



Safeguarding / Child Protection Policy

Introduction

This policy has been developed by The International Academy School

Key objectives

Our primary consideration is to ensure that no learner is at risk of abuse or is harmed.

Our key objectives are:

- Do all that we can to ensure that learners are not at risk of abuse in our school/college,
- Do all that we can to ensure that all learners are free from sexual harassment while within our school/college or while receiving a service from us; whether the harassment is from employees, peers or contractors; and
- Recognize and take appropriate action, when a child, young person or vulnerable adult might have been abused, including in the community or family.

To meet our objectives, we commit to:

- Comply with all relevant laws and regulations,
- Set overarching principles to help our employees think about our safeguarding / child protection responsibilities

Responsibilities:

- Define procedures and provide guidance on the safeguarding/child protection standards we expect and the actions our people should take to avoid risk and to respond to cases of abuse,
- Communicate our Policy and guidelines to our employees, contractors, parents and others interested in our approach including through publishing our policy,
- Ensure all our people are offered training to build their skills in avoiding, identifying, responding and reporting cases of harm,
- Monitor and document performance and apply any learning from these Safeguarding / Child Protection Learning Principles.

The International Academy has developed and updated our Safeguarding / Child Protection Policy on the (11th of July 2024) and as part of that policy, we have defined a set of procedures

to follow as well as guidelines on other issues. We will also signpost other policies and procedures that are complementary to safeguarding /child protection.

Our safeguarding/child protection learners' principles:

- Best interests of the learner are paramount and shall be the primary consideration in our decision making.
- We are learner centered and have adopted a rights-based approach. This helps us keep the rights of students, children and vulnerable adults to care, nurturing and equality of protection sharply in focus in all our activities
- Equality of protection to ensure that students have the same positive opportunity and to engage in our activities safely regardless of their gender, ability, race, sexuality, ethnicity, religion, circumstances or age.
- Vulnerable children and adults require attention to optimize their safety needs and promote their access to important opportunities.
- We take responsibility to meet our obligations regarding our duty of care to all our students. This means ensuring our products are safe and that we protect children and vulnerable adults across all our activities and facilities.
- We reject the use of child or forced labor in our educational activities and in our business relationships.
- We make clear our standards to contractors and suppliers and audit those we identify as being high risk.
- We recognize and acknowledge an element of risk can exist in many learning situations, and while we may never be able to eliminate this completely, we will do all we can to reduce or limit its impact.
- We are honest and transparent in our approach and publicly disclose both this policy and the way we work to try and protect all our students and children and vulnerable adults.
- In general, excepting where there is an apparent immediate threat to life or limb, all personally identifiable information concerning students should only be shared and handled on a need to know basis and where we have the express consent of the data subject for the nominated purpose. Access to the information must be necessary for the conduct of a role relevant to our School / college Only individuals who have legitimate reasons to access the information can receive it.
- We support and train those working within The International Academy to recognize and respond to student concerns, to concerns in relation to child and vulnerable adult protection risks and incidences.
- We have a dedicated person (s) in place to take responsibility for the protection of children and vulnerable adults
- We work with others to protect children and vulnerable adults. This could include law enforcement or child welfare agencies where necessary. We require incidents relevant to this policy in respect of all students to be reported in a timely way both internally and to the appropriate authorities, linked to proper recording of the relevant details.
- Independent monitoring of the implementation of the policy is important to us, and we would share our policy with all relevant people and agencies.

Section 1

The International Academy's Commitment and Guiding Principles

The International Academy is committed to the safety and well-being of all children and young people, placing their best interests above everything else. This is the primary focus of our care and decision-making. The International Academy has zero tolerance for child abuse and is dedicated to providing a safe environment where children and young people feel secure and their voices are heard regarding decisions that affect their lives. Special attention is given to the cultural safety of children from diverse backgrounds and children with disabilities.

