safeguarding & Child protection policy
- Keeping Children Safe in Education (part 1)
- Staff Code of Conduct



- Whistleblowing Policy
- Antibullying & Behaviour Policies
- E-Safety Policy
- Signs & Symptoms of Abuse poster
- Safeguarding Induction Powerpoint presentation

Additionally, all staff are required to complete mandatory annual safeguarding refresher training, with completion records maintained.

Support for and Supervision of Staff

All staff should feel comfortable and confident approaching the DSL, ADSL, Head of Primary/Secondary or any other member of the Senior Leadership Team about safeguarding and/or pastoral concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member feels that they need additional support and/or training in order to fulfil their safeguarding responsibilities (including in identifying, reporting or handling a concern in emergency situations), they should speak to the DSL/ADSL who will work with the member of staff to ensure that they are adequately supported.

Abuse of Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff must be made aware that it is an offence under Serbian law for a person aged 18 or over and in a position of trust, authority or influence, to have a sexual relationship with a child, even if the relationship is consensual. A position of trust may still apply to a staff member even if they do not directly teach the child.



Proprietorial Oversight

The Proprietor, Aleksandra Keserović, carries a legal responsibility in relation to all matters of BIS, including safeguarding and legal matters. The Board of Directors are the proprietors responsible for the school. The Proprietor completes the training for Designated Safeguard Lead (level 3), conducted by The Safeguarding Alliance, as well as the Head of School. The Designated Safeguarding Governor, Stefan Slijepčević, completes the Safeguarding training for Governors and is part of the whole school safeguarding team and has an advisory role on all safeguarding matters at BIS. The Advisory Board meeting is scheduled once a term, where the Designated Safeguarding Lead and Safeguarding Governor submit a report to the Board and relevant safeguarding matters are discussed.

Weekly safeguarding meetings are held to review procedures, assess serious incidents and cases—particularly those involving siblings across both schools—and identify emerging trends. These meetings ensure a coordinated approach to child protection, facilitate information-sharing among key staff, and support proactive risk management.

The Designated Safeguarding Lead (DSL) prepares a Termly and Annual Safeguarding Report at the conclusion of each term and academic year. The DSL meets with the Governing Body at these times to review the report and conduct an audit of safeguarding procedures and practices. The School Director/Proprietor and Head of School oversee the evaluation of the safeguarding team's work, ensuring accountability and continuous improvement in safeguarding standards. This policy is updated annually in line with the KCSIE document.

Part F: Other Safeguarding Policies and Procedures

Safer Recruitment

Our school prioritises embedding a culture of safe recruitment as part of our strategy for preventing harm to children and complies with the requirements of BSO standards and Keeping Children Safe in Education (DfE 2024), as well as the local authority arrangements by carrying out the required checks. These checks include verifying the applicant's identity, qualifications, work history, police check, detailed references and interview information. As part of our due diligence and online search will be carried out for shortlisted candidates.



The BIS Safer Recruitment Policy set out the process in full and can be found on the school website. Candidates must complete the application form, as curriculum vitae (CV) is not sufficient.

The school checks the identity of all contractors working on site and requests the Serbian Police Check where required. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Volunteers and visitors will receive a Visitor tag, and always be accompanied around the school & never be left unsupervised unless they have undergone the appropriate checks, which allows them to do so.

Good Practice Guidelines and Staff Code of Conduct

All staff are expected to conduct themselves responsibly and professionally in all interactions with children, particularly with students under their duty of care. Staff must adhere to the guidelines outlined in the Staff Code of Conduct. Best practices include:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection and safeguarding policy, staff code of conduct and other policies related to safeguarding
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- referring all concerns about a student's safety and welfare to the DSL/ADSL, or, if necessary, directly to the police or children's social care



The Rooms Without Windows in Doors Protocol establishes clear guidelines to ensure transparency, safety, and accountability in spaces without visual access. This protocol outlines specific rules and best practices for staff and students to follow, minimizing risks and promoting a secure learning and working environment. These guidelines are:

- Avoid, as far as possible, being alone in a room with a pupil.
- Where possible, ensure that you wait until more than one pupil or another adult is present before entering a classroom.
- When working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with a senior colleague.
- Keep the door open, and inform a colleague that the lesson/meeting is taking place.
- Arrange the meetings during normal school hours when there are plenty of other people about. If a meeting out of school hours is required, a member of the Senior Management Team should be informed.
- Do not continue the meeting for any longer than is necessary to achieve its purposes.
- Avoid sitting or standing in close proximity to the pupil, except as necessary to check work.
- Avoid using "engaged" or equivalent signs on doors or windows.
- Avoid idle discussion.
- Avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact.
- Avoid any conduct that could be taken as a sexual advance.
- Report any incident that causes you concern to the DSL under the School's child protection procedures, and make a written record (signed and dated).
- Report any situation where a pupil becomes distressed or angry to a senior colleague.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a student 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 Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive



enquiry to take place by completing a Whistleblowing form and sending it to the Head of School directly. All safeguarding concerns relating to the behaviour of members of staff should be reported to the Head of School. If the concern relates to the Head of school, this is reported directly to the Designated Safeguarding Governor.

