



ASPIRE ACHIEVE ADVANCE

Safeguarding and Child Protection Policy

Designated Safeguarding Lead: Ms Zainab

Safeguarding is the preventative measures to promote the welfare of children. It has a broader meaning than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensuring children grow up in safe circumstances.

Child protection is the reactive part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

Safeguarding & Children

The safeguarding of children is everybody's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that the functions are carried out with a view to safeguarding and promoting the welfare of children so that children could keep themselves safe and staff should be alert to possible concerns being raised in school.

This includes:

- Protecting the impairment of children's mental and physical health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989, 2004 defines a child as being up to the age of 18 years.

Purpose and Aims

International British School (IBS) whole-school safeguarding policy aims to provide clear direction to all staff and governors on how to fulfil their responsibilities in this area. The purpose of this policy is to make explicit the school's commitment to the development of good practice and standards in safeguarding and child protection. It aims to ensure that all staff are fully involved in working with these concerns in a sensitive, professional manner and ensure that each and every child is supported and their needs met.

The purpose of this document is to ensure all staff to protect and safeguard children who are at risk of abuse or neglect. The policy follows the requirements of Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (2021).



Any member of staff who has a concern about a student's welfare should raise that concern to a Designated Safeguarding Lead or make a referral. Particular care should be taken with a student who:

- is disabled or has specific additional needs.
- has complex medical needs (whether or not they have a statutory education, health and care (EHCP) plan).
- is missing.
- is missing drugs or alcohol.
- has been exposed to, or is presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has been exposed to, or is presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. This includes the need to ensure arrangements are in place for safeguarding and promoting the welfare of children. This duty will be carried out through:

- teaching and learning
- pastoral care
- extended school activities

Important Contacts

Whole School	Name	Contact details
Designated Safeguarding Lead	Mme Zahra Zakiya (Head of School Counsellor)	+960 22110245 (Ext 106) z.zakiya@bawwah.com
Secondary Department	Head of Secondary School / Safeguarding Officer	+960 22110200 (Ext 110) Abigail.mynett@bawwah.com
Primary Department	Head of Primary School / Safeguarding Officer	+960 22110240 (Ext 114) j.mohamed@bawwah.com
EY Department	Head of EY School / Safeguarding Officer	+960 22110240 (Ext 107) n.adel@bawwah.com
Whole School	Safeguarding Lead / Safeguarding Officer	+960 22110240 (Ext 104) A.Lakeyay@bawwah.com +960 221102406 A.Lakeyay@bawwahholding.com

Senior School Designated Safeguarding Lead and Officer are directly responsible for the monitoring and implementation of all set strategies and standards.

Other contacts:

* Referral of allegations/cases of suspected abuse to the Principal and parents.



- Provide support and advice to all staff within the school.
- Ensure all staff understand and adhere to the child protection policy.
- Keep a record of all staff training on child protection and concerns.
- Ensure the child protection policy is reviewed and updated annually.

Safeguarding at DGS is not a standalone aspect. It encompasses the care and safety of all pupils in all areas of school life. In this regard this safeguarding policy links to other school policies relating to:

- Behaviour
- Positive and Safety
- Anti-bullying
- Whistleblowing
- E-safety

Safeguarding & Child Protection Information regarding Pupils

All pupils at DGS are aware that all staff, including the school counsellor are available to talk to regarding safeguarding issues. Staff are aware about the safeguarding issues that may affect the welfare of the child, their emotional needs and how to respond. When an issue arises a service contact for the welfare of the child, the staff member involved will encourage the child to talk to the Senior Designated Person (SDP), if the child is unable to do this, the staff member will contact the SDP. The SDP will then contact the relevant person on to the DfE. Each department, Foundation & Primary and Senior's have a SDP. The names of the school SDPs can be found on the school website under our policies.

What we are referring the children to:

1. We recognise that A4, school staff who come into contact with children have a duty to safeguard and promote the welfare of children. We will promote an expectation that Safeguarding is everybody's responsibility and includes identifying and taking action on behalf of students who would benefit from such action. We will ensure that all staff receive Safeguarding training in accordance with the Safeguarding (September 2015) and will sign electronically to confirm they have done so.

