



## SAFEGUARDING & CHILD PROTECTION POLICY

For a child to thrive, develop, learn to their optimum potential and successfully grow up as an adult, feeling safe is paramount. All children have the right to feel safe all of the time.

At El Gouna International School, we believe in supporting all aspects of each child's development and learning, and in keeping children safe. We understand that emotional and social development create a foundation for academic learning: if a child has not been supported to understand, express and resolve their feelings, they may not have the ability to concentrate on learning, share with other children or resolve conflicts on a day to day basis. Instead frustration may result, manifesting in anti-social behaviour or becoming overly compliant or withdrawn.

EGIS is committed to safeguarding and promoting the welfare of all children and young people from Foundation Stage to Year 13. We expect all staff (teachers, administrators & support staff, coordinators, heads and Board of Governors) to share this commitment in their attitudes and actions. Such a commitment has no physical limits. **Parents are made aware of the policy:** referred to in school circulars, published on the school website and used in the EGIS Parent Workshops. The policy will be reviewed on an annual basis and amended in the light of experience.

### Safeguarding & Promoting Welfare and Child Protection

Safeguarding and promoting the welfare of children is defined, for the purposes of this policy, as:

- *protecting children from maltreatment;*
- *preventing impairment of children's 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.*

(Source:

<http://www.workingtogetheronline.co.uk/chapters/intro.html>)

## 1. Introduction

1.1 This policy is based on best practice in the UK and comparable British international schools, and in line with benchmark publications on Child Protection: "Working Together to Safeguard Children - WTTSC" (2018), "Sexual violence and sexual harassment between children in schools and colleges" (2018), "Framework for the Assessment of Children in Need and their Families" (2000), "Keeping Children Safe in Education" (2018). A copy of KCSIE can be found here:

[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting\\_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf)

This policy is also in accordance with all Egyptian laws and regulations on child welfare and child protection. The policy builds on Article (80) of the Constitution of the Arab Republic of Egypt (2014), which states that "*The State shall provide children with care and protection from all forms of violence, abuse, mistreatment and commercial and sexual exploitation.*" In the absence of specific statutory provision on safeguarding and local government agencies, the school will work with local non-governmental agencies in the area of child welfare and child protection.

1.2 This policy has been prepared in consultation with the Senior Leadership Team and the Education Committee of the Board of Governors at EGIS. The Board of Governors will review the policy on an annual basis.

1.3 The Board of Governors takes seriously its responsibility to safeguard and promote the welfare of children, and work together with other agencies to ensure adequate arrangements within the

school to identify, assess, and support children who are suffering harm, children in need and children at risk. The designated Board member for Safeguarding is **Mrs. Ghada Amin**.

1.4 We recognise that all adults, including Staff and Board members, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Wherever the word "Staff" is used, it covers ALL Staff on site and Board members, including Support Staff working with children. To this end, a shortened version of this policy has been translated from English to Arabic and Safeguarding training has occurred with all ancillary, security and administrative staff.

1.5 All staff have a duty to promote a caring, protective and safe environment that fosters the social, physical and moral development of the individual child.

## **2. Aims**

The aims of this policy are:

2.1 To support each child's development in ways that will foster security, confidence and independence.

2.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.

2.3 To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

2.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

2.5 To emphasise the need for good levels of communication between all members of staff.

2.6 To develop a structured procedure within the school, which will be followed by all members of the school, in cases of suspected abuse. This means that any disclosure or suspicion of abuse will be reported to the Designated Safeguarding Lead (DSL), who is in turn responsible for informing the Principal. Where there is reasonable cause and abuse has been suspected, the Principal will ensure that the Chairman of the Board is informed and that relevant external agencies (see 2.7 below) are contacted within 24 hours.

2.7 To develop and promote effective working relationships with alternative local welfare agencies, specifically the inter-agency child protection committee and the NGO organisation "*Sawiris Foundation*" (affiliated to the Ministry of Social Affairs).

2.8 To ensure that all adults within the school who have regular access to children have been checked as to their suitability.

## **3. Procedures**

3.1 Our school procedures for safeguarding children have been prepared in accordance with DfE (Department for Education in the UK) guidance.