Every person involved with the International Academy has a responsibility to understand their important and specific role, both individually and collectively, in ensuring the well-being and safety of all children and young people.

We also support the rights and well-being of our staff and volunteers, encouraging their active participation in creating and maintaining a secure environment for everyone.

In its planning, decision-making, and operations, the International Academy will:

1. Ensure that a child's welfare is the principal concern, and that every student has the right to be protected from harm and abuse, regardless of race, religion, ability, gender, or culture. All students need to feel safe in school.
2. Take a preventative, proactive, and participatory approach to child safety.
3. Value and empower children to participate in decisions that affect their lives.
4. Foster a culture of openness that supports all individuals in safely disclosing risks of harm to children.
5. Respect cultural diversity while keeping child safety paramount.
6. Provide written guidance on appropriate conduct and behaviour towards children.
7. Engage only the most suitable individuals to work with children, ensuring high-quality staff and volunteer supervision and professional development.
8. Ensure children know whom to talk to if they are worried or feel unsafe, and encourage them to raise such issues.
9. Report suspected abuse, neglect, or mistreatment promptly to the appropriate authorities.
10. Share information appropriately and lawfully with other organisations when the safety and well-being of children are at risk.
11. Value the input of and communicate regularly with families and caregivers.

At the International Academy, we understand that having appropriate safeguarding and child protection procedures does not eliminate all risk to our students. Instead, we expect all staff, volunteers, and any contractors or partner agency staff to recognize

when a student is at risk of, or is being harmed, and to take action to reduce further risk or harm.

We also recognize that our school plays a crucial role in protecting our students, as we are in the best position to identify concerns early and provide or identify help for students, preventing these concerns from escalating.

Aims and Objectives

The International Academy aims to:

- Provide a safe and happy environment that meets international standards, enabling students to reach their full potential, thrive, and learn.
- Describe the systems and processes we implement to ensure student safety.
- Raise awareness among all staff of safeguarding and child protection issues, defining their roles and responsibilities in reporting possible cases of abuse.
- Identify at-risk students who are suffering or likely to suffer harm.
- Ensure effective communication between all staff on child protection and safeguarding issues.
- Establish effective procedures for staff, volunteers, or third-party individuals who encounter any child protection or safeguarding issues.
- Clearly communicate our approach to safeguarding and child protection to all parties, including students and their parents or caregivers, through clear policies.

Accountability and Ownership

The Child Protection Statement and procedures will be endorsed and adopted at the highest levels of our school. They will be adopted by the Board of Directors and signed off by the school's principal.

Definitions

Safeguarding

Safeguarding and promoting the welfare of children involves protecting students from harm, preventing impairment of their health and development, ensuring the improvement of their general health and well-being, and enabling every student to have the best possible life chances and successfully enter adulthood.

Child Protection

Child protection is the core element of safeguarding and refers to the responsibility to protect children who are suffering or are likely to suffer harm as a result of abuse or neglect.

Section 2

Rationale

Given our international context, the International Academy recognizes and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). The International Academy acknowledges its obligation to protect our students from harm, particularly under the following Articles of the UN Convention:

- **Article 3:** The best interests of children must be the primary concern in decision-making about them.
- **Article 13:** Children have the right to get and share information as long as it is not damaging to them or another child.
- **Article 14:** Children have the right to think and believe what they want and to practice their religion.
- **Article 19:** Children have the right to be protected from hurt and mistreatment, both physically and mentally.
- **Article 34:** Governments should protect children from sexual exploitation and abuse.
- **Article 35:** Governments should take all measures to ensure that children are not abducted, sold, or trafficked.
- **Article 36:** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.
- **Article 37:** No one is allowed to punish children in a cruel or harmful way.

All the UN articles can be found at the following link: [UNICEF Rights Overview](#)

Section 3

Organisational and Individual Responsibilities

The International Academy Senior Management Responsibilities

The Principal, The Safety Officer, and The Director of Studies recognize their ultimate responsibility to ensure that the International Academy understands and follows the guidance provided by this and all other safeguarding-related policies.

