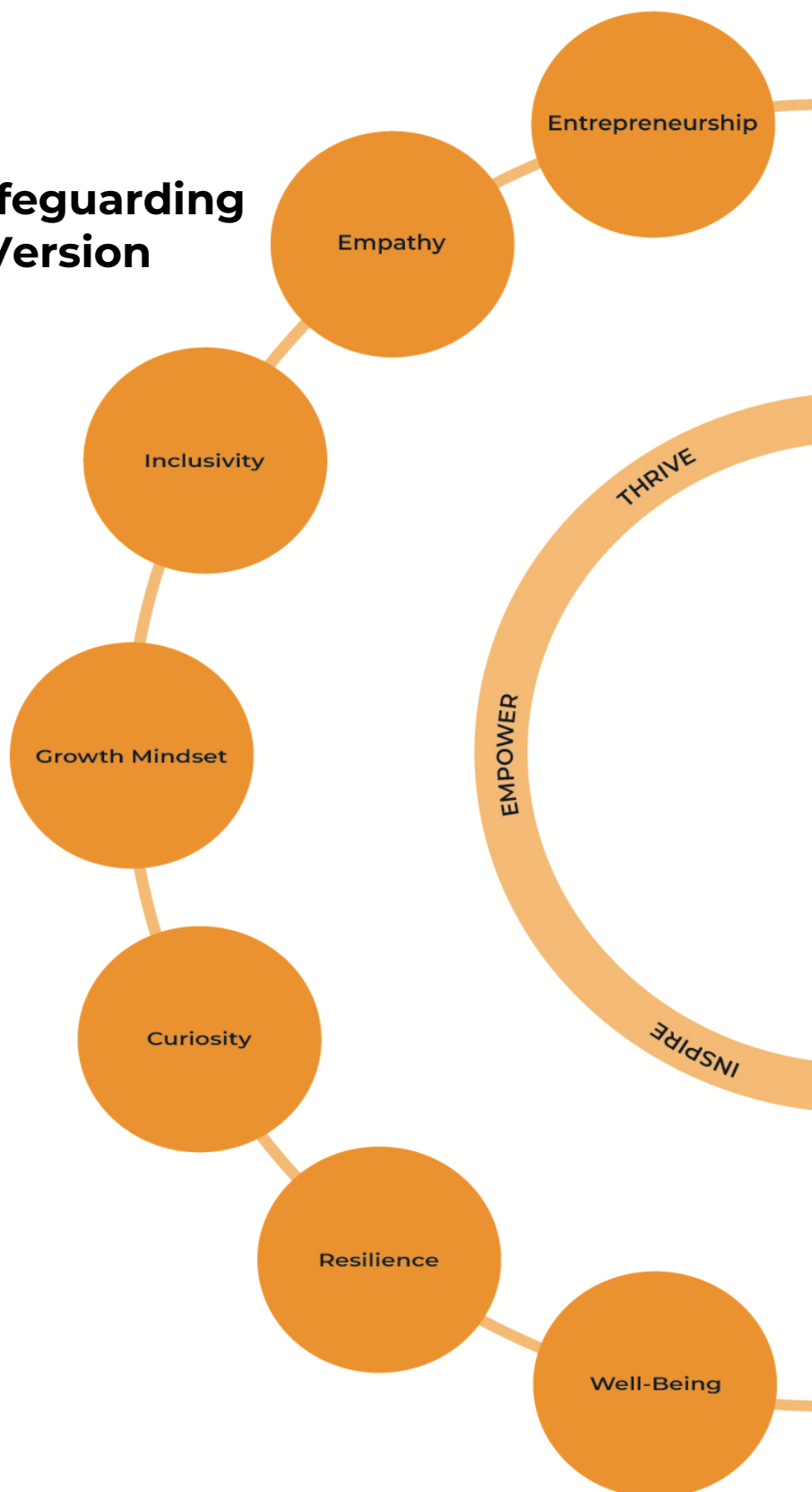




Child Protection & Safeguarding Policy – Parents Version

2024 - 2025





Introduction

The health, safety and well-being of all our children is of paramount importance to all the adults who work at Citizens school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

Protecting children is everyone's responsibility and this includes reporting any act committed by a parent, carer or any other person to a child which results in (or the risk of) neglect, physical or emotional injury or sexual harm.

All staff have a duty and will report any suspected or disclosed issues of child protection to the Designated Safeguarding Lead (DSL) and Assistant Safeguarding Lead (ADSL). If the threat is immediate or on-going it will be reported to the appropriate local safeguarding authorities as set in place by the UAE and to Citizens Safeguarding Governor

Purpose

The safeguarding of children and young people from harm is the highest priority. Our learners have a right to feel safe and protected from significant physical and emotional harm both inside and outside of school. This policy is a crucial part of promoting the welfare of our learners; it is designed to inform our staff regarding the signs of child abuse and to equip them with the knowledge on what to do in the event of suspected abuse. This policy defines abuse, outlines signs of abuse and explains the procedures for investigating and reporting suspected cases. The school believes in an ethos that promotes a positive and supportive learning environment.

