NEWTON INTERNATIONAL ACADEMY
SMASH

SAFEGUARDING AND CHILD PROTECTION POLICY

POLICY REVIEWED

July 2025

POLICY TO BE REVIEWED

July 2026

SAFEGUARDING AND CHILD PROTECTION POLICY

Updated November 2025

Review date July 2026

This policy applies to the whole school: EYFS, Primary and Secondary

For issue to staff and parents

It should be read in conjunction with the **MOEHE Circular 15 Student Protection and Care policy**.

Key Personnel

At NIA Smash there is 1 Designated Safeguarding Lead and 3 Deputy DSL for EYFS, Primary and Secondary.

Role	Contact
Designated Safeguarding Lead Mrs Stephanie Hardy- Deputy Head Primary (Pastoral)	dhopastoral_niasmash@newtonschools.sch.qa
Deputy Safeguarding Lead Jonathan White – Deputy Head Secondary (Pastoral)	dhop.niasmash@newtonschools.sch.qa
Deputy Safeguarding Lead Lisa Davies – Early Years Coordinator	eyfscoordinator_niasmash@newtonschools.sch.qa
Deputy Safeguarding Lead Khadija Abdelhafiz – Arabic Department	abdelhafizk@newtonschools.sch.qa

Additional Level 3 trained staff are:
Chani Meyer – Head of Primary
James Browne – Head of Secondary
Aysha Hassein – School Counsellor
Maria Kloni – Pastoral Assistant
Daniel Thompson – Pastoral Assistant
Nathon Fisher – Pastoral Assistant

Policy Statement

Newton International Academy Smash is committed to a whole school approach to safeguarding and promoting the welfare and wellbeing of children and young people. Our open culture allows students' voices to be heard and by using effective procedures we ensure a safe and supportive environment for all. It is our mission to create students who are emotionally resilient, flexible and inspired to reach their full potential.

All pupils have the right to be protected from all types of harm and abuse, and all school systems, processes and policies should operate with the best interests of the child at their heart. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to our pupils. Staff at NIA Smash understand that Safeguarding and promoting the welfare of children is everyone's responsibility.

This policy has been drawn up in line with UK guidance and best practice. It is influenced by the laws that seek to protect children and young people, namely:

- Keeping Children Safe in Education (KCSIE), updated September 2024
- Children Act 1989
- Working Together to Safeguard Children 2018

This policy also refers to guidance from Safeguarding Concerns for International Schools and the CIS Code of Ethics.

Creating a Culture of Safeguarding

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Any concern, allegation or incident of abuse must be referred to the Designated Safeguarding Lead immediately. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about sharing information or recording requirements, staff should discuss this with the Designated Safeguarding Lead. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

If staff have concerns about a child they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

• Is disabled and has specific additional needs

• Has special educational needs

• Is showing signs of being drawn into anti-social or criminal behaviour

• Is frequently missing/goes missing from care or from home

Keeping Children Safe in Education 2024 defines safeguarding and promoting the welfare of children as:

- 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; and
- taking action to enable all children to have the best outcomes.

Prevention:

NIA Smash seeks to provide a positive, inclusive environment for all children. Concerns are reported early, effective pastoral support, E-safety and PSHE are available, and associated policies are in place. Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through the PSHE programme and other means of sharing information appropriate to their context, age and understanding, within a broad and balanced curriculum.

Protection:

Staff are fully aware of their responsibilities with regards to safeguarding and child protection. Staff are trained and supported in dealing appropriately with sensitive matters. The school has robust recruitment systems in place. All staff are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

Support:

Support for pupils and staff is available, through qualified Designated Safeguarding Leads and School Counsellors.

School Aims

- Create an environment in the school which is safe and secure for all pupils.
- Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Work with parents to build their understanding of and commitment to the welfare of all pupils.

The School has systems to:

➤ Prevent unsuitable people working with pupils;

➤ Promote safe practice and challenge poor and unsafe practice;

➤ Deal with issues of confidentiality, information sharing and consent;

➤ Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication). The school encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The school also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

Working together to safeguard children - GOV.UK (www.gov.uk)

Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)

MOHEH Compliance

In line with MOEHE circular 15 guidance 'Student Care and Protection Policy' 2025, Newton International Academy Smash is committed to annual reporting of safeguarding compliance to the Private Schools and Kindergartens Administration. An appointed Student Protection and Care Officer oversees the handling of data and record keeping in accordance with Qatari laws on data protection and privacy. The school's safeguarding culture is guided by Islamic values and Qatar code of ethics, ensuring respect, justice and compassion

Role of the Designated Safeguarding Lead

The DSL is responsible for**:**

- Keeping written records of concerns about a pupil.
- Ensuring that all such records are kept confidentially
- Providing advice, guidance and support to staff in child protection matters
- Liaising with the DDSL Secondary Deputy Head Pastoral to discuss issues and ongoing investigations
- Keeping the Principal informed
- Organising child protection training for all school staff

The Designated Safeguarding Lead and Deputy Safeguarding Leads will:

- be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out above.

