



## **SAFEGUARDING AND 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 Instead frustration may result, manifesting in anti-social behaviour or becoming overly compliant or withdrawn.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 12/13. We expect ALL staff (teachers, administrators & support staff, coordinators, Heads and Board of Governors) to share this commitment in their attitudes and actions. In order to fulfil this responsibility effectively, we all make sure our approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

### ***Keeping Children Safe in Education (KCSIE) DfE 2021***

**Parents are made aware of the policy:** referred to in school circulars, published on the school website and used in the EGIS Parent Workshops and referenced in school circulars and workshops. This policy is reviewed on an annual basis and amended in the light of experience.

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see School Child Protection Manual – Section B – Practice Guidance/Related school safeguarding policies).

### **Safeguarding and promoting the welfare of children is defined 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.

#### **Types of Safeguarding concerns raised in 2019-21**

- Neglect
- Cyberbullying
- Physical abuse by Parent
- Verbal/emotional abuse
- Peer on peer abuse
- Self-harm

EGIS is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities or Physical Health Issues (ref. KCSIE para 185). We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some

children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## 1. Introduction

- 1.1 This policy is based on best practice in the UK and other 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” (2021), *Statutory Framework for the Early Years Foundation Stage 2021*

Statutory framework for the early years foundation stage (publishing.service.gov.uk), *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*, *DfE guidance relating to COVID19* <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers> and “Keeping Children Safe in Education” (2021). A copy of KCSIE can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014058/KCSIE\\_2021\\_Part\\_One\\_September.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.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 endeavor to 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. There is a senior board level lead to take strategic leadership responsibility for the school’s safeguarding arrangements. The designated Board members for Safeguarding are **Mrs. Ghada Amin & Dr. Carlo Ferrario**
- 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. The school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart. Wherever the word “Staff” is used, it covers ALL Staff on site, 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. The school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying

## 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)/Child Protection Officer, 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 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 DSLs in case of absence. At EGIS they are also referred to as the Child Protection Officers (CPO). Each DSL/ADSLs has undertaken relevant child protection training (updated every two years). This is explicit in the DSL’s job description (Annex C KCSIE) and the need for a deputy/assistant DSL is reviewed. Given the importance of the role, ADSLs have Senior role status (Heads/Coordinators). Additionally, the Principal and other senior staff have undertaken relevant safeguarding training. All teaching staff (old and new are required to undertake the Optimus Education online courses on Safeguarding Whole-School Programme, Child Protection and Health and Safety.

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

The deputy or Assistant DSLs (ADSLs) are:

Ms. Bronwen Botes for Early Years/KS1: [Bronwen.Mary@elgounaschool.net](mailto:Bronwen.Mary@elgounaschool.net);

Ms. Laura Connolly for KS2: [Laura.Connolly@elgounaschool.net](mailto:Laura.Connolly@elgounaschool.net);

Ms. Gina Martin for KS3: [Gina.Martin@elgounaschool.net](mailto:Gina.Martin@elgounaschool.net) and

Ms. Zana Fathi : [Zana.Fathi@elgounaschool.net](mailto:Zana.Fathi@elgounaschool.net) for KS4 & KS5

The Deputy DSLs/DSL support each other and deputise for each other if necessary. The Principal also deputises for the DSL when and 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 currently does not use volunteers. All staff read at least part one (or Annex A, if appropriate) of KCSIE 2021 and all leaders and staff who work directly with children read Annex B of KCSIE 2021. Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2021 to ensure that all staff understand and follow the policies and procedures adopted by the governing body. All staff undertake appropriate child protection training (including online safety)

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.

3.1.6 Staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. (NYCC [Online Safety](#) Guidance for Schools). Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

3.1.7 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.

3.1.8 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. **Use of school premises for non-school activities:** Where the school rents out school facilities / premises to organisations or individuals, to ensure that appropriate arrangements are in place to keep children safe. The governing body seeks assurances that the parties concerned have appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary)

3.1.9 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).