2. We will ensure that all staff receive Safeguarding training on an annual basis for all staff. A record will be kept of who has been trained and at what level. Safeguarding briefings will always take place with all staff on an annual basis and will incorporate updates through training.

safeguarders.co.uk <http://www.gov.uk/government/publications/understanding-child-protection>

3. We will ensure that all staff, including the school counsellor are kept up to date with all new legislation and will have DfE / Local Policy and procedure in place that is in line with children's needs.

4. All new staff will be made aware of policy and practice with regard to Safeguarding.

5. All staff will receive Safeguarding training on an annual basis to ensure that they are fully up to date so that they are fit for purpose and understood by all; taking into account changes in legislation and lessons learned from recent child protection cases and the latest guidance and advice from the DfE, Ofsted, the HMG Report, Service Care Review Recommendations 2011, Keeping Children Safe in Education (September 2015) and the latest Legal Statement Safeguarding and Child Protection Policy.

6. The school have a Designated Safeguarding Lead and a Designated Safeguarding Officer to cover her absence.



7. We shall follow Al Rayan Holdings & Local Ministry of Education procedures for Child Protection.

8. We shall ensure all associate staff, catering, support and cleaning staff attend Safeguarding training.

9. We shall follow up all concerns raised by children or those adults who care for them.

10. We shall ensure that children with Special Educational Needs (SEN) or disabilities (SEND) can face additional safeguarding challenges. This is because indicators of abuse may be assumed to relate to the child's SEN or disability, rather than the abuse itself. This may also contribute to peer to peer bullying issues. There may be communication issues with children with SEN.

11. We shall apply appropriate Recruitment and Selection procedures to all posts to ensure that all staff are suitable to work with children. We shall ensure that all staff are fully aware of their responsibilities and are able to show competence and fitness for purpose in this area.

12. We shall ensure that all staff, including governors, trustees, students, parents, staff, visitors, Governors via our web-site. Hard copies will be made available to any stakeholders on request.

13. We shall ensure that all staff are fully aware of the importance of safeguarding and child protection in education so that our school is accurate and that students who make education are known and that vulnerability is reduced and that risk of prolonged absence from school is reduced.

14. We shall use both formal opportunities, pastoral meeting and assemblies to enable students to feel safe and adopt safe practices.

Child Protection

At ISB it is everyone's responsibility to ensure that the safety and care of the children in our school is our top priority. The whole school leader and each department, DfE will be responsible for effectively training staff to be aware of safeguarding and child protection issues.

The same laws do not apply in Kuwait as they do in the UK and this is not the same network of agencies who work together, as there is in the UK. Staff members involved in the safeguarding and protection of children in our school will be required to be trained in the following areas:

This does not mean that issues that arise will be ignored, ISB will do its best to ensure that the children in their care are as safe and protected as possible, however we must be aware of legal issues. All staff will complete Child Protection (online training) annually.

[Al Rayan Holdings for further information on Safeguarding Profile / Child Protection for Staff](#)

[What to do if Child Abuse / Safeguarding issues is Suspected - a summary of procedures for referral](#)

[For concerns of child neglect or malreatment: Who to contact if you suspect a child may be at risk of child abuse, they should contact the Designated Safeguarding Lead or Officer.](#)

- initial contact from a child will not usually involve the DSL but probably a class teacher or subject teacher. If the child is in a寄宿 school, the DSL will be the teacher who first becomes aware of this person is primary to listen and then to share this concern with the Designated Safeguarding Lead.

2. Once a concern is expressed to the designated Safeguarding Lead, he/she will assume full responsibility for the investigation which may include Al Rayan Head Office or the Ministry of Education, no decisions on any course of action may be taken without the knowledge and agreement of the Designated Safeguarding Lead.