- refer cases of suspected abuse or allegations to the local Social Services Department and/or the police if necessary

- receive appropriate training in child protection matters, at least annually and in addition to formal training, update their knowledge and skills at regular intervals in order to keep up with developments relevant to the role.

- act as a source of advice and support within the school and co-ordinate action regarding referrals in relation to both children and allegations against staff.

Record Keeping

Designated Safeguarding Lead keeps accurate and up to date records of child protection concerns and ensure the security of information. Files are not accessible by pupils, parents or staff members. Records should 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.

The Designated Safeguarding Lead should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part two of KCSIE.

Role of the Student Protection and Care Officer (SPCO)

In accordance with Article 3.1.10 of the MOEHE Student Protection and Care Policy (2025-2026), the SPCO serves as both the trainer and monitor for safeguarding within the school. The SPCO delivers safeguarding training for all staff, ensures appropriate external child protection training is completed, leads awareness sessions for parents and pupils, and ensures ongoing compliance through termly monitoring of safeguarding practices. The SPCO maintains central records and registers, oversees reporting to the Private Schools and Kindergartens Administration, and ensures that any recommendations from MOEHE reviews or inspections are fully implemented. The SPCO liaises directly with the MOEHE Student Protection and Care Department to ensure the school's practices remain in line with national standards. The SPCO reports directly to the Principal for all safeguarding matters and has authority to liaise independently with the MOEHE.

Wellbeing and Safeguarding

Mental health and pupil wellbeing are integral to creating a safe and supportive learning environment. The school is committed to promoting positive mental health by fostering open communication, raising awareness, and providing access to support systems. Early identification of mental health concerns is prioritised, with staff trained to recognise signs of distress and intervene appropriately. Tailored support ensures that every pupil's needs are met. By embedding mental health education into the curriculum and encouraging resilience, the school helps pupils thrive academically and emotionally.

All staff should be aware that 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 are well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

NIA Smash has been accredited with the Wellbeing Award for Schools, and has a proactive and purposeful approach to wellbeing and mental health as part of the safeguarding commitment of the school and the community. The school actively monitors attendance and investigates any instances of pupils missing from education. Repeated absences or unexplained withdrawals will trigger a welfare review and, where necessary, notification to the Private Schools and Kindergartens Administration, in line with Article 3.11 of the Student Protection and Care Policy (2025-2026)

Pupils Missing from Education

NIA Smash monitors daily attendance, following up on unauthorized attendance. Prolonged, unexplained or repeated absences is reported to the MOEHE Private Schools and Kindergartens Administration.

Medical Partnerships

NIA Smash works in accordance with national framework provided by Hamad Medical Corporation, PHCC and the Sidra Child Protection Program (S-Cap). The school ensures full cooperation with external professionals to safeguard pupils' health and safety.

Aman Centre

NIA Smash recognises the Aman Centre as a national authority for protection and social rehabilitation. The school will liaise with the Aman Centre in line with MOEHE guidance, ensuring pupils receive professional and culturally appropriate care and protection.

Confidentiality

At NIA Smash we recognise that all matters relating to child protection are confidential and are addressed responsibly and in accordance with Qatari law and school policy. The DSL will only disclose information about a student on a need-to-know basis. All staff have been made aware of their professional responsibility to share information with the DSL or DDSLs to safeguard students. The school adheres to Qatari child protection laws, Ministry of Education guidelines, and international safeguarding standards. Parents and guardians are informed appropriately, unless doing so would place the child at further risk. All safeguarding concerns are documented securely, with access restricted to authorised personnel.

Limits of Confidentiality

All staff must be aware that they cannot promise a student to keep a secret which might compromise a student's wellbeing or safety. While confidentiality is respected, it cannot be guaranteed if:

- A child is at risk of harm

- There is suspicion of abuse or neglect

- Disclosure is required by law or authorities

Information Sharing and Parent Consent

Information regarding safeguarding concerns will only be shared with professionals on a need-to-know basis. Parent consent will be sought where appropriate; however, the school may share information without parental permission if doing so is necessary to protect a pupil from harm or to comply with MOEHE protection procedures.

Use of Photographs and Multimedia

NIA Smash complies with Qatari laws governing the use of photographs, videos and digital media within the school setting. No images or videos of students may be taken, stored or shared without prior parental consent.