The Principal and Senior Management Team Responsibilities

The Principal and senior management team will:

- Ensure that this child protection and safeguarding statement, together with these procedures, are implemented across the school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy DSL to carry out their role effectively.

- Ensure that the school's culture facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed in classrooms.
- Ensure the school site is secure.
- Customise these procedures to fit the school and geographical location.
- Ensure that local legislation, including clarity on legal duties to report any child protection issue to local authorities, is mapped and added to the school's updated version of these procedures.
- 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.

Responsibilities of the Designated Safeguarding Lead (DSL) or Deputy

The school has Designated Safeguarding Leads (DSLs) who support the Principal and Director of Studies in ensuring the safety and well-being of students. The (DSLs) will:

- Receive appropriate safeguarding training to equip them for their role.
- Be given sufficient time in the working day to undertake the role.
- Be able to prioritise safeguarding when necessary.

The designated staff role is guided by two principles:

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

Guided by these principles, the Designated Safeguarding Leads will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- Along with the Principal and Senior Teachers, ensure 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 local expectations around safeguarding, including whom 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 that offer support for safeguarding matters.

Responsibilities of All Staff

All staff, including partner organisations and contractors having regular unsupervised contact with children (where regular is defined as once a week or more), will:

- Ensure they are familiar with and follow this safeguarding/child protection procedure and all other safeguarding-related policies, such as Codes of Conduct and guidance for safe working practices.
- Be subject to safe recruitment processes and appropriate background checks before starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- 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 Leads (DSL).
- Follow the procedures outlined in this document when 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 initiating or cooperating with any subsequent investigation process.
- Undertake appropriate child protection/safeguarding, safe recruitment, and online/cyber safety training (and refresher training as required by the International Academy).

All staff and volunteers need to recognize that if their behaviour inside or outside the workplace breaches the school's code of conduct and/or the guidance for safe working practices, it may be considered a disciplinary or even criminal matter.

Responsibilities of Staff with Occasional or Supervised Contact with Children

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 know to whom they should report.
- Provide written confirmation to demonstrate that all partner agency staff/contractors have been safely recruited with appropriate checks undertaken, and that a safeguarding briefing has been provided to these staff, appropriate to their role and contact with children, before they commence their role at any International Academy site. Where these staff or volunteers are constantly supervised, recruitment checks may not need to be as rigorous, but it is the responsibility of the Principal/Designated Safeguarding Leads to assess this risk.
- Follow the guidance laid down in these procedures at all times.
- Be provided with guidance on appropriate safe working practices at the school.

Section 4

Training and Support

The International Academy Benghazi will ensure that:

- All staff and volunteers in schools receive appropriate general (basic) safeguarding training upon joining the organisation and subsequently at least every two years. This training will be available through the International Academy Benghazi and through face-to-face events. Additionally, all staff should receive regular safeguarding and child protection updates (e.g., via email, e-bulletins, staff meetings) as required, and at least annually, to equip them with the necessary skills and knowledge to effectively safeguard children.
- These procedures and other relevant policies are made available in a variety of languages relevant to our community.
- Staff and volunteers are supported and equipped with the necessary skills to recognize and take appropriate action regarding students who are at risk or potentially at risk.
- Those with Designated Safeguarding Lead responsibilities in schools possess appropriate, up-to-date knowledge and have access to necessary additional training. This training will be refreshed every two years.
- All staff and volunteers undergo a comprehensive induction, including an overview of procedures and whom to contact if they have concerns about a student.
- Appropriate staff are trained in safe recruitment practices. This safe recruitment training must be renewed every five years.
- Training for new starters must be completed before they can have unsupervised contact with students.
- Any student who has suffered or is suffering from any form of harm will receive support. Upon agreement with any investigating agency involved, students may receive direct support through school counsellors or external agency input. The school maintains information on local, regional, or national bodies that can offer direct support in these circumstances.
- The International Academy Benghazi and our schools acknowledge our duty of care to our employees. In cases where staff have been involved in reporting and responding to abuse, we recognize that this can be very difficult to manage alone. Therefore, the International Academy Benghazi's schools are prepared to offer or facilitate appropriate external support or counselling for any staff member affected by a safeguarding issue. A list of organisations such as law firms, hospitals, and counsellors will be maintained and made available to staff upon request.