3. The Designated Safeguarding Lead is not an investigating Lead, but will speak with all staff who have contact with the child in a strictly confidential and professional way, all being aware that nothing as yet has been objectified established. This information will be recorded. The Principal will then assess the information and make a decision.

4. It is recognised that the teacher who first made the approach to the Safeguarding Lead is likely to have an on-going pastoral role to play in support of the child, with knowledge and support of the Safeguarding Lead.

5. On no account should members of staff investigate concerns beyond themselves and approach a child in a way that atmosphere where the child can talk freely. The member of staff concerned should not contact parents, nor should any enquiries be made of the child regarding parents or guardians.

6. The Designated Safeguarding Lead will then make a decision as to whether to make a referral to the Local Authority or to the Police, or to take no further action, all being aware that the decision will be made in the best interests of the child at all times.

7. Information regarding any allegation of or where a child abuse offence is confirmed at any records, concerning a child should only be passed on to the Designated Safeguarding Lead or to the appropriate staff. The Designated Safeguarding Lead may ask the teacher who originally raised the concern to take an active role in any procedural follow up. The DSL is responsible for maintaining an accurate record of all concerns.

8. We also recognise the importance of 'early help'. This means staff identifying children who may benefit from an intervention as soon as the problem arises. Staff are expected to discuss this with the Designated Safeguarding Lead.

9. If anyone other than the Safeguarding lead makes the referral they should inform the safeguarding lead as soon as possible. The School Safeguarding Team make a decision within ONE working day of a referral being made and inform the Designated Safeguarding Lead as to what action has been taken and why. The School should be informed as soon as a referral has been made.

10. If a child is in immediate danger or is at risk of harm a referral should be made to Al Rayan Head Office and the Designated Safeguarding Lead and the Police immediately. Only the DSL and the CEO should make a referral. Where referrals are not made to the designated safeguarding lead, they should be informed as soon as possible.



Si staff members have concerns about another staff member then this should be referred to the Head of School or Principal, where there are concerns about a Head of Department or Principal the should be referred to the Head of Department or the Head of School.

Allegations against staff (whistleblowing)

We are aware of the possibility of allegations being made against members of staff that are working with children. These concerns should be reported to the Head of School or Principal. Allegations should be made by the pupils themselves or other concerned adults and are made for a variety of reasons. If an allegation is made against an adult in a position of trust whether they are members of staff the Head of School or Principal should be informed and the appropriate Lead or Designated Safeguarding Officer. (Please also refer to Whistleblowing Policy)

Procedure for Reporting a concern about staff

1.) Concern should be reported to Designated Safeguarding Lead or Officer. If they are not available the concern should be reported to the Principal or a School Senior Leader. If the concern is about the Principal or one of the School Senior Leaders, this concern should be reported to the Head of School or Principal.

2.) Concern is put in writing before the end of the school day. The concern is handled to the relevant member of staff (DSL, DSO or School Principal or Senior Leader).

3.) Designated Safety Team (School Principal, DSL, DSO) discuss the incident and decide what action needs to be taken. If the DSL/DOS is not available, the Head of School or Principal will deal with the concern.

4.) If allegation is not a 'C or D' safeguarding issue – matter is passed to HOD to investigate & deal with and report back to the Principal. If issue is a 'C or safeguarding matter' – DSL, DSO or Principal will deal with the concern. If the DSL/DOS is not available, the Head of School or Principal will deal with the investigation. Other relevant external bodies and authorities (Ministry Of Education, Local Police Authorities, DBS – UK & NCETL – UK) may need to be informed depending on the nature of the concern.

Safeguarding Information for Parents

The school shares a purpose with parents to educate, teach children, set them high and have their interests at heart. We work with parents, working with parents positively, openly and honestly. We ensure that all persons are treated with respect, dignity and courtesy. We respect parents' rights to be involved in their child's education and to be fully informed about their child's progress and the work we have permission to do as. We encourage parents to discuss any concerns they may have with the school. We make parents aware of our Safeguarding policy and policies related to this.



Safeguarding Information For Staff

We recognise that staff working in the sector who have become involved with a child who has suffered from CSE and CCE, or who have concerns, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their concerns with the school designated and to seek further support if required.