If an individual has behaved, or may have behaved, in a way that raises concerns about their suitability to work with children, this must also be reported. This is due to the concept of transferable risk, where an incident outside of school, though unrelated to children, could still impact a staff member's or volunteer's ability to work safely with them. For example, if a staff member is involved in a domestic violence incident at home, the school must assess whether the underlying factors that led to this behaviour could pose a risk to children in their care. Staff may also report their concerns directly to social services or the police if they believe immediate action is necessary to ensure the safety and well-being of a child.

Allegations Against Staff

When an allegation is made against a member of staff, our set procedures must be followed. Guidance for dealing with allegations against staff can be found in Keeping Children Safe in Education, 2024. There are two levels of allegations/concerns:

1. Allegations/concerns that do not meet the harms threshold (low level concerns)

- A low-level concern is any concern, no matter how small and even if no more than a “nagging doubt”, that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply, even if not linked to a particular act or omission, a sense of unease as to the adult's behaviour particularly towards or around children. It is a concern that does not meet the harm threshold.
- All low-level concerns should be reported to the Head of Primary/Secondary or line manager who will investigate it. It may be brought to the attention of the Director should there be any doubt.
- If confirmed that it is a low-level concern, it will be dealt with by means of discussion, guidance, training etc.
- Low level concerns are recorded confidentially. The Head of Primary/Secondary and line managers only access staff in their department. The Director has access to all staff.



2. Allegations Meeting the Harm Threshold (High-Level Concerns)

An adult may be considered under this threshold if they have:

- Behaved in a way that has harmed, or could harm, a child.
- Possibly committed a criminal offense against or involving a child.
- Acted toward a child or children in a manner that suggests they may pose a risk of harm.
- Engaged in behaviour, inside or outside of school, that raises concerns about their suitability to work with children.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore essential that all allegations are investigated properly and in line with agreed procedures.

1. Initial Action

- The person who has received an allegation or witnessed an event will inform the Head of School without delay. Where appropriate, the DSL will be informed and the final decision on how to respond may be done in consultation with the DSL.
- The School Director will be informed immediately by the Head of School (unless the allegation is about one of them, then the allegation will be referred to the Designated Safeguarding Governor).
- The school will take steps, where necessary, to secure the immediate safety of the children, which may involve the suspension or supervision of the staff member.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of the children.

2. The Head of Primary/Secondary may need to clarify any information regarding the allegation

- The needs of students, parents, and staff will be carefully considered and supported throughout the process.
- All staff are expected to recognise the need for absolute confidentiality in these situations.



- The Head of School will consult with the Safeguarding governor in order to determine if it is appropriate for the allegation to be dealt with internally by the school or if there needs to be a referral to the police for investigation.
 - If externally investigated, the school will collaborate with the external agencies involved.
3. If after the internal or external investigation has been completed and the allegation is founded:
- The employment with the school will be ceased.
 - School will report UK members of staff to the Disclosure and Barring Service (DBS) and to the Serbian equivalent and/or make a referral to the Teaching Regulation Agency in the UK (TRA).
 - The school will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Detailed records will be maintained, documenting decisions, actions taken, and the rationale behind them. All records will be securely stored. Each case will be reviewed to update procedures and facilitate continuous learning. Allegations involving former staff members or historical incidents will be reported to the police.

Site Security

All visitors to the school are required to sign in upon arrival and receive a visitor's lanyard, indicating their authorization to be on site. Any individual found on the premises without an ID badge must be directed to the nearest office to complete the sign-in process. All visitors require escorting or supervision while on site.

Extended School and Off-site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.



When our students attend off-site activities, including day and residential visits and work-related activities, trip leaders will check that effective child protection arrangements are in place. The trip leader is the first person of contact in case of any child related concerns. The trip leader will then decide whether the situation merits involving the safeguarding team. During all trips, the safeguarding team will remain accessible by phone to provide support and guidance as needed.

Alternative provision

The updated guidance clarifies expectations for schools using alternative provision. Schools must obtain written confirmation from providers that safeguarding checks have been completed and details of any arrangements that may pose risks. They should keep records of provider addresses, including any subcontracted or satellite sites, and regularly review placements to ensure they remain safe and appropriate, ending them immediately if safeguarding concerns arise.

Staff/Student and Parent Online Relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students and parents. Details are found in the E-safety policy. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Children Staying with Host Families during a Foreign Exchange

The school may arrange for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during school terms and we will work with the host school to check that such arrangements are safe and suitable.

Schools cannot obtain criminal record information from the DBS for adults residing abroad. When students stay with host families in other countries, we will collaborate with partner schools to establish a shared understanding of the safeguarding arrangements in place. Staff will exercise their professional judgment to ensure these arrangements are appropriate, including confirming that students know who to contact in case of an emergency or if they feel uncomfortable in any situation. We will also make parents aware of these arrangements.



Related Safeguarding Policies

All policies related to the Safeguarding can be found on our website:

<https://www.british-int-school.org.uk/about-us/school-policies/>

These policies include:

- Anti-bullying policy
- E-safety policy
- EYFS Use of Cameras & Mobile Phones or Devices Policy
- Health and Safety policy
- Primary school behavior policy
- RSE policy for Primary school
- RSE policy for Secondary school
- Safer recruitment policy
- Secondary school behavior policy
- Staff Code of Conduct
- Whistleblowing policy



BRITISH INTERNATIONAL SCHOOL

