Kings' School Nad Al Sheba, by Kings' Education

Safeguarding and Child Protection Policy
2021 - 2022

Kings' School Nad Al Sheba fully recognises its responsibilities for safeguarding.

Our policy applies to all staff and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSCHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that sharing of relevant information is conducted appropriately, in line with the welfare of the child, which is paramount.
- Ensure systems are in place to protect our most vulnerable students, specifically those who have been identified as having an additional learning need or disability.

We will follow the procedures set out by the school to:

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- Ensure that the designated CP officer is informed and involved at all stages of concern through constant dialogue with staff.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. The designated CP officer will hold and

maintain an "at risk register" to ensure consistent information is kept and shared appropriately. All logged on CPOMS.

- Ensure all staff involved with identified children are informed and involved in monitoring and sharing information on a need to know basis.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as counselling services, and educational psychology service.

National laws in the U.A.E. govern any legal action taken in cases of child abuse. However, staff should know that upon allegation they may also be prosecuted in their country of origin or residency (as in the case of the UK under the Sexual Offences Act 2003). Internet, email and mobiles constitute an important element of school life and their use is encompassed within these guidelines e.g. bullying via SMS or MSN.

This policy should be read in association with the Positive Behaviour and Anti-Bullying Policy.

Responsibility

At Kings' School Nad Al Sheba, the management staff with designated responsibility for Child Protection issues are:

Whole school KSNAS   Mrs Kerry Dalton (Principal)
Mr James Efford (Deputy Headteacher)
Mr Raza Rizvi (Assistant Headteacher)
Miss Jane Allman (Assistant Headteacher)

Health and Welfare staff: Dr. Busma (School Doctor)

The board of governors maintains an oversight of safeguarding in school.

There is will be one named Governor who holds ultimate responsibility for Safeguarding and Child Protection.

They are responsible for coordinating action within the school and liaising with outside agencies/professionals as appropriate. Their role includes:

- Following the agreed procedures when receiving reports of any concerns
- Knowing how to identify the signs and symptoms of abuse
- Providing advice and support to staff in matters of Child Protection
- Maintaining relevant records of incident reports and follow-up
- Ensuring all records are kept confidentially in a locked location and not entered on Engage
- Knowing when and how to make a referral to outside agencies/professionals
- Contributing to and monitoring a child protection plan

Staff training related to Child Protection must be conducted for all new staff and existing staff should have a refresher training session every year. People with particular responsibilities in relation to Child Protection issues should update their training every three years.

Abuse issues
Staff training will be provided to ensure that instances of abuse are identified and that those involved are supported either using resources available within school or by referral to outside resources.

As harm may be caused by others or be self-inflicted, the various categories will be highlighted: emotional, neglect, physical and sexual.

Dealing with Disclosure of Abuse and Procedure for Reporting (See existing Reporting Arrangements flowchart)
If a staff member is told about abuse, or a staff member suspects or knows of any abuse of any young person, the Child Protection Officer must be informed immediately in person or by telephone.
Even if the information is based on rumours of abuse, or there is a suspicion but no firm evidence, this staff member should be contacted regarding the concerns. Therefore even if the incident does not seem serious it must be reported as it may be a small part of a much larger picture. This needs to be done with care and sensitivity and the child or young person needs to be reassured that the matter will only be discussed with people who need to know.

Do:
- Arrange a place and time where you can talk as soon as possible, preferably with another adult present e.g. nurse.
- Stay calm and reassuring and tell the student that she/he is right to tell someone.
- Let the student know that she/he is not to blame
- Allow the student to speak and keep questions to a minimum
- Let him/her know that you understand how difficult it is to talk about such experiences
- Explain that you will need to involve other people and why
- Report bruises or physical harm to the nurse so that this can be logged.
- Be supportive and give realistic encouragement
- Talk to someone about your feelings and seek support for yourself

Do not:
- Promise confidentiality. Even if the young person is not at risk there may be other younger children who are and therefore staff cannot promise confidentiality.
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions as this can affect subsequent investigation
- Ask the student to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a student during a disclosure
- Underestimate your role as a trusted adult
- Forget to make time and seek support for yourself