As such, we ensure that:

3.1.1 All members of the Board of Governors understand and fulfil their responsibilities.

3.1.2 We have a Designated Safeguarding Lead (DSL) and Deputy DSL in case of absence.) Each DSL will have undertaken relevant child protection training (updated every two years). Given the importance of the role, DSLs have senior role status. Additionally, the Principal and other senior staff have undertaken relevant safeguarding training. All teaching staff (old and new are required to undertake the Educare online courses on Safeguarding for International Schools, Child Protection and Health and Safety.

The DSL is Rachel Abundo: [Rachel.Abundo@elgounaschool.net](mailto:Rachel.Abundo@elgounaschool.net)

The Deputy DSLs are

Ms. Bronwen Botes : [Bronwen.Mary@elgounaschool.net](mailto:Bronwen.Mary@elgounaschool.net), for KS1 & FS

Ms. Eudora Nazareth: [Eudora.Nazareth@elgounaschool.net](mailto:Eudora.Nazareth@elgounaschool.net) for KS2

Ms. Zana Fathi: [Zana.Fathi@elgounaschool.net](mailto:Zana.Fathi@elgounaschool.net) for Senior School

The DSLs support each other and deputise for each other if necessary. The Principal also deputises for the DSLs if required.

3.1.3 All members of staff are provided with relevant Child Protection Awareness information, to develop their understanding of the signs and indicators of abuse, along with individual responsibilities. Training of School Staff (full and part-time) occurs every two years. The annual induction programme covers Safeguarding Policy and procedure for all new Staff. The School does not use volunteers.

3.1.4 All members of staff and the designated Board member are advised on how to respond to 'Disclosures of Abuse' through relevant training. (Appendices 5 and 6)

3.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Safeguarding Policy. Parents have access to the policy on the school website and are made aware of its impact at Parent Workshops. **List**

3.1.6 Our lettings policy (a **letting** may be defined as "any use of the **school** premises: buildings and grounds) by either individuals or community group (such as football team, TV Crew, etc.) ensures the suitability of adults allowed on site on the school site at any time; e.g. the relevant checks. Failing this, the Principal will insist that checks are carried out in advance or deny permission for use of school facilities.

3.1.7 Community users organising activities for children must present evidence that they have carried out checks on Staff. Failing this, the Principal will insist that checks are carried out in advance or deny permission for use of school facilities. The Principal directs staff (e.g. PE Teachers) to ensure that necessary checks have been carried out for sports fixtures, etc. away from school. Where non-EGIS parents are hosting our pupils, the school seeks assurances that safeguarding checks are being made by partner schools.

3.1.8 We ensure that our selection and recruitment of staff includes checks for their suitability with the Disclosure & Barring Service (DBS), at an enhanced level when sourcing staff from the UK or through the International Child Protection Certificate (ICPC) or local Police Clearance.

All teachers will be required to have the following checks: enhanced DBS check, ICPC and local police check; two references; copy of passport or identity card; statement of medical fitness; up-to-date CV. Where a DBS check is not possible, in cases where teachers have not been in the UK for more than 3 years, staff will submit to a police check from the country they are leaving.

Where staff are sourced from non-UK areas, equivalent checks will be made and recruitment agencies will be expected to perform DBS-style checks and referees will be asked to comment explicitly on a candidate's suitability vis-à-vis child protection matters.

3.1.9. We ensure that any member of staff found not suitable to work with children will be reported to the appropriate bodies, i.e. Egyptian visa department, the ISA, the DBS and the DfE, COBIS and BSME. This will occur as soon as possible and/or within one month of them leaving the School.

3.2 Our procedures and the way they have been implemented are reviewed annually by the Board.

3.3 The name of each DSL is clearly posted in the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and/or risk to a child. In addition, the DSLs are identified on the school's website and in the Parent Handbooks.

3.4 All new members of staff and members of the Board are given a copy of our Safeguarding Policy, with the DSL's name clearly displayed, as part of their induction into the school. All staff are required to read and sign the policy annually.

3.5 Adults should not be taking images of children unless they fall within the framework of our policies.

3.6 The designated Board Member and Principal will contact local welfare agencies, if necessary, (including the appropriate law enforcement agency – El Gouna Security) within 24 hours of a disclosure or suspicion of abuse. [Police Tel: 122]

#### **4. Responsibilities**

The Board of Governors is responsible through the Principal for the appointment, liaison and monitoring of DSLs. This will include periodic review to ensure that effective training has occurred.