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

Both CSE and CCE are forms of abuse and both occur where an individual or a group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Within this definition, it is important to consider the context in which the abuse occurs, including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or social resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can range from relatively minor forms of abuse to more serious forms of abuse. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve the child being made to feel that there is no other choice. It is important to note that even when activity appears consensual and it should be noted exploitation as well as being physical can be forms of abuse.

Staff at 3BS are aware of the potential signs and indicators of CSE and concerns or suspicions are referred to the designated and other appropriate authorities.

Signs and indicators of CSE and CCE

Where there is a case of peer abuse, support for the victim, resolution strategies and sanctions for the perpetrator may be put in place in line with the School's behaviour policy. However, the School acknowledges that such behaviour may be a form of abuse and/or exploitation. Advice can be sought from the appropriate authority.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include assumptions that indicators of possible abuse such as behaviour, mood and physical health are more likely to occur in children with SEN and disabilities than other children. The potential for children with SEN and disabilities being disproportionately targeted by behaviours such as bullying, without obviously showing any signs, and conversely, the potential for children with SEN and disabilities to be less likely to report potential safeguarding issues. 3BS diligently monitors the SEN students as well as other students not and may refer to the appropriate authority.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment. Such factors can occur between children outside of these environments. All staff, but especially the designated safeguarding lead(s) and deputies should consider whether children are at risk of harm from other adults or children. Children can be at risk of potential harm from a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.



St. John's

Primary

School

Policy

Book

2021

2022

2023

2024

2025

2026

2027

2028

2029

2030

2031

2032

2033

2034

2035

2036

2037

2038

2039

2040

2041

2042

2043

2044

2045

2046

2047

2048

2049

2050

2051

2052

2053

2054

2055

2056

2057

2058

2059

2060

2061

2062

2063

2064

2065

2066

2067

2068

2069

2070

2071

2072

2073

2074

2075

2076

2077

2078

2079

2080

2081

2082

2083

2084

2085

2086

2087

2088

2089

2090

2091

2092

2093

2094

2095

2096

2097

2098

2099

2010

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

2021

2022

2023

2024

2025

2026

2027

2028

2029

2030

2031

2032

2033

2034

2035

2036

2037

2038

2039

2040

2041

2042

2043

2044

2045

2046

2047

2048

2049

2050

2051

2052

2053

2054

2055

2056

2057

2058

2059

2060

2061

2062

2063

2064

2065

2066

2067

2068

2069

2070

2071

2072

2073

2074

2075

2076

2077

2078

2079

2080

2081

2082

2083

2084

2085

2086

2087

2088

2089

2090

2091

2092

2093

2094

2095

2096

2097

2098

2099

2010

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

2021

2022

2023

2024

2025

2026

2027

2028

2029

2030

2031

2032

2033

2034

2035

2036

2037

2038

2039

2040

2041

2042

2043

2044

2045

2046

2047

2048

2049

2050

2051

2052

2053

2054

2055

2056

2057

2058

2059

2060

2061

2062

2063

2064

2065

2066

2067

2068

2069

2070

2071

2072

2073

2074

2075

2076

2077

2078

2079

2080

2081

2082

2083

2084

2085

2086

2087

2088

2089

2090

2091

2092

2093

2094

2095

2096

2097

2098

2099

2010

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

2021

2022

2023

2024

2025

2026

2027

2028

2029

2030

2031

2032

2033

2034

2035

2036

2037

2038

2039

2040

2041

2042

2043

2044

2045

2046

2047

2048

2049

2050

2051

2052

2053

2054

2055



- Visitor identification badges are to be used for any visitor entering the school. Parents must make an appointment if they wish to speak to a member of staff through the school reception and must wait until staff members are available.

