



Safeguarding & Child Protection Policy

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Introduction and Context

Our Principles, Beliefs, and Philosophy

Students at Nord Anglia International School, Abu Dhabi (NAS Abu Dhabi) are empowered to make decisions for themselves and are supported in this by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe.

At Nord Anglia International School, Abu Dhabi, we are committed to a comprehensive safeguarding approach that includes contextual safeguarding. We recognise that children and young people can be influenced by environments and social contexts beyond their home, including peer groups, online platforms, and the wider community. Our safeguarding policy addresses the importance of understanding these external factors and their potential impact on students' safety and well-being. We expect that staff, including all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is being harmed and do all they can to reduce further risk or further harm.

We recognise that our school is particularly important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as help to prevent these concerns from escalating. Consequently, NAS Abu Dhabi accepts and adheres to these basic principles:

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender or religion.

Aims and Objectives

Nord Anglia International school, Abu Dhabi aims to:

- Provide a world class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection procedures and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third- party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

Definitions

Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care, and enabling every student to have the optimum life chances and enter adulthood successfully.

Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm because of abuse or neglect.

Rationale

This policy sets out the principles and expectations, as well as the procedures and processes, which must be adopted by all Nord Anglia Education schools and the organisation. The policy also describes the steps that are taken in meeting our commitment to safeguarding students, at both school and organisational level.

Given our international context Nord Anglia Education recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989).

In addition to NAS Abu Dhabi's commitment to the UN convention on the rights of the child, Nord Anglia Education has used the safeguarding standards set by the international safeguarding organisation "Keeping Children Safe" to benchmark against; and the UK schools' statutory guidance 'Keeping Children Safe in Education' (2023).

Within the UAE all decision making with regards to any form of abuse/neglect to children is governed by 'UAE Child Rights Law (Wadeema 2016.) <https://u.ae/-/media/Information-and-services/Social-Affairs/En-Federal-law32016childrenrightsEn-Wadeemas-law.ashx>

Related Documents:

This overarching safeguarding/child protection policy should be read in conjunction with the NAE recruitment policy, whistleblowing policy, code of conduct for all employees, NAE guidance for safe working practice, the NAE social media policy, the NAS Abu Dhabi e-safety and BYOD policies and any other related policies. These are available from HR.

Organisational and Individual Responsibilities

Principal/Head Teacher and Senior Management Team in Schools Responsibilities

The Principal/Head Teachers and senior management team in each school will:

- Ensure that this policy and procedures are implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

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Responsibilities of the Designated Safeguarding Lead in a School

Every school will identify at least one named person designated as the Safeguarding Lead (DSL), to support the Principal. The designated staff role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

Being guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Principal and Head Teachers, make sure that all staff, both teaching, and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSLs are in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

In Nord Anglia International School, Abu Dhabi, the safe guarding committee is made up of the following members:

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MEET OUR SAFEGUARDING TEAM



MICHAEL CONNOR
Head of Primary



RYAN CONNOLLY
Operations Manager



PAULA VELARDE
Senior Nurse



STEPHEN MOFFATT
Deputy Head of Secondary



SAMANTHA ESCHOE
Head of Inclusion &
Assistant Head Teacher



ELLA BOOTHROYD
Head of Pastoral
Secondary



GEMMA BROWN
Assitant Head
EYFS & Lower Primary



ERIKA MILLS
EYFS Teacher



TERESA PARKER
Primary SENCO



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All staff will:

- Ensure they are familiar with and follow this safeguarding policy and all other safeguarding related policies, including the NAS Abu Dhabi behaviour policy and anti-bullying policy which are aligned to ADEK's behaviour policy.
- Be subject to safe recruitment processes and checks prior to starting at the school.
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff, or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safer recruitment training.
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

All staff and volunteers are expected to read part 1 of the UK statutory guidance on safeguarding in schools, "Keeping Children Safe in Education". This document can be found in the resources section of the safeguarding site on NAU and has been sent directly to all staff.

All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Complete Nord Anglia Education compulsory safeguarding training.
- Always follow the guidance in this policy.
- Be provided with guidance on appropriate safe working practices in an NAE school.

It is never the decision of one staff member alone to determine how to respond to concerns, but it is always the responsibility of staff to share concerns in the appropriate manner, no matter how small.

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Training and Support

Nord Anglia International School, Abu Dhabi will ensure that:

- All staff and volunteers in schools are provided with appropriate general safeguarding training on joining the organisation and then at least every two years. This training will be available through Nord Anglia University (NAU) and other online platforms, as well as face-to-face events.
- Relevant policies are made available.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and ensure they access appropriate additional and specialist training (approved by the Head of Safeguarding). This will be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input.

Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

Forms of Abuse

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.



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The more commonly referred to types of abuse are:

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.

Emotional abuse: the persistent maltreatment of a child such as causing severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only in so far as they meet the needs of another person.

Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening or not. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.

Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

Self-Harm: a student causes deliberate, physical harm to themselves. This is often in the form of cuts.