Staff should not investigate concerns or allegations themselves, but should report them immediately. This report (see Appendix 4) should be made as soon as possible after the disclosure and should include:
- The date and time of the report
- The name of the person reporting the incident and, where different, the name of the student who has allegedly been abused OR
- Where, when and how disclosure took place and the names of anyone present and/or asked to attend
- The date, time and place where the alleged abuse happened
- The names of those present when the abuse occurred
- The account that was given of the allegations with nature of abuse and outcome, if known
- In the first instance, communication about such incidents should be directed **only to the Designated Safeguarding Lead or Headteacher** in order to protect all concerned

Reporting and dealing with allegations of abuse against staff
The procedures apply to all staff including former members of staff. Those dealing with an allegation maintain an open mind and that further action is not subject to delay.

The Designated Safeguarding Lead or Headteacher will make an initial assessment of the allegation, consulting others as necessary. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter will be reported immediately to the CEO. The initial assessment should be on the basis of the information received and gives rise to a decision whether or not the allegation warrants further investigation and if so by whom.

Staff training will be provided to develop an awareness of procedures that protect them from allegations of abuse.

Below is a list of designated investigating officers in instances where allegations against those who are in positions of power, or who are external providers. This list is not exhaustive:
- Headteacher - investigation by CEO
- Mastercook - investigation by Administration Manager
- Cleaners and Security Guards - investigation by Head of Operations
- Workers of ANC Holdings - investigation by Head of Operations
- CEO - investigation by Chairman
- ECA Providers

Sharing of Information

Kings' School Nad Al Sheba and its staff will share relevant information, where the welfare of the child is concerned, across the Foundation, Primary and Secondary. Line management meetings with teachers will contain agenda items on safeguarding concerns, where relevant. Kings' School Nad Al Sheba staff understand the shared responsibility of the welfare of all children. Three-weekly meetings will occur in Kings' School Nad Al Sheba to ensure information is shared appropriately in order to support those who have come to the attention of DSLs during their academic year in Kings' School Nad Al Sheba.

Furthermore, KSNAS will ensure that best practice is considered when sharing information with other schools. In the instance of a child who is moving to another school and who has been identified as a cause for concern/in need of safeguarding, the DSL will give verbal information to the designated DSL at the new school on a need to know basis. KSNAS will keep a paper record of what was discussed and any previously intended course of action. KSNAS will keep a paper record of previous students' safeguarding concerns and related auditing documents.

Reporting and dealing with allegations of abuse against a student
- If a member of Staff/volunteer suspects or is informed about an allegation involving a pupil, the School should listen and treat in good faith.
- The school should establish the initial salient details of the allegation and then contact both families for discrete appointments to discuss the area of concern.
- The School will ask the family/families to support the School's disciplinary approach with a view to developing a cooperative process.
- The School will liaise with the KHDA sharing the nature of the area of concern and work towards a mutually acceptable solution.
- In association with the KHDA, the requirement to report the area of concern to the Police should be discussed.
- The School will seek legal advice with regard to the safety of the child returning to the School.
- The School will request that the family undertakes counselling as required regarding the child's return to School.

APPENDIX 1

Signs of possible Child Abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

1. Emotional Abuse - Some level of emotional abuse is present in all forms of abuse. Persistent emotional ill treatment or rejection can cause serious effects on behaviour and emotional development and usually leads to a sense of low self-worth. It may involve inappropriate expectations (e.g. by age or ability), repeated criticisms that convey to a child that he or she is worthless or unloved. It may involve causing children frequently to feel unhappy, frightened or in danger.

Signs of possible emotional abuse
- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

2. Neglect – This 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.

Signs of possible physical neglect
- 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

3. Physical Injury – This involves physical harm to a child e.g. hitting, shaking, scalding and may be deliberate or a result of failure to take adequate precautions. It can also include the deliberate withholding of physical needs e.g. food. It can involve the abuse of dangerous substances and alcohol.

Signs of possible physical abuse
- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.

- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

4. Sexual Abuse – This involves the child being forced or coerced into participating in or watching sexual activity. The apparent consent of the child is irrelevant. The acts may involve physical contact, penetrative or non-penetrative. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. This includes under-age sex.

Not all children are able to tell parents/adults that they have been assaulted and changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Display of sexual knowledge beyond the child's years e.g. 'French kissing'
- Unusual interest in the genitals of adults or children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father

- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts

APPENDIX 2

Cyberbullying and E-safety

Our children are technically knowledgeable, but many lack the social responsibility to use the internet (in particular social networking sites) responsibly. Some parents are less technically savvy than their children so this is not always monitored.

Teachers cover an 'E-Safety' topic in great depth prior to students gaining school email accounts or using online storage facilities. To make the topic engaging and meaningful to students it involves a range of techniques from role playing to interactive websites and online video analysis. At the end of the topic students have ownership of creating their own set of rules and advice on how to stay safe online.

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" (UK Government)

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chat Room bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSN (Microsoft Messenger) or Yahoo Chat (although there are others)
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites e.g. Bebo, MySpace, Facebook, Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses technology or social media to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies - age / size is not an issue
- Cyberbullying incidents can be used as evidence

- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy - 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL - Tell You Later); this makes it difficult for adults to recognise potential threats.

At Kings' School Nad Al Sheba, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils
Adapted from UK Government guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use:
- Always respect others - think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone whose behaviour causes you concern
- Do not retaliate or reply
- Save the evidence - text messages, online conversation, pictures etc.
- If you're worried, always make sure you tell an adult you trust, the service provider e.g. website, mobile phone company, school or police
- If you see cyber bullying take place then support the victim and report the bullying

Key advice for parents / carers
Adapted from UK Government guidance, the following points are frequently communicated to parents / carers in newsletters:
- Be alert to your child being upset after using the internet / phones - they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone

APPENDIX 3

What to do on suspicion or disclosure

Stay calm
(Don't over-react. It is extremely unlikely that the child is in immediate danger)

Listen, hear and believe
(Don't probe for more information. Questioning the disclosure may affect how it is received at a later date)

Give time for the person to say what they want
(Don't make assumptions, don't paraphrase and don't offer alternative explanations.)

Reassure and explain that they have done the right thing in telling.
Explain that only those professionals who need to know will be informed
(Don't promise confidentiality to keep secrets or that everything will be OK – it might not be.)

Act immediately in accordance with the procedure in this document
(Don't try to deal with it yourself)

Record in writing as near verbatim as possible and as soon as possible on CPOMS/a Disclosure/Record of Concern Form (Appendix 4)
(Don't make negative comments about the alleged abuser)

Report to the Designated Safeguarding Lead who will inform the Headteacher according to the procedure.
(Don't gossip with colleagues about what has been said to you.)

Record your report - CPOMS
(Don't make a child repeat an allegation unnecessarily)

APPENDIX 4

What happens after the initial report has been recorded?
- The Designated Safeguarding Lead will liaise with Headteacher/School Counsellor for advice.
- The DSL/HT/School Counsellor should effect appropriate triage.
- The DSL/HT/School Counsellor should arrange a family conference where possible.
- The DSL will liaise with the KHDA.
- A school mobile number will be given for an age-appropriate child at risk - to be ascertained on a case-by-case basis including the organisation of who will be responsible for it – normally the Headteacher or DSL.
- The school will deal with a family in cases of parental bullying or violence on a case by case basis.
- If the student is at risk (e.g. self-harming, suicidal thoughts) the school must inform parents.

Monitoring

The Designated Safeguarding Lead will set a timescale for monitoring a student about whom a concern has been expressed (nominally 6 – 8 weeks but on a case-by-case basis). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded.

As part of good practice, parents should be advised that their child is to be monitored and involved in the process as much as possible.

A paper file including all information including the details of how the allegation was followed up and resolved together with a note of any action taken and decisions reached, should be kept by the DSL and Headteacher.

Confidentiality and Information Sharing

All confidential issues relating to children and young people should be dealt with on a need to know basis. Therefore only information relevant for a particular purpose should be passed on to the recipient, who in turn may not pass this information onto another individual, without consulting the informant.