Citizens School asserts its complete commitment to ensure the welfare, safety, and respect for all children, without discrimination on grounds of ethnicity, gender, origin, religious doctrine, social standing, or disability.

Protecting and enhancing our learners' welfare is the collective responsibility of everyone at Citizens School; every person who deals with learners and their family has a role to play.

To effectively honour this responsibility, every person dealing with a child must ensure that the welfare, well-being, and best interests of the child operate as the primary and guiding focus of all dealings with the child.

Implementing the policy

All staff will read and understand this policy in conjunction with our Safeguarding and Child Protection Policy, Anti-Bullying Policy, Inclusion Policy, Behaviour for Learning Policy, and The Employee Handbook.

The Child Protection and Safeguarding policy in Educational Institutions in United Arab Emirates (September 2022) has been shared with all staff. Applies to all staff (teaching and administration) working in the school.

Definition of Child Abuse

Child abuse refers to any act committed by a parent, carer or any other person to a child under the age of 18, which results in injury to the child (or risk of). These acts include situations where there is neglect, emotional, physical or sexual harm. (Refer to categories of abuse section).



Aims

This policy ensures that all staff in schools can follow the necessary procedures with regard to safeguarding issues. It aims:

1. To raise awareness and identify responsibility in reporting possible cases of abuse.
2. To ensure effective communication between all staff when dealing with safeguarding issues.
3. To inform all parties of the correct procedures to use in the case of a safeguarding issue.

Citizens School has an assigned designated safeguarding lead (DSLs) to take the overall responsibility for safeguarding children and all that is related to children's rights and protection. DSLs shall liaise with the corresponding and relevant local bodies, if and when necessary.

- Citizens School commits to regularly assess the effectiveness of the Child Protection and Safeguarding policy and ensure that any necessary revisions and improvements are made.
- Citizens School uses a safe and confidential reporting and archiving system CPOMS for cases of potential or suspected child abuse.
- Citizens school train all personnel working at about confidentiality, secure information reporting procedures, and their responsibility to report any abuse or suspected forms of abuse or violence towards a learner.
- Ensures that all relevant staff members attend or complete all training programs related to Child Protection.
- Spreads awareness among learners about child rights and the need to report any type of abuse or suspected abuse they or others may be exposed to.
- Spreads awareness among parents about child protection and the importance of their role in protecting children.
- Promotes the principle of tolerance among all members of the school community.
- Endeavors to achieve justice and equality in treatment for all learners.
- Citizens School shall take all the necessary measures to safeguard and protect the children against substance abuse, including the use of narcotic, intoxicating, and stimulant substances, all types of psychotropic substances, or the child's involvement in their production or trafficking.
- Promotes and informs staff about the professional Codes of Conduct for workers in the General Education Sector published by the Ministry of Education, September 2022.

Our Child Protection and Safeguarding Policy

The school ensures that there is an effective Child Protection and Safeguarding Policy for the provision of health and safety throughout the school. At the beginning of the academic year, the



school will issue the updated policy to ensure that stakeholders are fully informed about the Child Protection and Safeguarding Policies at Citizens School.

In line with the Child Protection and Safeguarding Policy, Child Protection and Safeguarding training is carried out annually during the induction training of all new members of staff.

Duties and responsibilities of school staff

The key duties and core principles of all staff member of Citizens School are as below:

- They must be vigilant at all times and aware of any signs of abuse and neglect: physical, emotional, sexual, and/or neglect and deprivation.
- They are fully aware that any unusual behavior they observe, inside or outside the classroom, is to be immediately reported to the concerned DSL.
- Observations will be recorded on CPOMs.
- The school has an anti-bullying/ safeguarding policy in place against bullying/Safer Internet Policy and misuse of social media.

Security measures for learners' safety

- The school's Security Department guarantees that any individual that enters the school campus during school hours must have a valid form of identification that will be exchanged for an access pass and will be returned once they exit the school.
- Anyone acting in a suspicious manner will be automatically approached by a member of security to ensure their presence at the school is justified and permitted.
- Throughout the school day, there are 7 members of security staff allocated around the campus.
- Each member of staff has been given training prior to the fire drill; therefore, they are aware of their assembly point according to their department. Each mentor is given a learner checklist in order to ensure all learners present on the day are accounted for.
- The security team reports daily to the Head of Security, and in the case of an emergency report immediately. Every morning the night shift team report their observations related to school maintenance and security.

When to be concerned

Staff should be concerned if a learner:

- Has any injury which is not typical of the bumps/scrapes normally associated with the child's activities.
- Fear of contacting caregivers/parents.
- Burns/cigarette burns
- Human bite marks
- Regularly has unexplained injuries.
- Frequently has injuries even when apparently reasonable explanations are given.



- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexualised behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been harmed
- Absence of adequate basic needs – e.g. food, shelter, clothing, emotional, medical, hygiene and educational neglect.