Section 5

Forms of Abuse

There are various ways students may be exposed to risk and danger, all requiring a response. Abuse is defined as any form of maltreatment of a child, whether through direct harm or by failing to protect a child at risk.

Types of Abuse

Physical Abuse

Physical abuse involves actions such as hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.

Emotional Abuse

Emotional abuse consists of persistent maltreatment that causes severe and adverse effects on a child's emotional development. This may include conveying to a child that they are worthless, unloved, or valued only as far as they meet another person's needs.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities, whether or not the child is aware of what is happening. It can include direct contact activities and non-contact activities over social media or the internet.

Neglect

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

While these are the primary areas of abuse, it can take many forms involving one or more of these areas.

Additional Concerns

Self-Harm

Self-harm can manifest in various physical and emotional forms as a way for young people to cope with overwhelming emotions. It should be taken seriously, as it is not usually a suicide attempt or a cry for attention but a means of emotional release.

Mental Health

Mental health problems can indicate that a child has suffered or is at risk of abuse, neglect, or exploitation. Staff should be observant of changes in behaviour that may suggest mental health issues and seek appropriate support.

Child Sexual Exploitation (CSE)

CSE involves exploitative relationships where young people receive something in return for performing sexual acts. This exploitation can occur face-to-face or through technology, such as mobile phones or computers.

Sexting

Sexting involves sharing sexual images or messages, which students may not realise can be a criminal act. Education and support are key to addressing this issue positively.

Identifying Concerns

Staff should be vigilant for signs of abuse or distress, including physical indicators like cuts or bruises, emotional signs such as depression or withdrawal, or behavioural changes like drug use. Any suspicion of abuse or self-harm should be reported promptly to the Designated Safeguarding Leads for appropriate action and support.

Note

The above list is not exhaustive, and staff may encounter other forms of abuse or concerns which require their attention and intervention.

Additional Safeguarding Issues

E-Safety

The proliferation of electronic media and devices poses additional risks for children. Online dangers include:

- Inappropriate content
- Ignoring age restrictions and communicating with unknown adults or other children (increasing vulnerability to bullying and grooming)
- Grooming and sexual abuse
- Sharing personal information
- Gambling or accumulating debts
- Cyberbullying

Cyberbullying is particularly common with social networks and mobile phones. The best protection for students is to teach them awareness and understanding of risks, especially through personal, social, and health education programs. These programs

should help children recognize risks and equip them with the skills and strategies to take appropriate action.

Social Media

Social media, when used appropriately, can be a powerful communication tool. However, there are potential dangers and boundaries for its use in schools. The risks are not inherent in the technology but in its use. To equip students to use these technologies safely, schools should provide education through the curriculum or external specialists. Students should be encouraged to report any concerns they encounter through social media.

Guidelines for Students:

- Do not sign up for social media sites with age restrictions until reaching the appropriate age.
- Do not post anything offensive to any other student, parent, or staff member.
- Avoid sending friend requests to staff members.
- Be provided with guidance and training on the safe use of social media and other technologies.
- Report any concerning content received through social media.

The International Academy Benghazi's Policy Includes:

- An ICT Acceptable Use Policy (AUP).
- Regular self-review of E-Safety policies.
- Clear policies specifying acceptable communication modes.
- Ensuring communication between students and adults occurs within explicit professional boundaries.
- Transparency in all communications.