Collection of Children

Under Section 44 of the Children, it is DfES policy that children can be collected ONLY by adults/careers with parental responsibility or when confirmed permission has been received in advance. Procedures to follow:

- Parents must inform the school / class leader in advance if somebody other than that child's parent will be collecting their child. The class leader will check that relevant permission is granted before releasing the child.
- If the school is not informed and somebody other than the child's parents tries to collect the child, a call to parents must be made before the child is allowed to leave the school premises.

Duty Rotations will be followed by all staff for supervision of any children not picked up at the end of the school day. The designated member of staff will stay until the child has been collected on the bus. Parents may need to be contacted if a child is not picked up.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to contact the school to let us know. If a child is unwell, parents are asked to take the child home to ascertain each child's whereabouts. The school must inform the ministry if absences of more than 15 days are recorded. Positive measures are in place to encourage children to attend regularly and punctually.

Parents

At 180° we ask an adult has company to take children to and from school.

The adult who has a 'Lead' or 'host' who is there to ensure the safety of the children. It is the lead's responsibility, as well as the person on duty to ensure children leave the school premises safely.

Children must be supervised by an adult at all times. It is the lead's responsibility to ensure their own or other's safety at risk when on the bus they may be suspended from using the bus facility.

Designated persons will be assigned to take a register of children and contact the parent each day.

Those who are not able to take the bus to school will be given a bus pass to travel on the bus.

Staff members from the foundation, primary and senior departments will be on bus duty, it will be their responsibility

to ensure that only those children who have a bus pass are allowed to travel on the bus.

Medicines and Allergies

At the beginning of the school year parents will be asked to declare the health of their own child, those who

have a medical condition that may affect the school or any pre-existing health problems or allergies. If this is not completed or returned to school then the school shall not be held responsible.

All staff members will be made aware of any medical conditions or allergies. All staff members

will be given an updated copy of pupils with medical issues or allergies, for example, diabetes, asthma

or food allergies. This will be displayed in designated areas of the school (retaining rights of



privacy/confidentiality). All staff members will be made aware of where this information can be found if an incident occurs.
Details of first aiders will be made aware at the beginning of each academic year of who the school nurse is. They will also be informed of who other trained members of staff are.
Members of staff must inform the school nurse, or in her absence other trained members of staff. Parents must inform the school of:
• The time the medicine must be administered.
• The dosage that needs to be administered.
• A copy of the accident should be recorded in the relevant Accident / incident log.

First Aid

Please refer to the First Aid Policy:

[First Aid Policy](#)

International British School is committed to providing emergency first aid provision in order to deal with incidents and incidents affecting employees, children and visitors. The arrangements within this policy are based on the results of a suitable and sufficient risk assessment carried out by the school.

International British School will take every reasonable precaution to ensure the safety and wellbeing of all staff and pupils. Details of such precautions are noted in the following policies:

[Health and Safety Policy](#)

[Safeguarding Policy](#)

[Administering Medication Policy](#)

This school does not have overall responsibility for ensuring that the school has adequate and appropriate first aid equipment, facilities and personnel, and for ensuring that

the correct first aid procedures are followed.



1.1. This policy has due regard to statutory legislation, including, but not limited to the following:

The Health and Safety (First Aid) Regulations 1981 and approved code of practice and guidanceHealth and Safety at Work etc. Act 1974 and subsequent regulations and guidance

► Aims

2.1. All staff should read and be aware of this policy, know who to contact in the event of any illness, accident or injury, and ensure this policy is followed in relation to the administration of first aid.

2.2. All staff will use their best endeavours, at all times, to secure the welfare of the pupils.

2.3. Anyone on the school premises is expected to take reasonable care for their own and others' safety.

2.4. The aim of this policy is to:

- Ensure that the school has adequate, safe and effective first aid provision in order to deal with any emergency that may be likely to occur before or after in the event of any illness, accident or injury, no matter how major or minor.

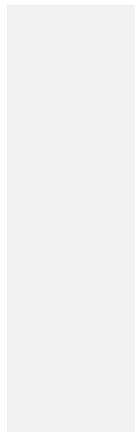
- Ensure that pupils are aware of the procedures in the event of any illness, accident or injury.

- Ensure that medical advice is administered at the school when permission has been granted for this.