General signs and symptoms

- Depression and anxiety
- Shame and guilt
- Fear
- Bruising
- Addiction
- Isolation and withdrawal
- Aggressiveness
- Impulsive behaviour
- Sleep disturbance – persistent tiredness, bed wetting, or nightmares
- Decline in academic performance or poor school performance or a decline in engagement in activities
- Signs of an eating disorder

It is vital to highlight at this point that learners of determination, including communication or behaviour difficulties, have a higher risk of bullying, neglect and abuse than others. Often, they are not identified or looked at as at-risk when it comes to indicators of possible abuse owing to mood, injury or behaviour being attributed to the pre-existing condition rather than signals for safeguarding. Staff specifically involved with children with SEND are to be alert to these factors.

Dealing with a disclosure

If a learner discloses that he or she has been feels at risk or is harmed in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises that it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to the appropriate authority.
- Reassure the learner that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen rather than ask direct questions.
- Ask open questions rather than leading questions.
- Not criticise the perpetrator.



- Explain what has to be done next and who has to be told.
- Don't neglect the incident: report the disclosure immediately.
- Fill out the required form and report on CPOMs.
- In case where there are physical signs, fill out the physical signs report form and indicate on the figures the accurate locations of the bruises, injuries, and scars.

Procedures

When a child reports abuse, the Mentor will inform the Designated Safeguarding Lead (DSL) within the same school day.

The DSL and or the ADSL will then form a school-based response team to address the report. The response team may include the school doctor, nurse, counsellor, Mentor, and other individuals as the DSL sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained.

Based on acquired information, a plan of action will be developed to assist the child and family. Actions that may take place are:

- Discussions between the child and the DSL and or ADSL in order to gain more information.
- In-class observations of the child by the Mentor, counsellor, or administrator.
- Meetings with the family to present the school's concerns.
- Referral of the learner and family to external professional counselling.
- Consultation with local authorities.

Subsequent to a substantiated case of child abuse or neglect, the following actions may take place:

- The DSL/ADSL will maintain contact with the child and family to provide support and guidance as appropriate
- The DSL/ADSL will provide the child's Mentors with ongoing support, and provide strategies for the Mentor to use.
- The DSL/ADSL will maintain contact with outside therapists, in order to update the therapist about the progress of the child in school, and to keep the school informed about the progress of the therapy.
- The DSL/ADSL and School Principal refers the case to local authorities for further action.



Roles and Responsibilities Designated Safeguarding Lead

Citizens has the following Safeguarding Structures (see next page)

The DSLs/ADSLs will: Follow the agreed procedures (refer to what to do on disclosure section later)

- Know how to identify the signs and symptoms of abuse
- Provide advice and support to staff
- Maintain relevant records of incident reports
- Keep all information confidentially and safe in a locked cabinet
- Know when and how to submit a referral to outside agencies



سيتيزنز

لتعزيز الأمان والحماية SAFEGUARDING

قادة تعزيز الأمان والحماية Safeguarding Leads



إميلي كونستانساس
مشرفة تعزيز الأمان والحماية
Emily Konstansas
Safeguarding Governor

If you have any safeguarding concerns, please speak to the Reception, and ask for a member of the Safeguarding Team listed below. إذا كانت لديكم مخاوف تتعلق بحماية الطفل، يرجى التواصل مع موظف الاستقبال وطلب أحد أعضاء فريق الحماية.



دونال أوكالاغان
القائد المعين لتعزيز الأمان والحماية
Donal O'Callaghan
DSL



ديالا مصطفى
مساعدة القائد المعين لتعزيز الأمان والحماية
Dially Mustapha
ADSL



نغم نعماني
مساعدة القائد المعين لتعزيز الأمان والحماية
Nagham Naamani
ADSL

مساعدو القادة المعيّنين لتعزيز الأمان والحماية ADSL



رويجين كاسي
المرحلة التأسيسية
Roisin Casey
EVFS



تشيكيا كيلي
الصف الأول - الثاني
Chykeyah Kelly
Year 1 - 2



أندرو ماي
الصف الثالث - الرابع
Andrew May
Year 3 - 4



ريس توماس
الصف الخامس - السادس
Rhys Thomas
Year 5 - 6



شانتيل فيليبس
الصف السابع - الثامن
Chantelle Phillips
Year 7 - 8

Safeguarding our learners is the responsibility of our whole community. All Safeguarding concerns must be reported immediately.

حماية طلابنا هي مسؤولية مشتركة بين جميع أفراد مجتمعنا، يجب الإبلاغ فوراً عن أي مخاوف تتعلق بحماية الطلاب.



CPOMS Crib Sheet:

Safeguarding & Behaviour Logging and Recording

CPOMS Crib Sheet:

Safeguarding & Behaviour Logging and Recording

1. Logging a Safeguarding Incident

- Login to CPOMS and click "Add Incident."
- Enter Details: Include learner's name, date, time, location, and a factual description.
- Assign Categories: Select relevant safeguarding concerns e.g. neglect, bullying – **these have been updated from Monday**
- Tag Relevant Staff: Notify key staff members (e.g., ADSL/DSL).
- Add Attachments: Upload relevant documents – body map etc

2. Referring to ADSL (Assistant Designated Safeguarding Lead)

- When to Refer: Lower-level concerns or pastoral issues needing further exploration (e.g., minor behavioral changes, well-being support).
- How to Refer: Tag the relevant ADSL for the learners/person involved in the incident report, explaining why their input is needed.

