



Child Protection and Safeguarding Policy September 2023



Contents

	Title	Section
	Aims	1
	Guidance	2
	Definitions	3
	Equality statement	4
	Roles and responsibilities	5
	Confidentiality	6
	Recognising abuse and taking action	7
	Online safety and use of mobile technology	8
	Notifying parents or carers	9
	Pupils with additional needs	10
	Complaints and concerns about school safeguarding policies	11
	Record keeping	12
	Training	13
	Monitoring arrangements	14



1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Guidance

This policy is based on the Department for Education, England guidance Keeping Children Safe in Education and Working Together to Safeguard Children 2018 Update 2022, and advice from the Ministry of Education, KSA.

Key Points

- Every member of staff is issued with guidance documentation on joining the school and receives training every year.
- Members of the school do not investigate serious allegations of child abuse themselves as serious allegations will be reported to the relevant authorities. This will include the relevant UK authorities if the child is a British Citizen.
- Designated persons responsible for Child Protection, and the Principal have the responsibility for Safeguarding matters at BISAK.
- Safeguarding is integrated into the school ethos. The school operates Safer Recruitment procedures.
- Safeguarding procedures need to be applied with common sense and judgement.
- Allegations found to be malicious should be removed from personnel records.
- Records must be kept of all other allegations but any that are not substantiated, unfounded or malicious, and should not be referred to in employer references.
- Pupils can access the Saudi Child helpline on 116 111.
- Other reading:
 1. Staff should read and refer to 'Working together to Safeguard Children 2018 updated 2022'.
 2. All staff **must** read **Part 1** and should read **Annex A** of Keeping Children Safe in Education 2023.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs and likely to result in the serious impairment of the child's health or development and appendix 1 defines neglect in more detail.

Sharing of inappropriate images is where children share unsuitable images, videos, or live streams.

Children include everyone under the age of 18.

The schools **safeguarding partners** are:

- UK Embassy – Education Team
- Ministry of Education, Dammam office



4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to supporting every child. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or additional needs (see section 10)
- May experience discrimination due where they come from or who they identify as
- Have English as an additional language
- Are at risk of 'honour-based abuse' or radicalisation
- Are at risk due to either their own or a family member's mental health needs
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff are **required** to read **Part 1** of Keeping Children Safe in Education (KCSIE).

Staff who work directly with children should read **Annex A** of KCSIE.

All staff will read and review the appropriate sections at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have read the guidance.

All staff will adhere to:

- Our systems which support safeguarding, including this Child Protection and Safeguarding Policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the Behaviour Policy,
- Online Safety Policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as 'honour-based abuse', and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, 'honour-based abuse' and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe



5.2 The designated safeguarding lead (DSL)

The DSLs are members of the Extended Leadership Team (ELT). Our DSLs are the Principal and the Headteacher of the Prep School.

Name	Job title
Stephen Viner	Principal
Tammy Naidoo	Headteacher of the Prep School

The DSLs take lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSLs are absent or unavailable, the deputies will act as cover:

Name	Job title
Lee Marsh	Headteacher of Senior School and Sixth Form
Rob van der Eyken	Deputy Headteacher of the Prep School
James Coll	Deputy Headteacher of Senior School and Sixth Form
Jack Odam	Assistant Headteacher of the Prep School
Shaun Barton	Bursar
Marianna Westley	Pastoral Support

The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (UK Embassy, MoE (KSA), Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- The DSL will also keep the Principal informed of any issues, and liaise with the UK Embassy/MoE and designated officers for child protection concerns as appropriate.

5.3 The Governing Body

The Governing Body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate.
- All governors will read Keeping Children Safe in Education in its entirety.

5.4 The Headteachers & Principal

The Headteachers and the Principal are responsible for the implementation of this policy, including: Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.



- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

6. Confidentiality

The school's approach to confidentiality and data protection:

- will ensure effective information sharing to support safeguarding.
- will not block the sharing of information if a child's safety is at risk.
- The UK Data Protection Act (DPA) 2018, UK GDPR or KSA Personal Data Protection Law (PDPL) will not be used as barriers to keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The school follow the principles of the UK governments on [information sharing advice for safeguarding practitioners](#) including 7 'golden rules' for sharing information and will support staff who must make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

7. Recognising abuse and taking action

Staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to UK Embassy/Police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

7.2 If a child makes a disclosure to you.

Recognise – Respond – Report – Record - Review

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Report to DLS immediately.
- Write up your conversation as soon as possible and within the working day in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Aside from the DSL, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.