Guidelines for Adults:

- Set personal social networking sites to private and do not list students as approved contacts.
- Do not access students' social networking sites unless requested by a senior leadership team member.
- Avoid sharing personal contact details with students.
- Use school-provided equipment for communication with students.
- Maintain professional reasons for contacting students in accordance with school policy.
- Recognize that text messaging should follow an agreed protocol.
- Avoid any form of online relationship with former students unless it is part of planned, agreed engagement via the school.

Mobile Phones and Camera Images

Personal mobile phones should not be used to take images of children. If personal equipment is used, images should be uploaded to the school's system and immediately deleted from personal devices. Permission to capture images should be sought from the Designated Safeguarding Leads or the Principal.

Photographs of Students:

- Should be taken on school cameras/devices.
- Saved on the school's server/database.
- Personal phones should not be used in classrooms when students are present, except in emergencies.
- Visitors and parents/carers should avoid using mobile devices in the school.
- Parents/carers must give permission for photographs of their children to be used.

Allegations Against Staff and Volunteers

Allegations against staff or volunteers should be treated seriously and follow appropriate procedures. An allegation can be defined as:

- Behaviour that has harmed or may harm a child.
- Possible criminal offence against a child.
- Behaviour towards a child that poses a risk.

In case of an allegation, the Principal should be informed, or in the case of allegations against the Principal, the HR Director and Head of Safeguarding should be notified. No investigation should commence before consulting with the Head of Safeguarding and HR. Suspension may be considered if necessary.

Whistleblowing

All staff and volunteers have a duty to raise concerns about colleagues' actions or attitudes. Appropriate concerns are considered protected disclosures. Malicious whistleblowing will be treated as a disciplinary matter.

Anti-Bullying

Bullying is a safeguarding matter that can escalate into a serious child protection issue. Concerns about bullying will be investigated, and actions taken to prevent recurrence. Bullying may involve social media or direct student-to-student interactions.

Children with Special Educational Needs or Disabilities

Children with Special Educational Needs and Disabilities face additional safeguarding challenges. Staff should be vigilant and report any concerns, avoiding assumptions about the causes of injury or behaviour.

Freedom of Speech

The International Academy Benghazi values freedom of speech but recognizes that it comes with responsibilities. Speech that promotes violence or harm will not be tolerated.

Physical Intervention/Restraint

Physical intervention should be reasonable, proportionate, and the minimum necessary. Any such incident should be reported to the Principal, documented fully, and parents/carers informed.

Domestic Abuse

Domestic violence and abuse encompass psychological, physical, sexual, financial, and emotional abuse. Exposure to domestic abuse can have long-lasting impacts on children.

Safe Recruitment and Selection

Safe recruitment procedures ensure suitable people work with students. This includes scrutinising applicants, verifying identity, qualifications, references, and undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years. A central record of recruitment checks will be maintained, including the date and who conducted each check.

Peer on Peer Harmful Sexual Behaviour (HSB)

Recognition of Peer Abuse

All staff should recognize that children can abuse their peers. Sexual violence and sexual harassment can occur between students of any age and sex, from primary to secondary. Incidents can occur in or outside school, involving a single student or a group assaulting or harassing another student or group. These behaviours exist on a continuum, may overlap, and can occur both online and face-to-face, but they are never acceptable.

Types of Sexually Harmful Behaviours

Sexually harmful behaviours can include, but are not limited to:

- Physical abuse: Hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexting and other inappropriate online behaviours.

Handling Reports of HSB

Reports regarding sexually harmful behaviours will never be ignored or dismissed. It is essential that all victims are reassured they are being taken seriously, supported, and kept safe. Victims should never be made to feel they are creating a problem by reporting incidents or be made to feel ashamed for making a report.

Impact on Victims

Students who are victims of sexual violence and/or sexual harassment may find the experience stressful and distressing, which can negatively impact their educational attainment, especially if the alleged perpetrator attends the same school.