3. Escalating to DSL (Designated Safeguarding Lead)

- When to Escalate: Serious concerns posing immediate risk, such as abuse or significant harm, or where external agency intervention may be needed
- How to Escalate:
 - Tag the DSL, providing clear explanations of the urgency and risk.

4. Closing a Case

- When to Close: Close the case when all actions are completed and there is no further safeguarding concern. Ensure this is documented thoroughly in CPOMS and that the situation has been resolved satisfactorily.
- How to Close:
 - Mark the incident as resolved and remove any follow-up flags once all actions are completed.



5. Keeping a Case Active

When to Keep Open: If actions remain incomplete or there is an ongoing safeguarding risk, the case should remain open. Continue to monitor and update the case regularly, ensuring actions are followed up in a timely manner.

6. Monitoring and Reporting – by ADSLs & DSL

Regularly review open incidents to ensure no case is overlooked. CPOMS allows detailed reports for external agencies or internal safeguarding reviews, ensuring transparency and timely action

Principal

The Principal is responsible for reporting issues related to this policy to the CEO/ Board. Board members will not be given specific details relating to child protection situations.

Staff members

All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the learners in the school. In doing so, they should seek advice and support as necessary from the DSL.

All staff are expected:

- to attend regular and relevant professional development sessions.
- to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- to be aware of symptoms of abuse, report concerns to DSL as appropriate and keep clear, dated, factual and confidential records of child protection concerns.



Specific responsibilities of the school doctor/nurse and counsellor

- The school doctor/nurse or counsellor may be requested to provide physical treatment and emotional support after a child has been abused.
- The doctor or nurse may be required to conduct an examination if there are physical injuries and write an initial report about the child's physical and emotional condition.
- The doctor/nurse and/or counsellor can provide positive encouragement to the child, liaise with family members determine how best to promote the child's safety both at school and at home
- Child abuse can leave deep emotional scars and the school doctor or nurse should recognise these and help develop a rehabilitation plan in liaison with the DSL and other appropriate staff in the case team
- In some cases, the child may have to take medication as a result of the abuse. The school doctor or nurse should ensure that all standards and procedures for administering medications in the school setting are met.

Specific responsibilities of Human Resources and Security

When recruiting any member of the teaching staff or support staff with access to children, all reasonable steps should be taken to ensure compliance as far as possible with the following three key steps:

- Provision of an up-to-date police 'good conduct' letter and/or criminal records check
- That two or more references are taken up from previous employers with follow-up questions with regard to the applicant's compliance with any child protection procedures
- A declaration signed by the prospective employee on any application form and/or contract that s/he has not been convicted or undergoing court or disciplinary proceedings for any offence involving child abuse and/or breach in exercising a duty of care for children.

Security staff undertake to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a visitor's pass to be worn for ease of identification and monitoring of visitors to the school.

Specific responsibilities of Parents/Guardians

Parents are expected to engage with all aspects of support offered by the school with respect to child protection and safeguarding. If a child is in a position where they have become a significant risk to themselves or others, it is the responsibility of parents to be attentive, proactive, and responsive to their child's needs, ensuring they receive the appropriate external support and intervention when facing extreme cases of disorders reported on behalf of the school.



Lanyards

At Citizens we have colour coded lanyards with the aim of safeguarding our children and clearly identifying the difference between staff, parents and various categories of visitors.



A GUIDE TO CITIZENS ID LANYARDS

Let us ensure a secure, safe, and organised school environment by wearing our Citizens ID at all times within the school premises.

PARENT ID LANYARD: Parent ID lanyards are black in colour and have the official Citizens logo printed on them.



LEARNER ID LANYARD: Learner ID lanyards are purple in colour and have the official Citizens logo printed on them.



BUS ID LANYARD: Bus ID lanyards are orange in colour and have the official Citizens logo printed on them.



STAFF ID LANYARD: Staff ID lanyards are green in colour and have the official Citizens logo printed on them.



VISITOR ID LANYARD: Visitor ID lanyards are red in colour and have the official Citizens logo printed on them.



EXTERNAL PROVIDERS ID LANYARD: External Provider ID also serves as access cards but only to selected areas. They are sky blue in colour with the official Citizens logo printed on them.



SPECIAL PERMISSIONS ID LANYARD: Special Permissions lanyards are yellow in colour and have the permission to walk alone.



SOCIAL GYM MEMBERS ID LANYARD: Social Gym Members are provided a Special Gym Badge with a black lanyard as their gym access.



BOARD OF GOVERNORS (BOG) ID LANYARD: (BOG) ID lanyards are burgundy in colour and have the official Citizens logo printed on them.



PARENT ASSOCIATION GROUP (PAG) ID LANYARD: (PAG) ID lanyards are white in colour and have the official Citizens logo printed on them.



Relevant legislation or authorities

This Policy is underpinned by the fundamental principle of the United Nations Convention of the Rights of the Child (UNCRC) 1989 of which the United Arab Emirates (UAE) ratified on the



3rd January, 1997 along with the UAE local laws. Federal Law No. 3 of 2016 (Wadeema's Law) Issued on 8th March 2016 protecting the overall rights of the child, including fundamental rights of life, security and care, family rights, health rights, social rights, cultural and education rights.