4.1 The Designated Safeguarding Lead/CPO, is responsible for:

4.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

4.1.3 Ensuring that all such records are kept confidentially and are kept separate from pupil records. Such records include concerns passed to the DSL.

4.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.

4.1.5 Liaising with other colleagues.

4.1.6 Ensuring that either they or the Class/Form Tutor attends relevant case conferences with other agencies and provides a report which has been shared with the parents (if appropriate).

4.1.7 Organising Safeguarding training for all school staff.

4.1.8 Providing, with the Principal, an annual report for the Board, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all Staff and Board members; the number and type of incidents/cases, and the number of children on the **Safeguarding Register** (referred to anonymously). This information will be used by the Board in conducting its annual review of the policy, procedures and operation.

4.1.9 Staff is aware of the policy and have signed to this effect.

4.1.10 Liaising with local safeguarding agency, namely '**Child Help Line**' Egypt on Tel Number 16000, for updates on local regulations and requirements, seek advice and support from an expert, local agency. <http://nccm.gov.eg> (National Council for Childhood and Motherhood) The Child Protection Committees were established by the Child Law No. 12 of 1996 and amended by Law No. 126 of 2008

#### **5. Supporting Children**

5.1 We recognise that a child who is abused or has witnessed violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that EGIS may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

5.4 EGIS supports all pupils by:

- Encouraging self-esteem and self-assertiveness through the curriculum as well as, our relationships, whilst attempting to counteract aggression and bullying;
- Promoting a caring, safe and positive environment within the school;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Providing a service of counselling.

## 6. Confidentiality

6.1 The Principal or DSL discloses any information about a pupil to other members of staff on a need to know basis only, and in accordance with relevant DfE guidance “*Safeguarding Children and Safer Recruitment in Education*”.

6.2 All Staff is made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.3 All Staff is made aware that they **cannot promise a child to keep secrets** which might compromise the child’s safety or wellbeing. In addition, Staff is aware that leading questions must not be asked of children as this could affect the reliability of statements made.

## 7. Supporting Staff

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

7.2 We support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

## 8. Dealing with Allegations of Abuse against Staff

8.1 Procedures for dealing with allegations of abuse against any staff are carried out with reference to DfE guidance “*Keeping Children Safe in Education*” (2018) and “*Working Together to Safeguard Children*” (2018). Members of staff, the Principal and any other adults are made aware of this guidance, the school’s procedures and other local guidance relating to this issue.

8.2 All school staff should take care not to place themselves in a vulnerable position with a child. Staff must also ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (see also *Staff Handbooks – Professional conduct and Staff Code of Conduct*). It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Specific situations put staff in closer work with pupils: sports coaching, email or phone communication, school trips. Staff should ensure absolute probity/morality in these specific situations; for example, **all communication should always be on a formal level**. This includes professional conduct on social networking sites.

8.3 Should a pupil make an allegation against any member of staff, our paramount concern will be for child safety and wellbeing, and the allegation to be treated in strict confidence.

8.4 If such an allegation is made, the member of staff receiving the allegation should immediately inform the Principal and the DSL where appropriate. The Principal on all such occasions will discuss the content of the allegation with the Chairman of the Board and the Legal Dept. This covers all staff, including Deputy, Heads/Coordinators. If the Principal is absent, the allegation should be passed on to the Deputy Principal).

8.5 If an allegation is made against the Principal, the person receiving the allegation will immediately inform the Chairman of the Board ([BOG@elgounaschool.net](mailto:BOG@elgounaschool.net)), without notifying the Principal first.

8.6 An allegation of abuse will normally be referred to a **Special Board Meeting** involving representatives from the SLT and the Board. This also covers any urgent formal discussion which may occur between the police, Legal Dept. and SLT members. Should an allegation against a staff

member be verified, the school will report the case to the DBS – Disclosure & Barring Service for UK Teachers.

8.7 We follow Disciplinary Procedures set by the BOG and Principal for Teachers when managing allegations against staff.

8.8 Pending such an investigation, child may be sent home, unless other advice is given by the DSL or following a Special Board Meeting.