7.2.1 What to do when a pupil wants to tell you about something that has happened:

- Listen very carefully.
- Do not promise confidentiality.
- Ask 'open' questions like 'Tell me what has happened', and avoid any leading questions like 'Did he/she do *!??*!* to you?'
- Make written notes as soon as possible, including anything that you have said.
- Do not take it upon yourself to investigate what the pupil has told you.
- Do not tell the person about whom the pupil has complained.
- If you think that a child is at risk, contact either the relevant Head of School/Deputy/Principal or Designated Person.

7.2.2 Writing a report on what you have been told.

- Note the date, time, and your name.
- Note the who/what/where/when of the accusation.
- Note your own opinion, if it is relevant, preferably with justification.
- Hand the report to the Designated Person.

7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. In the first instance speak to a member of the ELT.

Early help

If early help is appropriate, the DSL will generally lead on liaising with the UK Embassy or the MoE as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to the UK Embassy if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to UK Embassy or the police, the DSL will make the referral. The DSL must follow up with the UK Embassy if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow up with the UK Embassy to ensure their concerns have been addressed and that the child's situation improves.

7.5 If you have concerns about radicalisation.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, and if you think a child is at risk from the following:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related



Then speak to a member of the Extended Leadership Team at once.

7.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and speak to the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

7.7 Concerns about a staff member, supply teacher, volunteer, or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer, or contractor) posing a risk of harm to children, speak to the appropriate Headteacher or Principal as soon as possible. If the concerns/allegations are about the Principal, speak to the chair of governors.

The Headteacher/Principal/Chair of Governors will then follow the procedures set out in this policy,

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer, or contractor) to the Headteacher/Principal, report it directly to the UK embassy.

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is verbally and/or physically violent.
- Involves pupils being forced to use drugs or other illicit products.
- Involves any form of exploitation, inappropriate pictures, or videos.

Procedures for dealing with allegations of peer-on-peer (child-on-child) abuse

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the UK Embassy social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.



- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the UK Embassy Legal team for further advice, if appropriate.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils can easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.
 - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child’s behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they must play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.

7.9 Sharing of inappropriate images

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of inappropriate images, you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.



- You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the UK Embassy, MoE or the police.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to police and/or UK Embassy social care team if:

- The incident involves peer-on-peer.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of inappropriate images.

If none of the above apply then the DSL, in consultation with the appropriate Headteacher, Principal and/or other members of staff as appropriate, may decide to respond to the incident without involving the UK Embassy, MoE or police. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to UK Embassy, MoE or police, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to UK Embassy, MoE or police immediately.

Informing parents/carers

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the MoE.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy.



Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Personal Social & Health Education (PSHE) and computing programmes. Teaching covers the following in relation to the sharing of inappropriate images:

- What it is.
- How it is most likely to be encountered.
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive and when it may be deemed as online harassment.
- Issues of legality.
- The risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images.
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings are listened to but does not determine what action is taken and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- We make pupils aware of the reporting systems and processes, e.g. through our PSHE Curriculum
- We explain to pupils how we protect them when submitting any concerns and give reassurances following a disclosure

8. Online safety and the use of mobile technology

See additional policies online safety and use of mobile phones

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have strong processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.



The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images, sharing other explicit images and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- If the school has reason to believe the mobile phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury. We will ask parents to attend school to review the phone with a senior member of staff.
- Put in place strong filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.



In the case of allegations of abuse made against other children, we will notify the parents or carers of all the children involved.

10. Pupils with additional needs

We recognise that pupils with additional needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

11. Complaints and concerns about school safeguarding policies

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

11.2 Other complaints

Complaints against contractors will be handled in accordance with the same procedures for dealing with allegations of abuse made against staff. For site concerns please contact the Bursar.

11.3 Whistleblowing

- Please see whistleblowing statement.

12. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for at least 10 years after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.



If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and if any other agencies are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Our records:

- Are currently paper based.
- Are secured in a locked filing cabinet within a locked office.
- Will be retained for 10 years.
- Have restricted access and is limited to DSL, Deputy DSLs, and pastoral support.

13. Training

13.1 All staff

All staff members will undertake safeguarding and child protection at induction and annually thereafter. This includes whistleblowing procedures and online safety, ensuring staff understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned, and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
-

Have regard to the Teachers' Standards to support the expectation that all teachers:

- Manage behaviour effectively to ensure a safe environment.
- Have a clear understanding of the needs of all pupils.
- All staff will have training on the anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually.
- Contractors will also receive safeguarding training.
- Volunteers will receive appropriate training, if applicable.

13.2 The DSL and Deputy DSLs

The DSL and Deputy DSLs will undertake the advanced child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent Awareness training.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.



13.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education.

13.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Monitoring arrangements

This policy will be reviewed **annually** by the Extended Leadership Team. At every review, it will be approved by the full Governing Body.