



Panaga School

TOGETHER, IMPROVING LEARNING

Panaga School Safeguarding Policy

Reviewed: August 2024

Purpose

An effective whole-school safeguarding policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

Policy Coverage

Laws of Brunei (Chapter 219) Children and Young Person Order stipulates that children and young people are to be protected from harm. It is a legal requirement for adults to report to appropriate authorities knowledge that a child or young person has been or is at substantial risk of neglect, physical injury, emotional injury or sexual abuse. This policy will cover:

- 1) Key Contacts Within The School
- 2) Key Contacts Within Brunei
- 3) Child Protection Code of Conduct for all Panaga staff
- 4) Our Safeguarding Policy for Panaga School
- 5) Definitions And Signs/Symptoms Of Abuse
- 6) Safeguarding Children Panaga School: Concerns About Colleagues
- 7) Related Policies
- 8) UN Convention on the Rights of the Child



Panaga School

TOGETHER, IMPROVING LEARNING

Key Contacts Within The School

Designated Safeguarding Lead (DSL) for Teraja and Whole School	Name	Aimee Boase
	Telephone	
	E-mail	aimeeboase@panagaschool.net
Deputy DSL (Rampayoh)	Name	Donna Bonham Russell
	Telephone	
	E-mail	donnabonham@panagaschool.com
Deputy DSL (Melilas)	Name	Amanda (Mandy) Russell
	Telephone	
	E-mail	amandarussell@panagaschool.net



Panaga School

TOGETHER, IMPROVING LEARNING

Key Contacts Within Brunei (as of September 2022)

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone 141 or 993 (Police)

To make URGENT referrals OUT OF OFFICE HOURS telephone 141 or 993 (Police)

Director of Community Development	Name	Operator- ask for the Dept. of Community Development (The Ministry of Culture Youth and Sports is able to provide advice and consultancy.
	Telephone	2380664
	E-mail	japem.kkbs@hotmail.com
Head Medical Social worker at RIPAS Hospital	Name	Hja Hadzilahwatie Hj Abd Hamid (who deals with CP Cases).
	Telephone	2223309 (direct line)
The Women and Children's Abuse Investigation Unit (police referral)	Name	Mariyani Abdul Wahab
	Telephone	direct line 2232007 ext 214



Panaga School

TOGETHER, IMPROVING LEARNING

Code of Conduct for all Panaga Staff

Individuals employed by the school are known to be both professional in their work and committed to the welfare of children. The following code must be adhered to in order to protect both students and staff.

Staff must always

- be aware of potentially risky situations and manage them appropriately.
- aim to be in full view of others when working with children.
- avoid spending excessive amounts of time alone with children away from others.
- be aware of disparities of size and strength and remain in control of competitiveness when taking part in sport with children.
- Be vigilant for acts of bullying and act accordingly.

Staff must never

- act in a way that is shaming, humiliating or belittling to children or that could constitute emotional abuse. This includes shouting at children.
- hit or physically assault any child.
- discriminate against or show favour towards particular children to the exclusion of others.
- use language, make suggestions or offer advice which is discriminatory, inappropriate, offensive, sexually provocative or abusive in any way.
- develop relationships with children which could be deemed exploitative or abusive.

It is important for all staff in contact with children to:

- ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour cannot go unchallenged.
- nurture an open culture which enables issues and concerns to be raised by students and staff and accept that clear procedures must be in place for such concerns to be addressed.
- be very mindful of their online contact with children either currently in school or ex-students – staff should not have current students as 'friends' on their own personal social networking accounts and should be very mindful of allowing ex-students access to personal information about themselves through social networks. Personal email addresses and 1:1 online discussion is strongly discouraged.
- At JIS it is common for staff to encounter pupils outside of school at social or sporting events or even in their own homes. At all times it is important to remember that you are a member of staff and act accordingly in any situation.



Panaga School

TOGETHER, IMPROVING LEARNING

Safeguarding Policy - Panaga School

Panaga School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (DfES/0027/2004)

There are 4 main elements to our Safeguarding policy:

1. Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
2. Safeguarding through implementation of appropriate staff recruitment and security procedures.
3. Protection by following agreed procedures in consultation with appropriate child welfare organisations and ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
4. Support to pupils who may have been abused.

This policy applies to all pupils, staff and volunteers of Panaga School.



Panaga School

TOGETHER, IMPROVING LEARNING

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

Our school will therefore:

- a. Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk, and are listened to.
- b. Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c. Ensure that all staff are aware of and abide by the Staff Code of Conduct.
- d. Include in the PSHE curriculum, activities and opportunities which equip pupils with skills and knowledge which may help to reduce the risk of some types of abuse.
- e. Ensure that wherever possible every effort will be made to establish effective working relationships with parents and with colleagues from relevant partner agencies where available.

Framework

Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the school and its governing body in consultation with the Ministry of Culture Youth and Sports, Child Protection Department in Brunei.

Role and responsibilities

1. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on page 1 of this document.
2. It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Officer has been identified who will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure that all staff, including temporary and sub-contracted staff and volunteers within the school are aware of the school's internal procedures, and are able to advise staff and offer support where required.