8.9 Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek advice from the Legal Dept., before deciding on the course of action to be taken. Suspension should be viewed as a neutral act by the school.

8.10 In the event of an allegation against the Principal, the decision to suspend is made by the Chairman of the Board with advice as in 8.9 above.

## **9. The Duty to Report Concerns**

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff have a duty to raise confidentially any concerns with the DSL.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

9.3 All staff have a duty to raise concerns related to the abuse of children beyond EGIS, e.g. in a situation where a member of staff has allegedly abused a minor who is not a student at EGIS.

## **10. Physical Intervention**

10.1 Staff must **only** ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness, the DSL must be informed immediately.

10.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **11. Specialist subject considerations**

11.1PE /Sport/Music

The teacher should only use physical contact if the aim is to:

- develop sports / instrument skills or techniques;
- treat an injury;
- prevent an injury;
- meet the requirements of the sport / instrument.

More widely, all staff will inform the child of any necessary contact they intend to take (e.g. ***“I am going to move your foot into the correct position”*** or ***“I am going to move your hands into the correct position”***).

## **12. Bullying**

12.1 EGIS policy on bullying is set out in the Anti-Bullying and Cyberbullying Policies. These acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes religious, homophobic, racial and ethnic, and gender-related bullying, and covers the different means of bullying such as cyber bullying.

12.2 Where several pupils are implicated in an act of bullying against another child (other children), procedures within the School's Behaviour Policy will be applied in the first instance.

### 13. Female Genital Mutilation (FGM)

FGM is a criminal offence. It has been criminalised in Egypt since 2016. EGIS recognises and understands that, in the UK, there is a mandatory duty for all teachers to report to the Police where it is believed an act of FGM has been carried out on a girl under 18. [Home Office Multi Agency Statutory Guidance on FGM 2018.pdf](#)

In school, suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed. If any member of staff is concerned about a pupil, they will refer to the Designated Safeguarding Lead/s.

Signs may include:

- Several days absent from school;
- Not participating in Physical Education/sport;
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs;
- Confides that she is having a special procedure, cut or celebration;
- Unauthorised and/or extended leave.

\* [UNICEF - female-genital-mutilation/cutting is a global concern](#)

### 14. Child Sexual Exploitation (CSE)

*“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:*

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.” (Working Together 2018)

### 15. Prevention

15.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

15.2 The EGIS school community will therefore:

15.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

15.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

15.2.3 Include opportunities across the curriculum, including PSHE for Primary, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15.3 Training: DSLs and designated SLT liaison will train every two years. All other staff will train regularly. New members of EGIS staff will be given training on the Safeguarding Policy upon their arrival (responsibility of DSLs) which may include online Educare courses.

Role	Name	Last training
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BOG liaison All Board Members	Mr. Raouf Tawfik (Mrs. Hoda or Mr. Naguib Samih) Mr. Mahmoud Baroudy Dr. Carlo Mme. Khadiga Yassin Mrs. Sherifa Ms. Maha Mrs. Ghada Mrs. Rania Moubarak	October 2019  March 2019 Oct 2019  July 2019 Nov 2019 Nov 2019
SMT	Ms. Maha Shenouda Ms. Rachel Abundo Ms. Bronwen Botes Ms. Eudora Nazareth	July & Nov 2019 July & Nov 2019 August 2019
School DSL	Ms. Rachel Abundo	November 2019
Deputy School DSLs	Ms. Bronwen Botes Ms. Eudora Nazareth Ms. Zana Fathi	Aug 2019  Aug 2019
Teaching Staff	All	July - August 2019
Support/Ancillary Staff	All	July –August 2019

## 16. Health & Safety

EGIS Health & Safety Policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the school's environment. Procedures for phone, internet and email use and school trips are set out in this and/or other School policies.

### Related Policies

- Peer-on-Peer Abuse
- Prevent Duty
- Intimate Care for Foundation Stage and Pupils with Disabilities

### Policy Review

This policy, and all Safeguarding procedures, are reviewed annually by the Board of Governors.