Staff Responsibilities

Staff should understand that safeguarding incidents and behaviours can be associated with factors outside the school, including intimate personal relationships. Staff need to be able to identify concerning sexualized behaviour and know when to refer these concerns to the Designated Safeguarding Leads (DSLs). The school ensures that staff know how allegations of peer-on-peer abuse will be recorded, investigated, and dealt with, just like any other safeguarding or bullying concern.

Support for Victims and Perpetrators

The school has clear processes for supporting victims, perpetrators, and any other children affected by sexually harmful behaviours. There is a clear statement that abuse is abuse and will never be tolerated or dismissed as “banter,” “just having a laugh,” or “part of growing up.”

Section 6

Safeguarding Procedures

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 Leads (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. In many cases, a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances, staff should still use the record of concern form at Appendix 1 and the body map at Appendix 2 (if appropriate) to make a report to the Designated Safeguarding Leads.

If a 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

General Principles

Note: 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

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...". During any disclosure, try to listen, allow silences, and try not to show shock or disbelief.

Reassure

Try to stay calm, make no judgments, 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 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 after 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 (see the record of concern form at Appendix 2).

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 document are followed. A full written/typed account of the concern (ideally using the form at Appendix 1) should be

passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (which can be found at Appendix 2).

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Leads (or Principal in the absence of the DSLs) should be informed as soon as possible. The Designated Safeguarding Leads will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Leads will then consider and, where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to decide whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

Section 7

Record Keeping

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

Child protection records are stored in a secure (i.e., locked) filing cabinet or in a secure electronic system, accessible through the Designated Safeguarding Leads and other senior staff in larger schools to ensure reasonable access.

Records of any child disclosure should be clearly dated and filed without future amendment.

Child protection records should be separate from the general education file, but the child's general school record file will be marked to indicate that a child protection file exists. All staff who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.

A child protection file (electronic or otherwise) should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in several ways:

- If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
- If information is forwarded to the school by a previous school attended by the child.
- If the school is alerted by another agency of child protection concerns about that child.

Members of staff should make a written/typed account of any concern they have regarding the welfare or well-being of a child, using the school's pro forma. This record should be passed as soon as possible to the Designated Safeguarding Leads. Concerns that initially seem trivial may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Leads but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, staff should try to be specific about what it is that is making them feel worried.

If any information is removed from a file (electronic or otherwise) for any reason, a dated note should be placed in the file indicating who has taken it, why, and when.

The record pro forma should include (see Appendix 1):

- A record of the child's details: name, date of birth, address, and family details.
- Date and time of the event/concern.
- The nature of the concern raised.
- The action taken and by whom: name and position of the person making the record.

In the case of disclosure, the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure?
- The demeanour of the child, where the child was taken, and where returned to at the end of the disclosure.

Confidentiality

Our school regards 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/Designated Safeguarding Leads 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 contemporaneous notes should be scanned and kept in original format.

These procedures will be reviewed and updated regularly, at least every two years.

Section 8

Remote Learning

Direct Communication with Students

As professionals dedicated to the well-being and safety of our students, it is imperative that we maintain appropriate boundaries and behaviours, even in exceptional circumstances such as remote education. Given the ongoing developments in our EdTech strategy and educational approach, remote education is likely to remain a significant part of our provision. Therefore, it is crucial to consider the safety aspects alongside educational quality in all our virtual and remote interactions with students.