Safer Recruitment – commitment to recruitment, selection and training

Citizens Education safer recruitment procedures will be followed for all staff employed. All staff (both teaching and non-teaching), including volunteers who apply to work at the school, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children and eligibility to work in the UAE.

At least two references will be taken up and they will be required to give evidence of their qualifications. At least one person on an interview panel must have completed safer recruitment training (e.g. NSPCC Safer Recruitment or similar course/ qualification).

- Staff will be provided with a copy of the Safeguarding Policy and code of behaviour and will be required to sign a document certifying that they have read it and agree to abide by its contents.

School journeys and trips

All these policies are applicable when learners go on trips away from school. At least one male and one female will be present to support learners.

Safety on school transport

- Our School Transport System follows the RTA's "Guiding Manual of School Transport in the Emirate of Dubai." At Citizens School, we comply with all required safety guidelines in this guide.
- Safety belts must be worn on school buses at all times.
- The learners must be seated according to an assigned seating plan.
- A bus conductor is present on all school buses in the morning and the evening. The conductor gets down from the bus every time a learner gets on or off the bus. The conductor steps down first, and then learners proceed to enter/exit the bus. Once the conductor makes sure that all is in order and the learners are safely on the bus or with their designated caretaker, then she gets on the bus again and the bus can proceed to the next drop off/collection point.
- Cameras are installed on all buses. These cameras ensure optimum safety and security for learners, especially if there is an incident that requires supporting evidence for our investigation.
- School transportation drivers must drop children off in a designated safe drop-off area, and remind learners to be cautious when alighting from the bus.

Personal care

- There are times when learners experience accidents in school, which could result in them sustaining an injury of a sensitive nature—i.e., their genitals. It is important to remember that the child is entitled to respect and privacy. Any child that presents



themselves with an injury of this nature must directly visit a member of the school medical team. A doctor and nurse must be present together during the examination.

- Any incident involving the child's genitals will not be inspected without the parent being informed and consent must be given for the examination. The parent can decide if they wish the School Doctor to carry out an examination, or they can decide to collect their child in order to take him/her to the nearest hospital.
- If a child has soiled their clothes, the child must be brought to the school clinic immediately. The parent will be called to come and clean their child, as well as to bring fresh

clothes. If the parent cannot come to school, they may give their consent to their child being assisted by a trusted member of staff; This will apply to learners who have a spare set of clothes at school.

- If a child is frequently soiling their clothes, the EYFS leader will take further action to ensure optimum toilet training is being practiced at home, and future accidents are prevented for the child's health, safety and comfort.
- Bathrooms must remain clean at all times. Ensure there is adequate soap, water, hand dryers, and toilet paper. Mentors must educate and remind the learners of the importance of using these hygiene accessories.
- All bathrooms are clearly signed 'Learners Only' or 'Staff Only,' therefore no confusion should occur between learners and members of staff regarding their designated bathroom. No housekeeping member of staff should be present inside the learners' bathrooms while there are learners inside. If there is a need for any maintenance, the bathroom must be clearly cornered off with a sign.

Physical and virtual contact with a learner

- As a member of staff, you should never initiate physical contact with a learner.
- Learners in the Primary School are starting to become more aware of their bodies through puberty and may be exposed to sexual knowledge from their peers, older siblings, or the Internet. Therefore, it is important to refrain from physically approaching learners or passing a comment on their physical appearance.
- There are many different nationalities, religions, and cultures at Citizens School. As a result of this diversity, we strongly remind each member of staff to be aware of what is deemed acceptable and unacceptable according to the laws and values of the UAE and the learners' cultural background.
- If a learner indicates verbally or physically that they are uncomfortable with physical touch, the member of staff will respect their wishes. Learners who have or are currently experiencing sexual abuse might interpret an innocent touch as a sexual advance.
- A member of staff should never find themselves in the sole presence of one learner in an enclosed space, unless there is CCTV. Preferably there will always be another person present in such situations.
- A member of staff should never personally invite a learner to their house, or to any external activity outside the school, unless it is a permitted extra-curricular activity approved by the Principal, and vice versa.
- With the Secondary School learners, it is even more important to demonstrate the boundaries between members of staff and learners. Members of staff will not discuss sexual matters with learners, in any context, unless approved by the DSL for a valid reason, or in reference to the curriculum approved by the Curriculum Leaders.



- Maintain professional relationships with all learners, inside and outside the classroom as highlighted in the Code of Conduct for Education Professionals in General Education published by the Ministry of Education, September 2022.
- Any member of staff who witnesses inappropriate physical touch between another member of staff and a learner is obliged to report this incident to Principal.
- Regarding social media, members of staff should not accept a friend request from any learners currently registered at Citizens School. Members of staff are fully aware that their social media profiles should be set to the most secure privacy settings, and their profile should be locked.