Only relevant members of Staff need to know the details of concerns relating to a student in need i.e. the Designated Safeguarding Lead, Headteacher, Student Counsellor, Nurses and anyone involved in monitoring particular aspects of a student's behaviour. The affected student should also know which members of staff are in possession of what information, when it will be shared, why and with whom.

Remember that instead of disclosing information unnecessarily, it is fine to say that "a concern has been raised and it is being dealt with following the School's procedures".

A paper file should be kept. Nothing is to be kept on Engage. Any note-taking needs to be cognisant of our context. The Designated Safeguarding Lead will make contact and maintain open communication with parents. When a student or staff member leaves Kings' any Child Protection issues should be passed on to the new school in the form of a phone call to the new Headteacher from either the Headteacher or the CEO whenever possible.
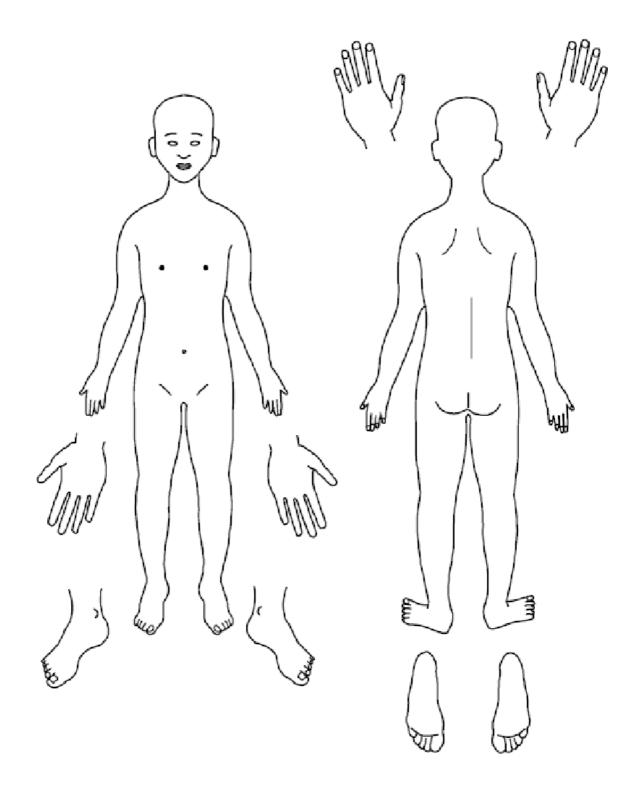
APPENDIX 5

DISCLOSURE/RECORD OF CONCERN FORM

School:		
Child's Name:	**DOB:**	**Male/Female**
Your Name (Print):	**Your Signature:**	**Your role:**
Parent/Carer's Name:		**Parent's/Carer's Contact No:**
Date:		**Day of the Week:**

Details of Discussion / concern:
Please keep factual – if you can include direct quotes from student, please show this as a direct quote. Ensure you include if disclosure was overheard/third party information/direct.
DO NOT QUESTION OR LEAD THE STUDENT DURING DISCLOSURE.

Any action taken:

Action to be taken:

Name of DSL	
Signed & Date	

APPENDIX 6

SKIN MAPS

Name of Child: _____

Date of birth: _____Date of recording: _____

Name of completer: _____

APPENDIX 7

CONFIDENTIAL

CHILD SAFEGUARDING LOG

NB. This can be stored electronically and confidentially

Child's Name: …………………………………………… **Date:** …………………………

DATE	ACTION

Headteacher/Principal's Signature: …………………………………………………….

Date: ………………………..….

Log continuation on additional sheets: YES   /   NO
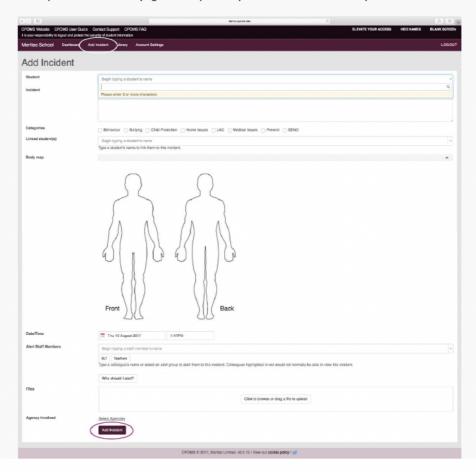
APPENDIX 8

CPOMS - Taken from here

For members of staff with access to a school computer system and valid school e-mail address, all safeguarding concerns are logged using CPOMS as per the guidance below. Staff log-on using their e-mail address and secure password, which is given as part of induction.