## **APPENDIX 1**

### **EGIS Staff Recruitment & Selection Checklist (taken from EGIS's Safeguarding Policy) Planning**

As well as securing the best possible applicants to fill vacancies, a school's recruitment process should:

- deter prospective applicants who are unsuitable for work with children;
- identify and reject applicants who are unsuitable for work with children.

Application form (where used) seeks all relevant information and includes relevant statements about references.

#### **Vacancy**

Any advertisement includes reference to Safeguarding Policy, i.e. Statement of commitment to safeguarding and promoting welfare of children, and the need for successful applicant to be DBS checked for UK applicants. Advertisements (in print or online) include the statement:

*"El Gouna International School is committed to safeguarding children and young people. All post holders are subject to satisfactory criminal records checks."*

#### **Applications**

Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if the candidate is considered for short listing.

#### **Shortlist Prepared References Sought**

Directly from referee on short-listed candidates: ask recommended specific questions.

#### **References Received**

Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with applicant (at interview if possible).

#### **Interview**

Invitation includes all relevant information and instructions.

Where appropriate and possible at least 2 interviewers (skype/phone and personal): panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards.

The interview will explore the applicant's suitability for work with children as well as, for the post. N.B where possible the identity and qualifications of the successful applicant will be verified on the day of interview by scrutiny of appropriate **original** documents: copies of documents taken and placed on file; where applicable, applicant completed form for **DBS** Disclosure for UK applicants.

Where an interview takes place in person, the interviewee should bring with them their passport or other form of photographic ID. Where an interview is conducted via Skype the interviewee should forward a scanned copy of their passport/photographic so that their identity can be verified.

A telephone call to previous employer(s) will be made where necessary.

### **Conditional Offer of Appointment: pre-appointment checks**

Offer of appointment made conditional on satisfactory completion of the following pre-appointment checks and successful completion of a probationary period.

#### **Summary of Documents:**

- ✓ Proof of identity:
  - original birth certificate;
  - current passport or identity card (local staff);
  - photocard driving licence.
- ✓ Up-to-date CV.
- ✓ Two attested references. References checked with a phone call if necessary;
- ✓ Original certificates for all academic qualifications. Qualifications verification must be made before appointment;
- ✓ DBS/ICPC or equivalent check from other countries (current);
- ✓ Police report for local employees.
- ✓ Statement of medical fitness;
- ✓ HIV Test result for foreign staff as required by the Labour Office in Egypt
- ✓ Safeguarding Policy read and signed by all staff annually.

Timetable, job specifications and description and other documents to be provided,  
Reviewed and updated as necessary.

## APPENDIX 2

### **EGIS Policy Statement: Secure Storage, Handling, Use, Retention & Disposal of Disclosures and Disclosure Information**

#### **General principles**

EGIS complies with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation (including GDPR) pertaining to the safe handling, use, storage, retention and disposal of Disclosure information, and has a written policy on these matters, which is available to those who wish to see it on request.

#### **Storage and access**

Disclosure information is kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

#### **Handling**

In particular, the school will not retain disclosure information or any associated correspondence for longer than is necessary and for a maximum of **six months**. The school will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken.

#### **Usage & Retention**

If an applicant is successful in their application, the school will retain on his / her personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, qualifications, etc. All documentation will be retained for the duration of the successful applicant's employment with the school. It will be retained for reasonable a period after employment terminates after which it will be securely destroyed. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months unless the applicant specifically requests the school to keep their details on file.

#### **Disposal**

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure.

## **APPENDIX 3**

### **EGIS Policy Statement: Recruitment of Ex-Offenders**

- EGIS complies fully with the DBS Code of Practice on the recruitment of ex-offenders.
- In accordance with both regulatory and non-statutory advice issued by DfE in UK (to supplement KCSIE) we do not employ ex-offenders to work with children under the age of 8 years.

## APPENDIX 4

### Definitions and Signs

#### NEGLECT –

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs to be aware of include:

Physical effects of neglect may include:

- poor muscle tone/prominent joints;
- poor skin: sores, rashes, flea bites;
- thin or swollen tummy;
- poor hygiene, like being dirty or smelly;
- untreated health problems, such as bad teeth;
- unwashed clothing;
- inadequate clothing, like not having a coat in winter.

Emotional and behavioural effects may include:

- difficulties with school work;
- missing school;
- being anxious about, or avoiding, people;
- difficulty in making friends;
- being withdrawn;
- anti-social behaviour;
- early sexual activity;
- drug or alcohol misuse.