Lost child policy

- All staff understand that learner safety is their top priority, inside as well as outside the school campus when they are responsible for their wellbeing (e.g., school trips).
- The reception will call the parent/guardian of any learner who failed to arrive at school, to ensure that they are rightfully absent and that nothing has happened to them on their way to school (Before 9:00 AM).
- An attendance register is kept by each mentor for each class to ensure that all learners are present.
- If any learner goes missing, the mentor must immediately report their disappearance to the concerned learning Coordinator. The Learning Coordinator will be responsible for informing the DSL.
- Investigate and ask fellow learners or classmates the last time they saw the missing learner in question.
- All members of the Security Department will keep a close watch on all exit doors.
- The DSL will monitor and replay the CCTV footage to trace the lost child.
- If the child has not been found within 15 minutes, the parents must be informed. The school Principal/Vice Principal/Operations Manager must call the Police and continue the search with as many adult staff members as possible.

School Dismissal

- All learners from FS1 to Year 2 will be dismissed from their classroom by a mentor, who will document who has collected the child in Toddler at the end of every school day.
- All mentors are to be informed if any person, other than the guardian/usual designated person, comes to collect the child. Before handing over the child, the mentor must speak with the reception to clarify that there has been prior arrangement for this person to collect the child.
- If a parent would like a friend/family member or trusted individual to collect their child from school, they are obliged to send an e-mail to the school, stating the name of the adult who will collect their child. On arrival to the school, this individual must present their Emirates ID (as a form of identification) to the security and ward on duty.



Allegations against staff or the Principal

Mentors who hear an allegation of abuse against another member of staff should report the matter immediately to the DSL. In turn, the DSL should report to the Principal.

If the principal is absent, the allegation should be passed to the Chief Executive Officer (CEO).

If the allegation is against the Principal, the DSL should immediately inform the CEO without notifying the Principal first.

Understanding abuse

Physical abuse

Is actual or attempted physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

- Unexplained injuries or burns (particularly if they are recurrent)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Fear of parents being contacted
- Withdrawal from physical contact
- Fear of returning home
- Fear of medical help
- Aggression towards others
- Self-destructive tendencies

Emotional abuse

Failure to provide for the child's basic emotional needs such as to have a severe effect on the behaviour and development of the child. This includes conveying to children the feeling that they are worthless or unloved.

- Physical/mental/emotional developmental lags
- Admission of punishment which seems excessive
- Over reaction to mistakes
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (eg, rocking, thumb sucking etc)
- Fear of parents being contacted
- Self-mutilation
- Extremes of passivity or aggression

Sexual abuse

Where a child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) – including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.



Signs and Symptoms (sexual abuse):

- Age-inappropriate sexual knowledge, language, behaviours
- Loss of appetite or compulsive eating
- Regressive behaviours such as thumb sucking, needing previously discarded cuddly toys
- Becoming withdrawn, isolated
- Reluctance to go home
- Bed-wetting
- Drawing sexually explicit pictures
- Trying to be 'extra good'
- Over-reacting to criticism
- Have outbursts of anger/irritability

Neglect

Refers to persistent or deliberate failure to meet a child's physical or psychological needs e.g. a failure to provide adequate food, clothing or shelter, failure to protect a child or failure to provide adequate medical care. It may also involve neglect or failure to give adequate response to a child's emotional needs.

- ☐ Constant hunger
- ☐ Poor personal hygiene
- ☐ Constant tiredness
- ☐ Poor state of clothing
- ☐ Frequent lateness and/or unexplained non-attendance
- ☐ Untreated medical problems
- ☐ Low self-esteem
- ☐ Poor peer relationships
- ☐ Stealing



Safeguarding Best Practice Do's and Don'ts for Staff

Do	Don't
Ensure you know who is the designated safeguarding officer is and who the safeguarding team are	Investigate any concerns yourself
Respond immediately-report any issues verbally to the CPO and then in writing	Email any safeguarding concern forms
Always listen to and make time for a child who wants to make a disclosure	Ignore or dismiss any child
Always believe that a child is telling the truth	Examine a child yourself or take any photographs of injuries that are reported to you
Be aware of the indicators of the categories of abuse	Look shocked or distasteful about what a learner is telling you, and do not speculate or make negative or leading comments
Challenge people around school who are not wearing their lanyards	Promise confidentiality
Remember that learners from any background, at any age, can suffer from any type of abuse	Make any other promises to the learner
Understand the importance of e-safety and the responsible use of social media	Keep concerns about other adults to yourself
Password protect your laptop/mobile phone	Assume that everyone that works with children has their best interest at heart