- Ensure that all medicines are appropriately stored.

- Provide clear arrangements for liaison with medical services on the school site.

To achieve the aims of this policy, the school will have suitable stocked first aid boxes. There is no requirement for schools to have a First Aid Kit. Deciding what to include should be based on employer's assessment of first-aid needs. As a guide, where work activities involve low hazards, a minimum stock of first-aid items might be:





- Bandage (various sizes)
- Plaster (various sizes)
- Scissors
- Thermometer
- Cold compress
- Eye wash
- Tongue depressor
- Anti-septic wipe
- Antiseptic cream
- Thunis forceps
- Scissors
- Hydrogen peroxide

Items are acceptable and can be found in the nurse's room.

24. The lead first aider is responsible for examining the contents of first aid boxes.

These should be checked frequently and restocked as soon as possible after use. Items should be discarded safely after the expiry date has passed.

25. First aid boxes are located in the following areas:

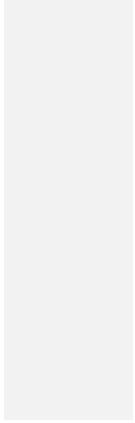
-Medical room/clustered toilet

1. First aiders

1.1. The main duties of first aiders are to give immediate first aid to pupils, staff and visitors and to ensure that an ambulance or other professional medical help is called, when necessary.

1.2. First aiders are to ensure that their first aid certificates are kept up-to-date through liaison with the first aid manager.

1.3. Each year group of first aiders have a responsibility to ensure all first aid kits are properly stocked and maintained. The first aid appointed person(s) will be responsible for maintaining supplies.





7 Storage of medication

7.1. See Administration of Medication Policy

A Absence

- 8.1. When a child becomes ill during the day, the parent/carer will be contacted and asked to pick their child up from school as soon as possible.
- 8.2. A quiet area will be set aside for withdrawal and for pupils to rest while they wait for their parent/carer to arrive to pick them up. Pupils will be monitored during this time.

B Consent

- 9.1. Parents will be asked to complete and sign a medical consent form when their child is admitted to the school, which includes emergency numbers, details of medical conditions and details of any medication required for the administration of emergency first aid - these forms will be updated periodically.
- 9.2. Staff do not act 'in loco parentis' in making medical decisions as this has no basis in law - staff always aim to act and respond to accidents and illness based on what is reasonable under the circumstances and will always act in good faith, always with the best interests of the child in mind.

- 10.1. This policy is reviewed annually by the school leadership team, any changes made to this policy will be communicated to all members of staff.
- 10.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Use of Photographs/Video Images

(Please also refer to the e-safety Policy)



Taking pictures and other images of children's achievements and activities is a wonderful way of sharing successes and promoting success. A form for the will be sent home at the beginning of the current academic year for parental consent.

In the foundation stage department pictures and video images are used as a way of assessing and recording children's achievements. These images are seen only by members of staff in the Foundation Stage department and are stored on the KS1 and KS2 servers.

Staff members at BES may also use photographs and videos as part of their displays in and around the school grounds.

If a photograph or image is to be used outside of the school grounds, for example, on the school's website or in a magazine or newspaper about the school, then the parent's consent will be sought beforehand. Each academic year a letter is sent to parents for consent of the aforementioned. This information is then collated and recorded by the school's admin staff; staff members will have access to this information.

All staff members at BES understand that no images of children at the school may be published on personal internet media sites and that if this occurs, it will be dealt with accordingly. Staff members who are responsible for informing that line leaders if they are aware of other members of staff publishing images.

The Design of the Curriculum

The curriculum deals with safeguarding in a variety of ways:

Firstly, through programs such as SEAL, children are able to discuss issues such as safety to be informed to and also who to talk to if they have concerns of issues they would like to discuss.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology. Children are also taught about safety issues and how to stay safe in other subjects such as Science.