## **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 of, or deliberately induces, illness in a child.

Signs to be aware of include:

Physically abused children may have problems with...

- relating to their peers and the adults around them;
- instances of overwhelming emotional responses to everyday situations;
- academic achievement;
- physical development and coordination;
- developing friendships and relationships;
- aggression and anger management;
- depression, anxiety and low self-esteem.

## **SEXUAL ABUSE** –

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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse as can other children.

Signs to be aware of include:

Sexually abused children exhibit a range of behaviours including...

- Withdrawn, unhappy and suicidal behaviour;
- Self-harm;
- Aggressive and violent behaviour;
- Bedwetting, sleep problems, nightmares;
- Have difficulty walking, sitting or standing;
- Spend longer than normal in the bathroom or toilet;
- Be particularly reluctant to undergo normal medical examinations;
- Eating problems, e.g. anorexia nervosa and bulimia nervosa;
- Mood swings or display unusual behaviour after an absence from school or college;
- Ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Detachment;
- Pains for no medical reason;
- Sexual behaviour, language or knowledge too advanced for their age.

## **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 a child 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 cyber-bullying), 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.

Signs to be aware of include:

Emotionally abused children exhibit a range of specific signs. They often...

- appear more withdrawn and emotionally disengaged than their peers;
- find it difficult to predict other people's behaviour;
- feel unhappy, frightened and distressed;
- behave aggressively and anti-socially, or they may act too mature for their age;
- experience difficulties with academic achievement and school attendance;
- find it difficult to make friends;
- show signs of physical neglect and malnourishment;
- experience incontinence and mysterious pains.

## **CHILD SEXUAL EXPLOITATION**

Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as ten) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the world and are not restricted to particular ethnic groups.

Signs to be aware of include:

- skipping school or being disruptive in class;
- appearing with unexplained gifts or possessions that cannot be accounted for;
- experiencing health problems that may indicate a sexually transmitted infection;
- having mood swings and changes in temperament;
- using drugs and alcohol;
- displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting');
- they may also show signs of unexplained physical harm such as bruising and cigarette marks.

**N.B. All child abuse involves some emotional ill treatment.**

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

## **Other**

The school is alert to all issues which impact pupils and will always take account of the particular need of pupils in relation to the school's population and local community, at all times. The School will respond to any additional issues identified in accordance with our school procedures.

### **Procedures for Children Going Missing**

The safety of all students will be given our highest priority. A missing pupil should be an extremely rare happening. This part of the policy is designed to put into place swift and effective actions to locate any missing pupil and to notify and involve relevant persons.

#### **Senior/Secondary School:**

##### **During the school day**

- A register is taken at the beginning of the day by the tutor.
- A register is taken at the start of every lesson.
- If there is a discrepancy between the lesson register and the list of those absent, staff are required to send Whatsapp on the group to coordinate search.

A reply is expected as soon as possible. Failure to locate a missing child should be reported to the Head of School immediately.

##### **At the end of the school day**

- Students are dismissed at the end of the final lesson or the end of their activity by Subject Teacher.
- The Head of Transport and/or his designated assistant as well as the bus supervisors ensure that students are placed on the correct bus.
- There are members of staff on duty to supervise these procedures.

If a pupil goes missing during an outing or school visit, the teacher in charge must ensure that the remaining students are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the pupil is not found quickly, the Head of School is notified.

#### **Primary School:**

##### **During the school day**

- A register is taken at the beginning of the day by the Form Tutor.
- Pupils arriving after 8.10am must first report directly to the Reception office for late registration.
- Pupils are escorted from one lesson to the next by the Class/Subject Teacher or the TA.
- If a pupil goes missing, this is reported straight away to the Form Teacher and KS Coordinator, who will initiate a search.
- Failure to locate this child should be reported to the Head of School immediately.