Online Safety

Our Online Safety policy refers to the measures taken to protect pupils from harmful content both at school and outside of school. NIA Smash blocks access to websites deemed to be inappropriate or dangerous and keeps a log of all internet access made on school devices. Logged access is used for monitoring purposes, and flagged terms trigger alerts which the management may investigate. Additionally, email messages between staff and students are scanned for inappropriate language and behaviour. Where staff are interacting with children online, they will follow our existing professional code of conduct. We educate students as part of their IT lessons, about correct behaviours online and the dangers of social networking, to ensure that they are fully aware of their responsibilities when communicating with others.

Qatar Cybercrime Laws

In accordance with Qatari Cybercrime Law 14, 2014, any incident involving extortion, harassment, exploitation, or illegal content will be reported immediately to relevant authorities. The school uses monitoring, filtering and reporting systems to prevent and respond to all forms of online abuse.

Communication between Staff and Pupils

Staff must not communicate with any pupils through personal devices, private messaging platforms or social media. All communication must be transparent through approved school systems. Any breach may result in disciplinary action and referral to the MOEHE.

Allegations against staff

The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation. Where a safeguarding-related allegation or cause for concern is made against any member of staff (including the Designated Safeguarding Lead), the matter should be reported immediately to the Principal (unless the allegation relates to the Principal or there is a conflict of interest in reporting the matter).

Professional Conduct and Whistleblowing

Staff at NIA Smash must maintain professional boundaries with pupils at all times. Any behaviour considered as a misuse of authority is strictly prohibited. All staff should be aware of their right to raise concerns regarding the attitude of actions of a colleague. Concerns should be raised with the DSL, Head of School or Principal.
In line with MOEHE circular 4, all allegations of abuse or misconduct will be investigated by the school's internal complaints committee. Any breach will be treated as a safeguarding concern and referred to the MOEHE Private Schools and Kindergarten Administration. Cases with potential criminal elements will be referred to the police or S-CAP following MOEHE approval.

Safeguarding Complaints and Appeals

Pupils and parents have the right to raise any safeguarding related concerns or complaints through the school's complaints procedures. Where a complaint is specifically relating to child protection or student safety, it will be treated as a priority and referred directly to the Designated Safeguarding Lead (DSL) or Student Protection and Care Officer (SPCO). If the complaint remains unresolved internally, this may be escalated to the Private Schools and Kindergarten Administration (MOEHE) in accordance with Article 6 of the Student Protection and Care Policy.

Staff Training

All staff, including administration and site staff will be asked to read and acknowledge the Safeguarding and Child Protection policy yearly. Child Protection Procedures are disseminated to them as part of their training. All staff will attend a safeguarding briefing at the start of the academic year. DSLs and Deputy DSLs will undergo updated Child Protection training every two years, either online or face-to-face.

The DSLs will

- ensure each member of staff has access to, and understands the Safeguarding and Child Protection Policy especially new members of staff;

- ensure the Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the Safeguarding and Child Protection Policy is available publicly and that parents are made aware of the fact that referrals about suspected abuse or neglect may be made;

Identification of staff and visitors

All staff are required to wear an appropriately coloured ID lanyard whilst on the school premises. Visitors during the day are required to sign in and wear the visitor's lanyard issued to them on arrival. Security staff monitor staff, pupils and visitors arriving and leaving the premises during the school day.

Yellow Lanyard – Visitor
Red Lanyard - Contractors
Green Lanyard – Members of Staff

Disclosure Procedures

Responding to Disclosures of Abuse

- Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child.

- Staff should make themselves available to reassure the pupil that what they are saying is being taken seriously and without criticism, and should respond in a supportive, calm manner, avoiding asking detailed questions. The role of the staff member is to listen, record and report; not to investigate.

- A pupil should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. No pupil should ever be made to feel ashamed for making a report. Staff should also take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

- If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti-Bullying Policy.

Immediate Response

If a disclosure is made, the member of staff or volunteer should:

➢ allow the pace of the conversation to be dictated by the pupil;

➢ ask open questions which encourage the pupil to talk such as "can you tell me what happened?"

➢ accept what the pupil says and not ask for further detail;

➢ acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;

➢ note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below);

➢ reassure the pupil that they have done the right thing, that they are not at fault, and explain whom you will have to tell (the Designated Safeguarding Lead) and why.

Staff should:

➢ make a record of the disclosure or concern, including the date, time, place and context, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation.

➢ clearly distinguish between fact, observation, allegation and opinion;

➢ record any observed injuries and bruises;

➢ note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");

➢ alert the Designated Safeguarding Lead;

➢ appreciate that their records may be used in criminal proceedings or disciplinary investigations.

Recognising abuse, neglect and exploitation

Definitions of Abuse

Abuse is a form of maltreatment of a child, *including seeing, hearing or experiencing domestic abuse and its effects.* Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The categories listed below are drawn from 'Keeping Children Safe in Education':

- Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms, or deliberately induces, illness in a child.

- Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. They may also include non-contact activities such as involving children in looking at or the production of sexual images or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue in education.