Harmful Sexual Behaviours and Interactions (Child/Child abuse): Sexual behaviours expressed by children and young people under the age of 18, that are developmentally inappropriate, may be harmful towards self or others, and/or be abusive towards another child or young person. (Hackett, 2014)

While the above are the broad main areas of potential abuse, the abuse itself can take many forms involving one or more of these areas.

must be followed in the same way as for any other safeguarding or child protection matter.

Self-Harm

Self-harm can take several physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. Therefore, it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, and bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug- taking, or unusual eating habits, and isolation or withdrawal.
- If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require



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discussion with the student involved and their parents/carers to agree on a course of action or referral to an organisation that may be able to support the student.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. The exploitation of any student can occur on a face-to-face level or using technology, such as mobile phones or computers. In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases, the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength, and/or economic resources. Violence, intimidation, and coercion are common in exploitative relationships.

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, or pic for pic.

There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Specific Safeguarding Issues

E-safety

The growth of electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.



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- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyberbullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

We believe that the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social, and health education, relationship education, or wellness programs. These begin in the Foundation Stage of school.

Safe Usage of Mobile phones at NAS Abu Dhabi

Objective: To ensure a focused and distraction-free learning environment, mobile phones and headphones must be turned off and stored away during the school day. This policy also outlines the expectations for staff mobile phone use to maintain professionalism and minimise distractions.

Policy Details:

1. Usage Restrictions:
 - Students: 'off & away'.
 - Mobile phones, gaming devices and headphones must be turned 'off and stored away' in students' lockers or bags from the start of the school day until the end of the school day.
 - The use of mobile phones, gaming devices and headphones are not permitted during lessons, breaks, or any school activities.
2. Consequences of Non-Compliance:
 - Students:
 - If a student is observed with a mobile phone or headphones out during the school day, the item(s) will be confiscated by the staff member who observes the infraction.
 - Confiscated items will be securely stored with the Principal's PA until the end of the school day.
3. Retrieval of Confiscated Items:
 - At the end of the school day, students may retrieve their confiscated mobile phones or headphones from the Principal's PA.
4. Repeated Offenses:
 - Repeated violations of this policy may result in additional consequences, including but not limited to a meeting with parents or guardians and further disciplinary actions.



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5. Staff Mobile Phone Use:

- It is out policy that practitioners, teachers and visitors should not use personal mobile phones
- Staff members are expected to model appropriate mobile phone use by keeping their phones out of sight and on silent mode while in the presence of students.
- Staff should use mobile phones only in designated areas, such as staff rooms or during non-contact times, and for school-related purposes unless in an emergency.
- At no point are any staff permitted to use their phones at high points of supervision including break, lunch time and beginning and end of the school day.

Rationale: This policy aims to minimise distractions and support a productive educational environment for both students and staff. By adhering to these guidelines, we can maintain a focused and respectful atmosphere conducive to learning and professionalism.

Photographs for School Publications

- Photographs of students being used by staff for learning or marketing are only taken on school cameras/devices.
- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.
- All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

Allegations against staff and volunteers

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

An allegation is different from a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offense against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred to and investigated by the Principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. If the Principal deems the allegation to be of a safeguarding nature (criminal or not) the Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education code of conduct for staff and volunteers and the NAE guidance for safe working practice.

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Whistleblowing

Nord Anglia Education and NAS Abu Dhabi recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues.

Appropriate concerns raised for the right reasons are a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower. Malicious whistleblowing, however, will be seen as a potential disciplinary matter. (See Nord Anglia Education's whistleblowing policy).

Cultural Considerations – UAE

The UAE's population has seen significant growth in recent decades, largely driven by the arrival of non-nationals seeking to bolster Abu Dhabi's economic diversification and cultural vibrancy. Consequently, private schools in the Emirate now boast a sizable proportion of non-national students and staff, thereby injecting the educational landscape with a wealth of international perspectives and experiences, enriching the entire school community.

As the UAE embraces diversity through initiatives like the National Tolerance Program, there's a parallel need to foster awareness among school community members regarding culturally and nationally acceptable topics and practices within the educational setting. This policy must be considered within the Safeguarding context to ensure that the school remains compliant and protects the community in relation to local laws and standards.

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology.

Children with Special Educational Needs or Disabilities

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behaviour.



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Allegations made by a child about another child (Child/Child abuse)

Nord Anglia Education and NAS Abu Dhabi recognise that children can abuse their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer-on-peer behaviour will not be tolerated. Under no circumstances should an allegation that one child has possibly abused another be treated “as just children being children” or “experimentation”.

Safeguarding students who are vulnerable to extremism

NAS Abu Dhabi values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions as long as it adheres to the cultural compliance policy of ADEK and the laws of the UAE. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety, and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

Positive Handling of Students

There may be times when adults in NAS Abu Dhabi, during their school duties, must intervene physically using positive handling techniques with students and prevent them or others coming to harm. Such intervention should always be reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation.

The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible. Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view.

Safe Recruitment and Selection

NAS Abu Dhabi will do all it can to ensure that all those working with children in our school are suitable people. To do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures.