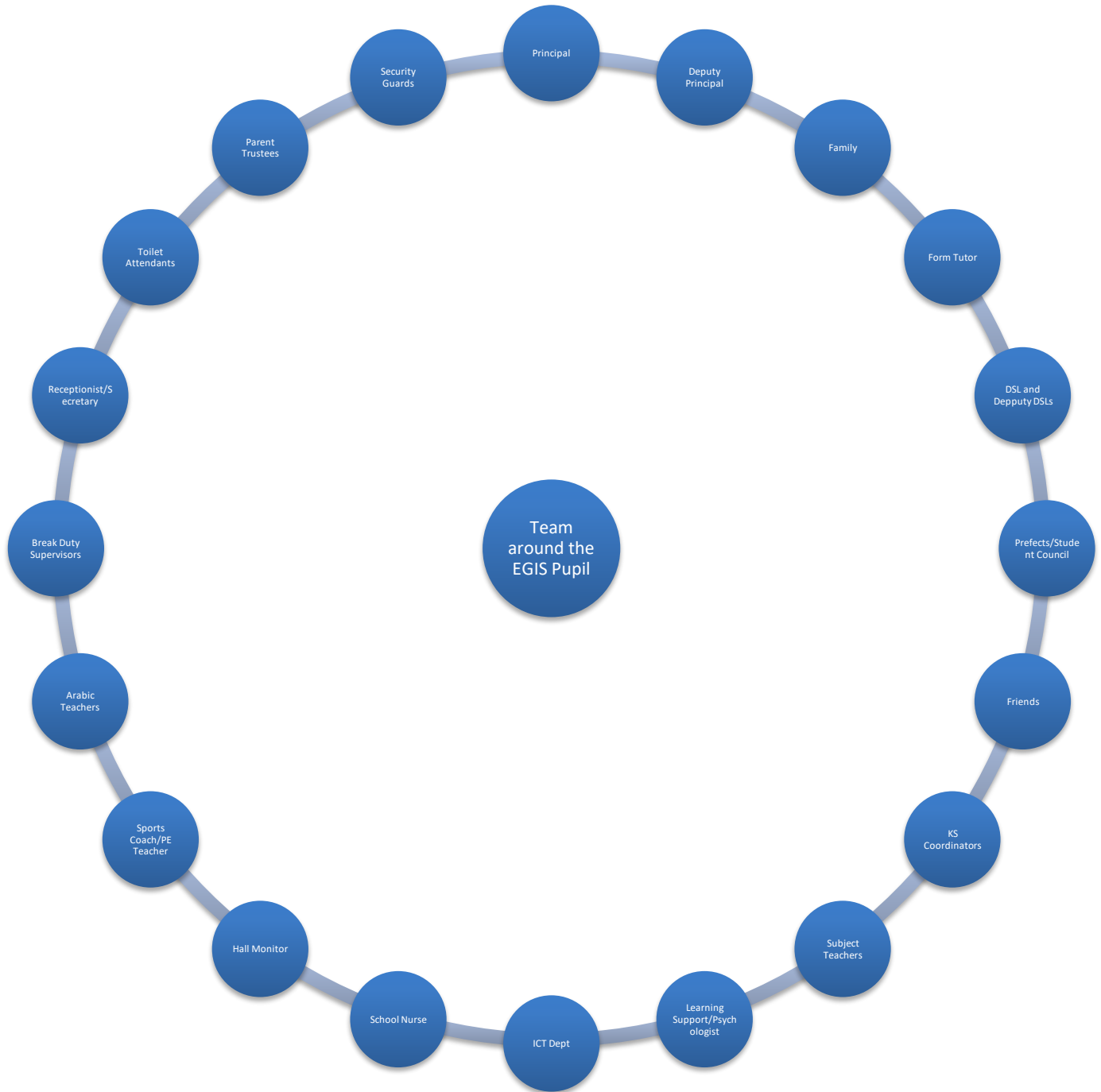
##### **At the end of the school day**

- Pupils (Y1 to Y6) are escorted at the end of the final lesson or the end of their activity to the school bus. Early Years are picked up by parents in class including Foundation Stage pupils who are collected at the end of their final lesson by the parent or nominated carer (from the classroom).
- The Head of Transport and/or his designated assistant as well as the bus supervisors ensure that pupils are placed on the correct bus.
- There are members of staff on duty to supervise these procedures.

If a pupil goes missing during an outing or school visit, the teacher in charge must ensure that the remaining students are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the pupil is not found quickly the head teacher notified.