Panaga School

TOGETHER, IMPROVING LEARNING

3. SLT are responsible for ensuring that the school follows safe recruitment processes as detailed in the **Safer Recruitment Policy**.
4. The Designated Safeguarding Lead and the Principal provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
5. Representatives from the Ministry of Culture Youth and Sports, Brunei Police Force, RIPAS and SSAFA Social Work Service are available to offer advice, support and training to the school's Designated Child Protection Lead.

Panaga Safeguarding Procedures

All action is taken in line with the following guidance;

Keeping children safe in education 2024 Statutory guidance for schools and colleges, September 2024:

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

1. It is the duty of any member of staff, volunteer or visitor to Panaga School to report immediately to the designated Safeguarding Lead in the event of the following:
 - A disclosure of abuse from a student.
 - Witnessing staff behaving in a way which is contrary to the provisions outlined in the Panaga Staff Code of Conduct.
 - Suspecting that a child is at risk or that abuse may have occurred.
 - Concerns regarding the behaviour of any adults on school premises towards children.
2. In the absence of the Designated Safeguarding Lead, the Deputy Safeguarding Lead must be contacted. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available.
3. The Designated Safeguarding Lead or their Deputy will decide the best course of action after talking to relevant adults and possibly children.
4. The school will always undertake to share our intention to refer a child to MCYS (Ministry of Culture, Youth and Sports), the Police, Panaga Health and KB Hospital with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation.
5. Parents can obtain a copy of the Safeguarding Policy from our websites.



Panaga School

TOGETHER, IMPROVING LEARNING

Training and support

All staff working with children will undertake appropriate safeguarding awareness training to enable them to carry out their responsibilities for child protection effectively and will receive training every year, with an online refresher course completed annually. New staff will receive this training within the first term of starting school regardless of previous relevant training. All contractors, temporary and new non-teaching staff receive Safeguarding awareness training prior to starting employment.

- The school will ensure that the Designated Safeguarding Lead undertakes an appropriate level of training and refresher training at two yearly intervals to keep knowledge and skills up to date.
- Supply staff and volunteers who work with children in the school will receive training, prior to commencing their roles, on the Code of Conduct for staff and Panaga safeguarding procedures.
- All staff must have access to the Staff Code of Conduct detailing the boundaries of appropriate and inappropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

Professional Confidentiality

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Officer and may require further investigation by appropriate adults.
- Staff will be informed of relevant information in respect of individual cases regarding safeguarding on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Recording and monitoring

- Well-kept records are essential to excellent safeguarding practice. Panaga School is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must raise a concern on **MyConcern** as soon as possible but by the latest the same day noting what



Panaga School

TOGETHER, IMPROVING LEARNING

was said or seen, putting the event in context, and giving the date, time and location. Where immediate action needs to be taken the member of staff must also talk directly to the DSL or the Deputy DSL in their absence.

- If a pupil transfers from the school, these concerns will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.

Supporting students at risk

- Panaga School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- Panaga School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may appear withdrawn.

Panaga School will endeavour to support pupils through:

- a. A curriculum that encourages self-esteem and self-motivation.
- b. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected through our school values.
- c. The implementation of the school's behaviour management policies.
- d. A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- e. Regular liaison with other professionals who support the pupils and their families.
- f. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g. The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
- h. Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i. Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are also vulnerable and in need of support or protection.
- j. The availability of 1-1 counselling support for crisis intervention and long term support for pupils who are subject to or at risk of harm from abuse.



Panaga School

TOGETHER, IMPROVING LEARNING

Safe School, Safe Staff

- It is essential that the high standards of concern and professional responsibility are adopted with regard to alleged child abuse by adults outside of school and are similarly displayed when members of staff are accused of abuse.

Use of the school premises by other organisations

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Reporting concerns about colleagues

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to Safeguarding and other aspects of professional misconduct. If necessary they should speak to the DSL or Principal to air their concerns. This should be seen as a positive element of school improvement - reporting concerns is a neutral act.
- All concerns will be taken seriously and investigated and staff reporting concerns will not face any consequences for their actions unless the report turns out to be malicious in nature.



Panaga School

TOGETHER, IMPROVING LEARNING

Definitions And Signs/Symptoms Of Abuse

Definitions

Child Abuse – Child abuse is a serious and complex problem that may occur in the lives of children and young people. Child abuse is the term used to describe different types of maltreatment inflicted on a child or young person. It includes non-accidental physical injury, neglect, sexual abuse and emotional/psychological abuse.

In its most serious forms, abuse can lead to death or to long term harm to the physical or emotional wellbeing of a child or young person.

There are four main areas of Child Abuse. It should be recognised that all these signs may also be a symptom of another problem.

Neglect is defined as the persistent or severe neglect of a child which results in serious impairment of the child's health or development. It can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing and medical care. Leaving small children alone and unsupervised is another example of neglect. When parents refuse or fail to give love and affection to their children, the child's basic needs are not being met, this also falls under the category of Emotional Abuse.