Once logged in:

To add an incident to the system click on the '**Add Incident**' link at the top of the screen.

This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
  N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.
- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively, you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out e-mail alerts to all of the selected staff members telling them that they need to log in to CPOMs to look at a newly added incident.

APPENDIX 9

Briefing Sheet for Temporary Staff

For staff on short contracts in Kings' School Nad Al Sheba

While working in Kings' School Nad Al Sheba, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you suspect or think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Leads (DSL).

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.

- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.

- observing behaviour that leads you to be concerned about a child or young person.

- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.

- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.

- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.

- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact the authorities/outside agencies if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the Deputy Head teacher's Office.

Remember, if you have a concern, discuss it with the DSL.
APPENDIX 9

CHILD PROTECTION: KEY INFORMATION

Role	Name
Principal	Kerry Dalton
Deputy Headteacher	Jamie Efford
Designated Safeguarding Lead	Jamie Efford
Deputy Designated Safeguarding Leads	Raza Rizvi
	Jane Allman

Dates of Staff Training

Training	Name	Date	Training Provider
Safeguarding KSNAS/CPOMS	Induction - See attached	28.8.21	DSL
Safeguarding KSNAS/CPOMS	Induction - See attached	20.1.22	DSL
Safeguarding KSNAS/CPOMS	Induction - See attached	3.2.22	DSL
DSL Level 3	Raza Rizvi	16.11.21	Infinite Learning
DSL Level 3	Jane Allman	16.11.21	Infinite Learning
DSL Refresher	Jamie Efford	27.1.22	BSME - NSPCC

APPENDIX 10

Essential Documents

'Keeping Children Safe in Education (September 2021)
Search title in
https://drive.google.com/file/d/1zXv5eM86WPHLr9bRCeHRe6gZfVYWV1Uq/view?usp=sharing

Useful Documents

'What To Do If You're Worried A Child Is Being Abused' DfE March 2015
https://www.gov.uk/government/collections/statutory-guidance-schools

'Working Together to Safeguard Children' DfE March 2015

'Information Sharing: Practitioners' Guide' DfE March 2015

Records Keeping Management Tool Kit
http://www.irms.org.uk/resources/information-guides/199-rm-toolkit-for-school

Guidance on child protection records retention and Storage (England and Wales)
Search title in www.nspcc.org.uk

Guidance for Safer Working Practice

Useful Websites

Keeping Children Safe Online   www.ceop.gov.uk
                                    www.missdorothy.com
                                    www.ceop.org.uk/thinkuknow

Bullying & child abuse   www.anti-bullyingalliance.org
                                    www.kidscape.org.uk
                                    www.childline.org.uk
                                    www.nspcc.org.uk

APPENDIX 11

Additional Safeguarding Procedures - COVID 19

Outlined are the changes made to the safeguarding procedures in relation to the ongoing COVID-19 situation.

- All parent meetings relating to safeguarding are being held via Zoom, as parents are not able to physically enter the school building due to safety protocols
- Staff are encouraged to implement additional well-being measures to monitor the mental health and well-being of students, both face to face and online learners
- Staff have received refresher safeguarding and child protection training, relating directly to how we can support students during this period of time and how to monitor the safety of students accessing online learning
- All behaviour policies and logs are updated to reflect the ongoing situation within school, to enable strategies to be implemented safely
- Staff are encouraged to speak to the DSL via Zoom or telephone and records will be kept online, rather than as a hard copy.
- A clear process is in place to ensure the Designated Safeguarding Lead reaches out to the families of any students who attend the isolation room, this process is outlined in more detail in the Health and Safety Policy