**APPENDIX 5: Team around the EGIS Pupil**  
(Diagram to be added)



## APPENDIX 6

### **Safeguarding (Child Protection) - Summary of Procedures for Staff**

#### **DO**

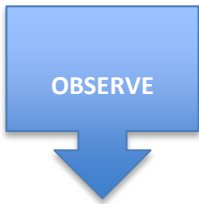

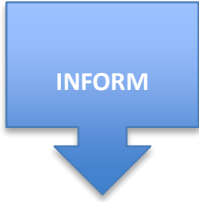
- React professionally, and remember that you are not carrying out an investigation (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered. Explain that any adult member of staff is obliged to inform the DSL, if child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Be available to the child, but gently encourage the pupil to speak directly to the DSL. Explain that only those who have a professional 'need to know' will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.
- Reassure the child that s/he was right to tell, and that s/he is not to blame for having been bullied or abused.
- Listen carefully to what the child has to say.
- Allow the child to tell his/her own story without asking detailed or leading questions.
- Record what has been said as soon as possible after the conversation. Include date, time, location and make an accurate record of what was said *in the child's own words*.
- Refer to the relevant DSL.

#### **DON'T**


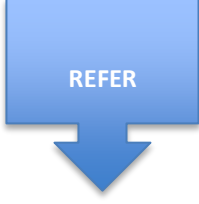

- Offer absolute confidentiality or make promises that you cannot keep.
- Jump to conclusions.
- Ask leading questions.
- Speculate or accuse anybody.
- Discuss the matter with anyone but the DSL.

## APPENDIX 7: Safeguarding/Child Protection Referral process

Any member of staff:

	<p>You notice physical, emotional or behavioural signs or changes in a child.</p>
	<p><b>IF APPROPRIATE:</b> ask open, sensitive and non-leading questions to explore the reasons for these signs or changes. <b>IF QUESTIONING NOT APPROPRIATE OR POSSIBLE:</b> directly inform the Designated Safeguarding Lead/DSL. <b>IF SIGNS OR CHANGES ARE SEXUALISED:</b> ONLY document the observations and give this immediately and directly to the DSL.</p>
	<p>Inform the DSL as soon as possible, and certainly on the same day – either by completing a Cause for Concern form or by verbal discussion (which may lead to the completion of a Cause for Concern form). Include any parental contact you have had regarding the issue. If you haven't yet, do not attempt to make contact with parent/carer, leave this to the DSL... <b>DO NOT copy or keep a copy of the completed Cause For Concern</b></p>

Designated Safeguarding Lead-DSL:

	<p>The DSL will speak directly to the staff member and will speak with the child separately. The DSL may contact 16000 (on a 'no-name' basis) to seek further advice. <b>WHERE NO IMMEDIATE RISK IS IDENTIFIED:</b> the DSL will raise the case at the next SMT Meeting.</p>
	<p><b>If the child discloses abuse or IF THE CHILD IS AT RISK:</b> the DSL will inform the parent/carer in person (wherever possible) that a referral has been made <i>UNLESS THIS WILL INCREASE THE RISK TO THE CHILD.</i> The Principal will be informed, who may inform the relevant Key Stage Coordinators/Head of Section and/or the Board of Governors.</p>
	<p><b>IF THERE IS AN IMMEDIATE RISK TO THE CHILD:</b> the DSL must inform the Principal, who will contact the Governors immediately. The CPO may also need to contact Social Services and the security services.</p>

**APPENDIX 8**

## **EGIS Safeguarding Referral Form**

Please fill out this form and hand it to the relevant Designated Safeguarding Lead.

<b>Pupil's/Student's Name:</b>	<b>Date of Disclosure/Incident:</b>
<b>Class/Form:</b>	<b>Time:</b>
<b>Teacher/Form Tutor:</b>	<b>Place and Context:</b>
<b>Reason for concern/Account of incident or disclosure. Continue on the back of this form.</b>	
<b>Other relevant information. If there are bruises or marks record on a diagram.</b>	
<b>Action:</b>	

Name and Signature:

Position:

Date of completion of form:



## Appendix 10

### Reference Material

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/ Working Together to Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/ Keeping Children Safe in Education 3 September 2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

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<https://docs.google.com/document/d/13xGdsU->

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