Signs or symptoms which may possibly indicate neglect:

- Hunger
- Tiredness or listlessness
- Untreated medical complaints
- Child dirty or unkempt
- Poor school attendance or often late for school
- Poor concentration. Affection – demanding or attention-seeking behaviour
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones
- Non organic failure to thrive

Physical Abuse - Physical injury to a child where there is reasonable suspicion that the injury was inflicted or knowingly not prevented. There are culturally accepted levels of physical chastisement which the school recognises, however if this falls outside what would be considered 'normal' within a culture then this should be considered as abuse.

Physical abuse can involve any non-accidental injury where adults physically hurt, injure or kill a child. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs or alcohol.



Panaga School

TOGETHER, IMPROVING LEARNING

Signs or symptoms which may indicate physical abuse:

- Bruising, inconsistent accounts of how bruising or injuries occurred
- Bald patches
- Burns or scalds
- Fear of going home or parents being contacted
- Fear of medical help
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

Sexual Abuse - When children and young persons are involved in sexual activities that they do not fully comprehend and which violate the social taboos of family roles. It occurs when an adult uses his/her power over the child/ young person to involve the latter in a sexual activity. It may involve:

- a. sexual grooming
- b. Inappropriate exposure to sexual acts or materials
- c. Passive use of children and young persons as sexual stimuli for adults
- d. The child and young person may be subjected to exhibitionist activities, voyeurism or be coerced into posing for pornographic materials
- e. Inappropriate sexual contact or acts between older individuals and the child/young person
- f. Intercourse as a result of rape, assault and coercion

Signs or symptoms which may indicate sexual abuse:

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Persistent complaints of stomach disorders or pains
- Eating disorders
- Attention-seeking behaviour including sexual harassment or molestation
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area
- Lack of trust of a familiar or particular adult
- Unusually compliant



Panaga School

TOGETHER, IMPROVING LEARNING

Psychological/Emotional Abuse - persistent or severe emotional ill-treatment or rejection. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can lead to a child's loss of self-esteem. It can also include harassment or indifference on the basis of race, culture, gender or disability. Aspects of psychological and emotional abuse include:

- a. hostile rejecting/degrading (eg taunts)
- b. terrorising (eg threats or acts that induce fear)
- c. actively isolating (eg locking a child in a room for extended periods of time)
- d. exploiting/corrupting (eg teaching a child to steal)
- e. denying emotional responsiveness (eg denying affection and shows of love)

Signs or symptoms which may indicate psychological abuse:

- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Fear of parents being contacted
- Running away, compulsive stealing
- Masturbation
- Eating disorders
- Soiling, smearing faeces, enuresis
- Sudden speech disorders, selective mutism
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development

Online Safety - the school reserves the right to use images of the children in both on and offline publications. Parents do have the right to opt out of this and a letter is sent home accordingly. This letter also reminds parents of their own responsibilities when posting photos and information about children at the school, especially if they are not their own children in their own online spaces.

Cyber Bullying is treated extremely seriously and students are all given lessons, assemblies and workshops on how to keep themselves safe online and behave responsibly towards others in the virtual world.

Suicide and Suicidal Thoughts

If a student or colleague makes any comment that implies there is a risk of suicide we MUST assume that there is a genuine risk.

- If the comment is explicit, e.g. "I'm going to kill myself" help should be sought immediately. The child or colleague must be accompanied to the Counsellor rooms.
- If the comment is less explicit, e.g. "I'm so miserable/my life is at risk/ I'm worthless/I'm useless/there is no hope/life is pointless" have a conversation to ascertain the meaning and risk. Possible format could be:



Panaga School

TOGETHER, IMPROVING LEARNING

➤ "When people say such things like "I'm worthless" it often means they are suffering. When people suffer, it is common for them to have suicidal thoughts or want to harm themselves, is that something you have ever experienced?"

- If they confirm they have had those thoughts recently, treat this like an explicit, current risk as above and record on Myconcern.
- If they deny having these thoughts, just record the interaction on MyConcern
-

Dealing with students or colleagues who are considering or discussing suicide can be challenging. If you are not comfortable conducting such a conversation then contact Counselling for training.



Panaga School

TOGETHER, IMPROVING LEARNING

Safeguarding Children At Panaga School: Concerns About Colleagues

This guidance is written for staff working with children and young people at Panaga School, Brunei.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of SLT. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think 'what if I'm wrong' - think 'what if I'm right'

Each individual has a responsibility for raising concerns about unacceptable practice and inappropriate conduct in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Report your concern via Confide@Panaga - you can do this confidentially
- **Students from Year 5-Year 8 can record any concerns they have about a child or adult via MyVoice**
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.



Panaga School

TOGETHER, IMPROVING LEARNING

What happens next

- You should be given information on the nature and progress of any enquiries if you indicated you would like further discussion when you referred via Confide@Panaga (although confidentiality might limit the amount of information that can be shared with you).
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.
- The nominated board member for child protection will be included where appropriate and informed of the outcome of formal investigations.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, school counsellors, Principal or DSL.

Related Policies

- Safer Touch Policy
- Whistleblowing
- MyConcern
- Safer Recruitment
- First Aid and Medication
- Positive Behaviour