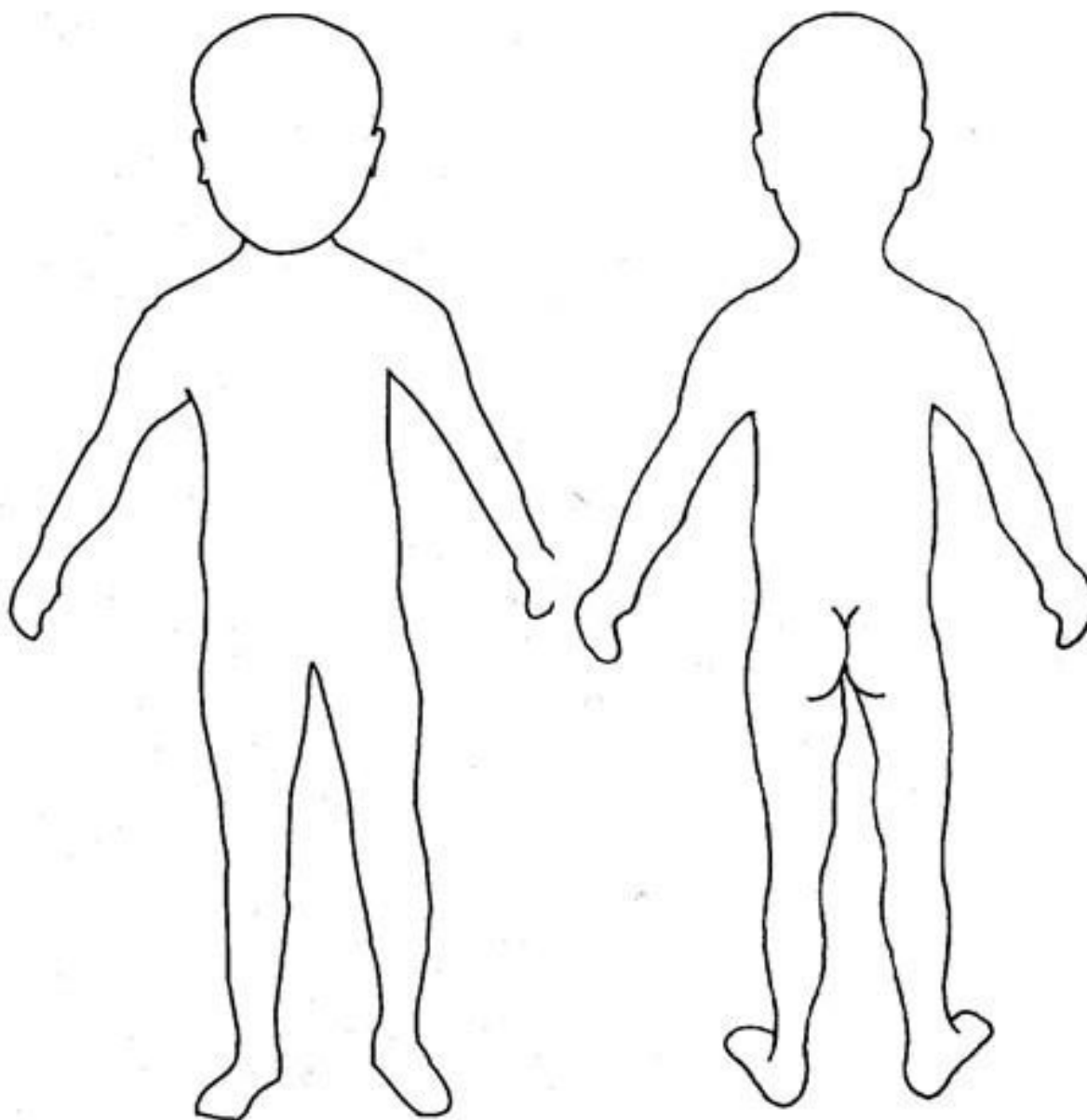
Appendix 1:
Child Protection Incident Report Form

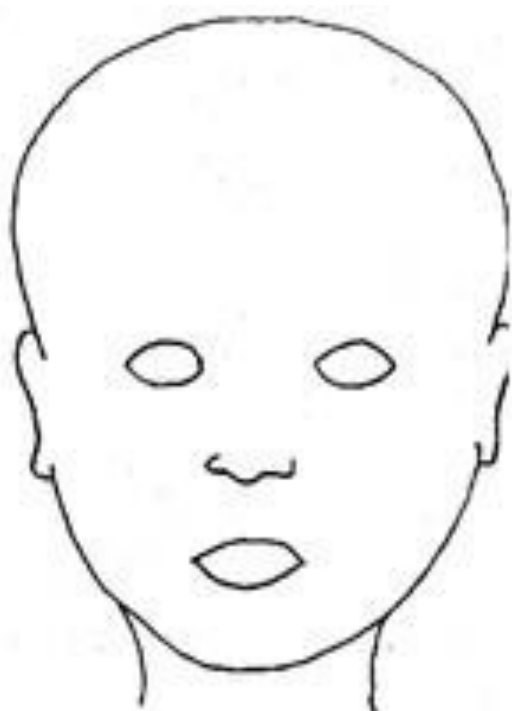
Child Protection Incident Report Form	
Date of Incident: Time: Location:	Learner Name: Learner Number: Class and Section:
Name of learner(s) linked to the incident: Class and Section:	
Incident Description (elaborate particular words used by learner, demeanor of the learner and unusual behavior ...) 	
Incident is reported by: Designation of reporter:	<div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> <input type="checkbox"/> </div>
Child Protection and Safeguarding Committee has been informed? If yes, which member has been informed: Designation of member:	<div style="display: flex; justify-content: space-between; align-items: center;"> Yes No </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
How was the member informed?	<div style="display: flex; justify-content: space-between; align-items: center;"> Email Phone Call Face-to-face meeting </div> Other (Specify):
Action Taken:	
Date of report: Signature of reporter:	