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Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, and qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

Procedures to be followed by any staff member or volunteer who is concerned about any student.

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, but inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

Dealing with Disclosure, Reporting and Further Action

CPOMS (Child Protection Online Management System)

At Nord Anglia International School, Abu Dhabi, we utilise CPOMS (Child Protection Online Management System) to effectively report, manage, and monitor safeguarding and behaviour concerns. All staff are trained in using CPOMS to ensure any concerns, ranging from welfare issues to potential child protection cases, are documented promptly and securely. This system allows for the centralisation of information, enabling relevant staff members to track and respond to concerns efficiently. CPOMS ensures that safeguarding records are maintained with strict confidentiality, allowing us to uphold the highest standards of child protection and ensure the safety and well-being of all students within our school community.

General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff:

Receive



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Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now but come and see me in my office at...". Where possible during any disclosure try to listen, allow silence, and try not to show shock or disbelief.

Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well.

Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern should be completed as soon as possible on CPOMS. It is the role of the Designated Safeguarding Leads to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework.

At NAS Abu Dhabi we:

- Recognise the limitations in the areas of child protection in the UAE and utilise our organisation's experience where necessary
- need to act in accordance with local legislation as well as the principles and practices outlined in this policy.

Local Safeguarding Agencies and Advice

Schools are reminded that they can seek advice or guidance from the Head of Safeguarding

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for UAE schools: Cheryl McSweeney – cherly.mcsweeney@nasdubai.ae
or mobile: **+971 (0) 56 520 2935**.

Useful Links - NAE

[Nord Anglia Education Guidance for Safeguarding and Safer Working Practice](#)
[Managing Child Safeguarding Allegations Against Adults in NAE Schools](#)
[Keeping children safe in education](#)

Useful Links – UAE

<https://www.cda.gov.ae/en/Pages/default.aspx>

You can report child abuse to MoI through the hotline number 116111 or through the [Mol's Child Protection Centre's](#) website and the 'Hemayati' (Arabic for protect me) app (available on [Android](#) and [iOS](#)).

Other channels:

Community Development Authority- CDA on hotline: **800988**

EWAA Shelter for Women and Children on hotline: **8007283**

Record Keeping and Confidentiality

Safeguarding during the Admissions Process

During the Admissions process a **CP0: Safeguarding and Child Protection Student Information Request Form** is sent to the previous school to ensure that prior/and/or ongoing safeguarding concerns are shared.

Record Keeping

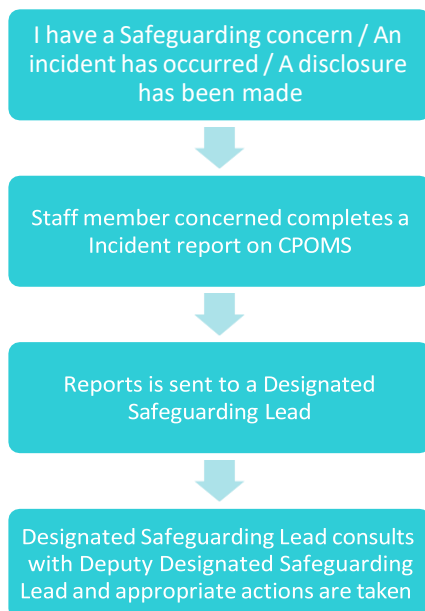
All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

Confidentiality

Our schools should regard all information relating to individual Safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Head teacher/Designated Safeguarding Lead and this should always be based on the need to know.

All records relating to child protection should be secured appropriately. Such information can be stored electronically but notes should be scanned and kept in original format.

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As an addendum to the CP Policy, here is a list (by no means inexhaustible) of the types of indicators that children who are at risk may present with.

Warning signs of emotional abuse in children

- Excessively withdrawn, fearful, or anxious about doing something wrong
- Shows extremes in behaviour
- A perceived complete lack of attachment to the parent or carer.
- Acts either inappropriately adult or, on the other hand, inappropriately infantile (e.g., rocking, thumb sucking, throwing tantrums).

Warning signs of physical abuse in children

- Frequent injuries or unexplained bruises or cuts.
- Is always watchful and “on alert,” as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to home.
- Wears inappropriate clothing to cover up injuries (possibly self-inflicted), such as long-sleeved shirts / jumpers.



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Warning signs of neglect in children

- Hygiene is consistently bad.
- Is frequently unsupervised or left alone or allowed to stay in unsafe situations and environments.
- Is frequently late or missing school.

Other things to bear in mind.

- These warning signs may form part of a bigger picture.
- A young person may present with a number of these traits / behaviour patterns.
- Your professional judgement and intuition count for a lot; if you feel uneasy about the way a young person is behaving (especially if it is not the norm) then share your disquiet with an appropriate pastoral leader.

Child Protection Register

If a student has been identified as being at significant risk to self or others, they are added to the **Safeguarding and Child Protection Register**. Students are monitored and reviewed on an individual basis by the assigned DSL and the wider Safeguarding Team.

Signed and dated by School Principal

Liam Cullinan – 22/08/2024