The following points outline essential guidelines for all virtual and remote communications and interactions with students. This guidance is not exhaustive but provides a foundational framework:

For Staff:

1. **During Lessons, Video Calls, or Chats:**
 - Manage the use of video and chat functions appropriately. Close any non-work-related applications or files during sessions.
 - Avoid using emojis and GIFs to maintain professionalism.
2. **Recording of Lessons/Video Calls:**
 - Recording is permissible with parental consent and should only be done through school-approved platforms. Recordings should serve specific educational purposes.
3. **Professionalism:**
 - Maintain professional standards in attire and environment during virtual lessons, reflecting that we are still "at work."
 - Ensure the learning environment is suitable and conducive to effective teaching.
4. **Structured Communication:**
 - Schedule and timetable all contact with students, similar to physical school environments, to avoid ad hoc interactions.
 - Share lesson/contact timetables with parents to facilitate student participation.
5. **Use of Mobile Phones and Social Media:**
 - Minimise the use of personal mobile phones for contacting students. Utilise school-approved online platforms for communication.
 - Refrain from using personal social media platforms for communication with students. All virtual contact should be through approved school platforms.
6. **Safeguarding Concerns:**
 - Report any concerns about the safeguarding or well-being of students promptly to the school's Designated Safeguarding Lead (DSL).
7. **Monitoring Attendance:**

- Track student attendance during virtual lessons. Persistent absences may indicate potential well-being issues and should be followed up appropriately.

For Students:

- **Behaviour and Engagement Expectations:**
 - Students are expected to adhere to high standards of behaviour, punctuality, and engagement during virtual lessons.
 - Bullying or discrimination in any form will not be tolerated and will be addressed according to the school's behaviour policy.
- **Punctuality and Absences:**
 - Attend virtual lessons punctually as per the provided timetable. Notify tutors promptly in case of illness or absence.
- **Monitoring of Attendance:**
 - The school will monitor student attendance during virtual lessons. Persistent absences will be investigated, and reasons documented.
- **Behaviour Management:**
 - Misconduct will be managed according to the school's behaviour policy, with appropriate disciplinary actions taken as necessary.
- **Support for Emotional Difficulties:**
 - Recognize that repeated or extreme behaviours may indicate underlying emotional difficulties. Support will be provided to affected students and their families.

Appendix 1.

Record of Concern Form

Field	Details
Student's Name:	
Student's Address:	
DOB:	
Is the student aware this form is being completed:	Yes [] No []
If yes, student reaction:	
Your Name:	
Date:	
Time:	
Signature:	
Concern:	Date:
Signed:	
Date:	
Initial Actions:	Date:
Follow up:	Date:
Signed:	Date:
Conclusions/Outcome:	Date:
Signed:	
Date:	

Appendix 2:

Body Map Guidance

Purpose:

Body maps are used to document and illustrate visible signs of harm and physical injuries. They should be completed and sent to the Designated Safeguarding Lead simultaneously with the Record of Concern Form (see Appendix 1). Even if an injury has a plausible explanation, a body map can help track a history or pattern of repeated injuries. A copy of the body map should be kept in the child's confidential file.

Instructions:

- **Documentation:** Always use a pen (never a pencil) or type the document. Do not use correction fluid or any other eraser.
- **Examination:** Do not remove clothing for the purpose of examination unless the injury site is freely accessible. Staff should never use photographic equipment to record injuries. Use body maps like those shown below.
- **Details to Record:** If you notice an injury, try to record as much of the following as possible:
 1. Exact site of injury on the body, e.g., upper outer arm/left cheek.
 2. Size of injury in appropriate centimetres or inches.
 3. Approximate shape of injury, e.g., round/square or straight line.
 4. Colour of injury. If more than one colour, specify.
 5. Is the skin broken?
 6. Is there any swelling at the site of the injury or elsewhere?
 7. Is there a scab, blistering, or bleeding?
 8. Is the injury clean, or is there grit/fluff, etc.?
 9. Is mobility restricted as a result of the injury?
 10. Does the site of the injury feel hot?
 11. Does the child feel hot?
 12. Does the child feel pain?
 13. Has the child's body shape changed? Are they holding themselves differently?