Appendix 2: Physical Signs

Name of student: _____ Date of Birth: _____
Name of Staff: _____ Job title: _____
Date and time of observation: _____

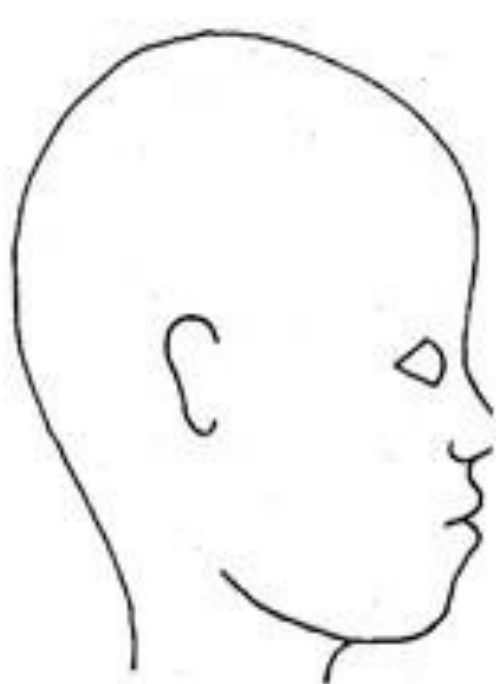




FRONT



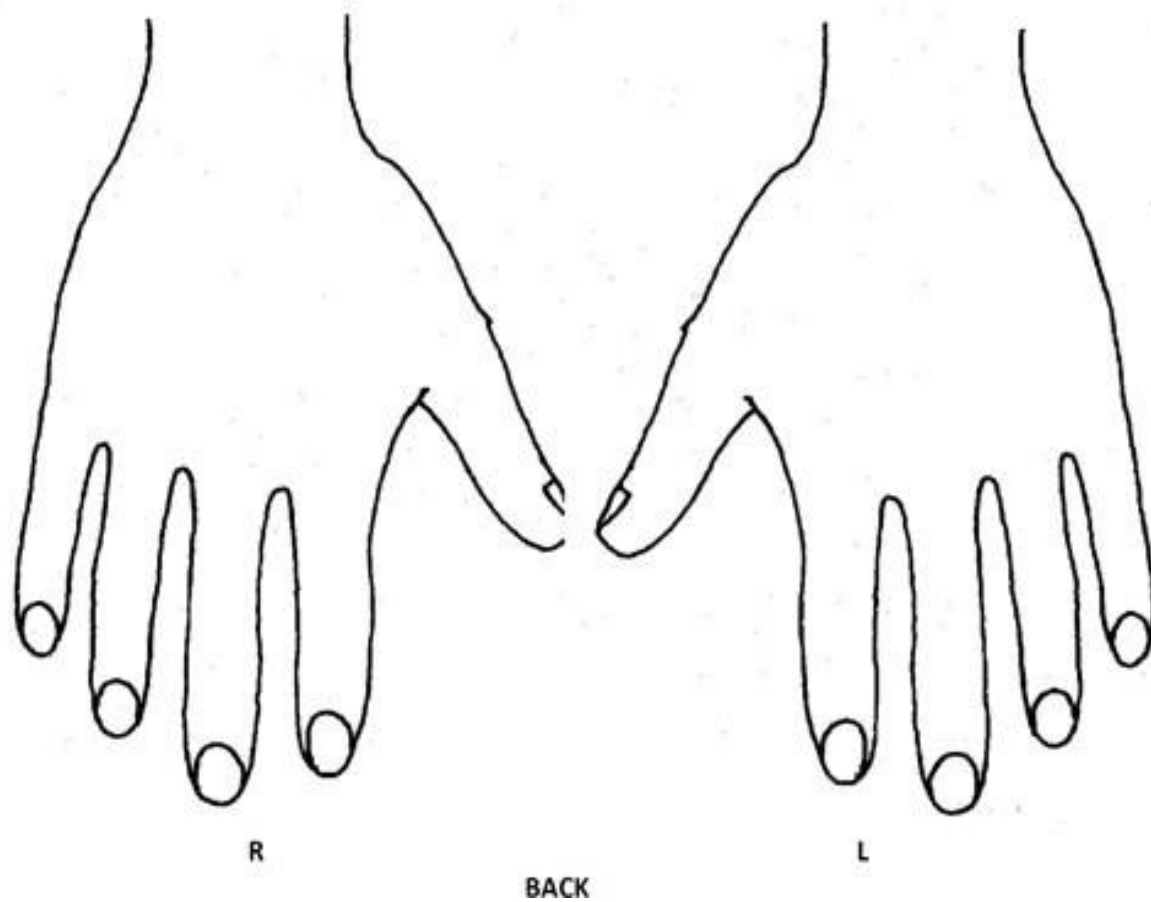
BACK





RIGHT

LEFT





Policy Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay.

The principal and CEO (on behalf of the Board) will undertake an annual review of the school's child protection/ safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

Reviewed and approved by: David Lees

Review Date: Reviewed Annually, January 2025

Signed
David Lees, Principal