When the curriculum is being delivered outside of the school life, for example, during school trips, assessments and risk assessments are carried out by the relevant staff members. This will involve taking into consideration risk assessments during visits and trips to ensure children are safeguarded and kept safe. If a child has a medical condition and/or additional needs from the minority groups within the visit/trip can take place.

Visitors to the school, including parents, carers and other adults, will be made aware of the relevant knowledge to the children, there will always be constant supervision from school staff members.

Accessibility of policies

Parents and carers are welcome to ask for further information about any policy matter. Copies of all policies are available for parents and carers to read on the school DLP when registering or re-registering their child. The School will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.



Police Review
This document will be reviewed by the school on an annual basis to ensure it is up to date with current legislation and best practice. Copies of reviewed policy documents will be shared with or emailed to staff.

This document is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate to ensure International British School is a safe place to learn and work.

Appendix 2

What is Child Abuse? – Signs and Symptoms

These definitions are based on those from Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2021).

“The term child abuse encompasses all forms of ill treatment or neglect of children by adult members of their family unit or other adult person or agency responsible for the care of children.”

It includes physical neglect including that which causes failure to thrive; emotional abuse or deprivation, and the various aspects of sexual abuse.

However, staff should be vigilant to the following categories but staff should always be vigilant to any signal abuse is in a child.

Physical Abuse

This refers to a child where there is deliberate, malice, or a negligent act of violence, injury, or non-accidental neglect that has seriously affected the child.

The incidents may be examples of deliberate, non-accidental, or negligent acts such as:

- Bruises and abrasions round the face, particularly in younger children;
- Damage or injury around the mouth;
- Bilateral injuries such as two black eyes;



- Finger tip bruising to the front or the back of the chest;
- Bruises;
- Burns and scalds;
- Wheals suggesting blanching; and
- Small circular burns indicating cigarette stub marks

There may be evidence of previous injuries. Each injury needs to be accounted for. The timing, the site, the spread of injuries, the age and mobility of the child must be considered when assessing the risk of abuse. A history of previous injuries, particularly if there has been a delay in seeking treatment for the child, should arouse suspicion.

Injuries such as blisters, lacerations, bite-marks and burns may be especially apparent when children are in the water. For example, a child who has been swimming in a river or lake, on the other hand, a reluctance to participate in PE or Swimming may also be an indication of child abuse.

Neglect

This is the persistent or severe neglect of a child which results in serious impairment of that child's health or development.

- This may be by exposure to danger or by repeated failure to attend to the developmental needs of the child;
- Non-organic failure to thrive may result from neglect of a child but always requires medical diagnosis;
- Possible indications of physical neglect, such as inadequate, poor growth, long-term diarrhoea and/or fits may be noticeable;

Emotional Abuse

This is the persistent or severe emotional breakdown of a child, which has a severe adverse effect on the background on the child's background and emotional development.

Sexual Abuse

The term 'sexual abuse' of dependent, developmentally immature children, and adolescents is sexual activity they do not truly comprehend, to which they are unable to give their informed consent, and which may result in serious physical and/or emotional damage.

Sexual abuse takes many forms ranging from very serious to lesser criminal offence. Occasionally, it may include activity which may not in itself breach the law but will, nevertheless, have a disturbing effect on the child.

The extent of sexual abuse is still unknown but the rate of referral is increasing. Sources suggest that one person in ten of the adult population is sexually abused before reaching the age of 16 years. Sexual abuse need not occur as a single incident; the victim may have tendencies abuse lasting for a period between two and four years, sometimes longer. It is interesting that



happens mainly in the context of a teacher's relationship and offences are often different, as teachers are often the ones who are trusted. 'New Teachers' are included. Contrary to expectation such offences are committed by females. In some instances, clear signs and symptoms are overlooked either in error or in circumstances where the teacher is unwilling to believe what has been told.

To assist, teachers should be aware of the symptoms which for sexual abuse, include:

- Bed wetting or wetting during the day;
- Abdominal pain;
- Sleep and eating disorders;
- Withdrawal;
- Inappropriate or explicit sexual play;
- Sexual precocity or knowledge of sexual activities inappropriate to the child's age;
- An abnormally high incidence of minor injuries, lethargy, tiredness; and
- Sudden, unexplained change in behaviour.