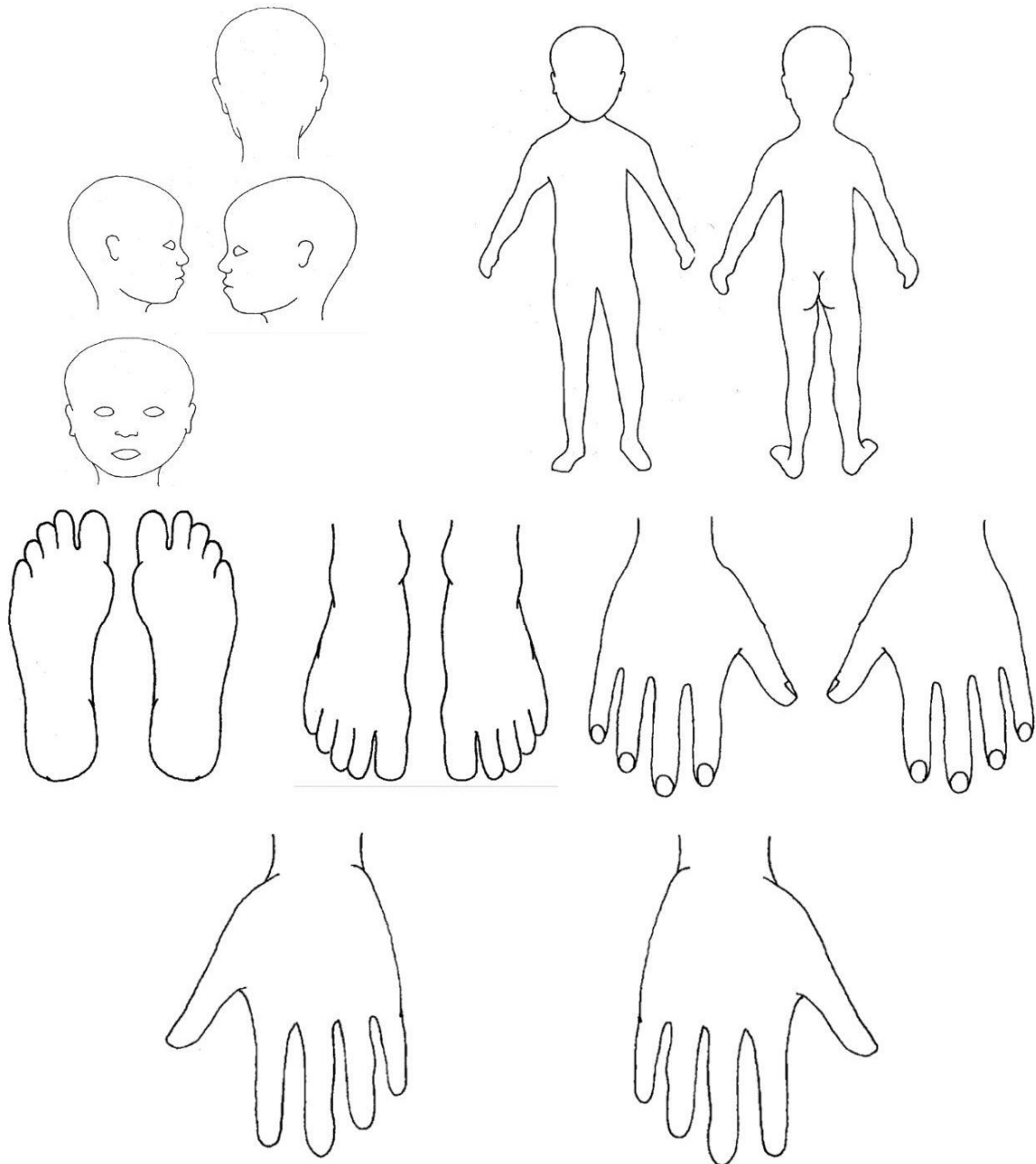
Name of person completing the body map:

Role of the person completing the body map:

Date of injury:

Date this form will be returned to DSL (if different):

Comments:



Initial Launch Date	2nd Review	Next Review
March 2022	July 2024	Aug 2025