- Neglect

The persistent failure to meet a child's basic physical and/or psychological needs is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or irresponsiveness to, a child's basic emotional needs.

Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about this as part of their internet safety education. The school takes incidents of sharing nude and semi-nude images extremely seriously, and deals with them in accordance with child protection procedures, including if necessary, reporting to the police.

Who are the Abusers?

Abusers might be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers; in short, an abuser could be anyone.

Child-on-child abuse: all staff should also recognise that children are capable of abusing their peers, and that this can happen and must be addressed whether it occurs inside school, outside school, or online. Even if there are no reports, it does not mean it is not happening, it may be the case that it is just not being reported. For this reason, it is important that staff are alert to the signs of child-on-child abuse and that pupils feel able to report incidents, knowing they will be treated seriously. Child-on-child abuse is most likely to include, but is not limited to:

 ➢ bullying (including cyber, prejudice-based, and discriminatory bullying)

 ➢ abuse in intimate personal relationships between peers

 ➢ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

 ➢ sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

 ➢ sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

 ➢ consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

 initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element) It is more likely that girls will be victims of child-on-child abuse and boys perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously. Child-on-child abuse should be recognised as abuse and challenged as such. A zero-tolerance approach will be taken whereby it is never passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys.

This can lead to a culture of unacceptable behaviours, an unsafe environment for children and at worst children accepting this as normal and not coming forward to report it. The school seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that it is not tolerated, and by educating pupils as part of the PSHE programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language), and how to recognise, report and respond to child-on-child abuse.

Any concern about child-on-child abuse must be reported to the DSL. Allegations will be promptly and thoroughly investigated, recorded and treated according to their gravity, in line with the school's anti-bullying or behaviour policy. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other cases, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. All children involved will be treated as 'at risk'.

Contextual safeguarding: safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents and/or behaviours occur. It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Signs of Abuse

All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

Physical Abuse
- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse
- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual Abuse
- Sexual awareness inappropriate to child's age, including provocative sexual behavior
- Self-harm
- Pregnancy
- Sudden changes in behaviour or school performance
- Fear of undressing for swimming/PE
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

- ➢ Constant hunger, tiredness and/or poor personal hygiene
- ➢ Untreated medical problems
- ➢ Destructive tendencies
- ➢ Social isolation
- ➢ Poor self-esteem and/or relationship with peers
- ➢ Excessive rocking, hair twisting, thumb sucking.

Related Policies

The following policies and procedures are also relevant to the school's safeguarding practices:

1. Staff Code of Conduct

2. Behaviour Policy

3. Safer Recruitment and Selection Policy

4. Anti-bullying Policy

5. Online Safety Policy

6. First Aid Policy

7. Health & Safety Policy and Procedures

8. Educational Visits Policy

The school recognises that safeguarding covers much more than child protection, and so this Policy will operate in conjunction with the Schools Safeguarding Procedures (which itself incorporates the staff Code of Conduct), and other related policies and procedures. The school takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's PSHE programme.

Appendix– KCSIE Which sections should I read and understand

[Keeping children safe in education 2024](#)

Summary	All Staff		Pages 4-6
Part 1	Safeguarding Information for all staff	All Staff working directly with children, Principal & SLT	Pages 7-23
Part 2	The management of safeguarding	Principal, SLT, School Nurses, DSL and Deputy DSL, SENDCo	Pages 24-51
Part 3	Safer recruitment	Principal, SLT, DSL, HR (and any staff involved in interviewing candidates)	Pages 52-87
Part 4	Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers.	Principal, SLT, DSL and Deputy DSL and HR	Pages 88-104
Part 5	Child on Child Sexual Violence and Sexual Harassment	All staff in direct contact with Pupils, Principal & SLT	Pages 105-135
Annex A	Safeguarding Information for school and college staff	All staff not working directly in contact with pupils	Pages 136-140
Annex B	Further Information	All Staff working directly with Children, Principal & SLT	Pages 141-163
Annex C	Role of the designated safeguarding lead	Principal, DSL, Deputy DSL, SLT and HR	Pages 164-170
Annex D	Host families - homestay during exchange visits	Not applicable	Pages 171-173
Annex E	Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised	Principal, DSL, Deputy DSL, SLT, Trip leaders if applicable, Head of PE	Pages 174-176
Annex F	Table of substantive changes	DSL and Deputy DSL & Principal	Pages 177-178

Safeguarding and Child Protection Declaration

I confirm that I have read and understood the information contained in the Safeguarding and Child Protection Policy. I confirm that I will follow this guidance, and I confirm that I will ask for more information from the Designated Safeguarding Lead if I have any questions, or do not understand anything. I am aware that a signed copy of this declaration will be placed in the Safeguarding training file.

Signature ....

(Block Capitals) ....

Date ……………………………………………………………………