This list is not intended to be exhaustive and it is recognised these symptoms may individually or jointly be signs of conditions unconnected with abuse.

Appendix 2

Checklist of what to do if a child comes to you with a safeguarding or child protection issue:

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Encourage the child to tell the right thing in telling you;
- Let them know that you will need to tell someone else;
- Make careful notes for as possible such as date, time, setting, who was present and who was not and should be present in the child's words as far as the exact as possible. Inform your Senior Designated safeguarding person as soon as possible.
- Refer to the following checklist for what to do if a child discloses abuse;
- Do Not investigate or ask leading questions;
- Do Not promise to keep what they have told you a secret;
- Do Not include your opinion without stating it is your opinion;
- Do Not promise to keep what they have told you a secret;
- Do Not offer suggestions or alternative explanations for the child's concerns.



All subsequent actions must be recorded in writing and dated. All disclosures must be kept confidential to yourself and the Designated Safeguarding person only.

The seven golden rules of sharing information

1. Remember that GDPR (2018) and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is appropriately shared.
2. Be open and honest with the individual and their family where appropriate from the outset about why, what and how you are going to share information and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Share information securely and in a way that you are sure about sharing the information concerned without disclosing the identity of the person whom possible.
4. Share with informed consent where appropriate and where possible, the reasons of those who will receive the information. If you are not sure whether to share information without consent or if in your judgement there is good reason to do so. Such as, if the student's safety may be at risk or if there is a risk of significant harm to others. If you are not sure whether to share information or requesting personal information from someone be certain of the basis upon which you are doing so. When you have decided to share information consider what personal information to be shared.
5. Consider safety and well-being. Base your information sharing decisions on the safety and welfare of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant and adequate, provide only the information you are required to have it, is accurate, up to date, in shared in timely fashion and is shared securely.
7. You must keep a record of who you have shared information with, why and when. If you decide to share, then record what you have shared with whom and for what purpose.

Dealing with Disclosures – some Do's and Don'ts

A child will select the recipient of their disclosure very carefully. They will choose a person in whom they trust. The intention for making a disclosure remains with the child. If a teacher is chosen and asked to keep a secret, then these guidelines would prove helpful in handling what can be a difficult and traumatic experience.

Do's

- Read the School's Safeguarding Policy.
- Be alert to the signs of child abuse.
- Follow procedure – INFORM THE SAFEGUARDING LEAD.
- Ask the child.
- Try to create an atmosphere which accepts what the child is saying and values their disclosure. Listen to the communication. Record what has been said carefully (the exact words if possible).



- Be sensitive to the situation as the child sees it. The child should then feel more comfortable about discussing his/her problems.
- Reassure the child that he/she has taken the correct course of action and will be protected.
- Be sensitive to the possibility that following disclosure a child may not wish to be left alone.
- Be honest.
- Tell the child that you must refer the matter to someone who can help.
- Inform the Safeguarding Lead.

NOTE:
• Assume someone else is listening with or has dealt with the information you have been given. Pass it on to the Safeguarding Lead immediately.

• Ask leading questions of the child.

• Don't encourage the child to make a disclosure.

• Contact the family / guardians or discuss the matter with anyone other than the Safeguarding Lead or Designated Person in another room.

• Make any investigation. Our role is to inform.

• Provide a copy of the child's disclosure to the Safeguarding Lead.

• Reviewed by DSL + Principal

Date: Sept 2025

• Formatted: Use Paragraph, Justify, 0 pt, Don't add space between paragraphs of the same section

• Formatted: Use Paragraph, Justify, 0 pt, Don't add space between paragraphs of the same section

• Formatted: Use Paragraph, Justify, 0 pt, Don't add space between paragraphs of the same section

• Formatted: Use Paragraph, Justify, 0 pt, Don't add space between paragraphs of the same section

• Formatted: Use Paragraph, Justify, 0 pt, Don't add space between paragraphs of the same section