**Non UK based staff will need to have similar background checks from their country of origin and discuss these with the HR department and Principal.** All teachers will be required to have the following checks: enhanced DBS check, ICPC or local police check; two references including from the current employer and the referees will be asked to comment explicitly on a candidate's suitability to work with young people vis-à-vis child protection matters and confirming no pending actions being taken against the teacher; copy of passport or identity card; up-to-date CV with all gaps explained. 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.

3.1.10. 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. systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback

3.3 The name of each DSL is published/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 Handbooks.

3.4 All new members of staff 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 Children are taught about safeguarding, including online, through teaching and learning opportunities, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum.

3.6 Appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSIE para 123). [UK Safer Internet Centre](#)

3.7 As school increasingly work online during the pandemic, efforts are made to ensure that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are on line at home) is provided in KCSIE Para 123 - 135 and at [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

3.8 All staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy

3.9 All staff and governors recognise that children are capable of abusing their peers (including online). A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021).

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

3.10 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. [Emergency 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.

The DSL role is set out in full in KCSIE 2021 Annex C. The role carries a significant level of responsibility and take lead responsibility for safeguarding and child protection (including online safety). The DSL/ADSLs are given the time, funding, training, resources and support to carry out this important role for them to provide advice and support to other staff on child welfare, safeguarding and child protection matters.

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

- 4.1.2 Keeping/Maintaining 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 DSL/DDLs have access to a range of advice to help them identify children in need of additional mental health support. More information can be found in the [mental health and behaviour in schools guidance](#).
- 4.1.11 Liaising with local safeguarding agency, namely 'Safe' Egypt, to: updates on local regulations and requirements, seek advice and support from an expert, local agency. (Safe Egypt – address: Heliopolis, Cairo, Egypt. Tel: 01204575909. Email: [contactus@safekidseg.com](mailto:contactus@safekidseg.com) )
- 4.1.12 Liaising with staff on matters of safety, safeguarding and welfare (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- 4.1.13 Liaise where available, with the senior mental health lead and the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- 4.1.14 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- 4.1.15 Work with the School Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

- Ensure that the children who have safeguarding issues are known to relevant staff and understand their academic progress and attainment, and maintain a culture of high aspirations;
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had safeguarding issues to reach their potential, recognising that there is a lasting impact on children's educational outcomes.

## 5. Supporting Children

- 5.1 We recognise that a child who is abused or have 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 Handbook – 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 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 School 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.
- 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**

### **11.1 PE /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.

12.3 The School recognises that some children are more likely to be bullied and need additional support. This may include students with physical disabilities or SEN.

## **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 or Deputy DSLs who informs the DLS.

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, 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 Deputy DSLs will train every two years.** This training should provide a good understanding of the own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk and the processes, procedures and responsibilities of other agencies, so they can:

- Understand the importance of the role the Designated Safeguarding Lead in providing information and support to children in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child’s condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges

The training should support the DSL in developing expertise to support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. Specifically, to ensure that staff are supported during the referral process and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

**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 Optimus Education courses.

<b>Role</b>	<b>Name</b>	<b>Last training</b>
BoG liaison All Board Members	Mrs. Ghada Amin & Dr. Carlo Ferrario	- Sep-Feb 2021
SLT	Ms. Maha Shenouda Ms. Rachel Abundo Ms. Bronwen Botes Ms. Laura Connolly Ms. Gina Martin	Sep 2021
School DSL	Ms. Rachel Abundo	Sep 2021
Deputy School DSL	Ms. Bronwen Botes Ms. Laura Connolly Ms. Gina Martin Ms Zana Fathi Ms. Ghada Abdel Sattar (National)	Sep 2021
Teaching Staff		Sep-Dec 2021
Ancillary Staff		Sep-June 2021

## 16. Providing Support to Staff

All staff should be aware of the systems in school which supports safeguarding and these should be explained to them at induction, including

- Child Protection Policy, including peer on peer abuse,
- Behaviour Policy,
- Staff Code of Conduct
- Role of the DSL.

Understanding the views of children

It is important that children feel heard and understood. The DSL is supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes; and understand the difficulty children may have in approaching staff and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information and Managing the Child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns in a separate child protection file for each child.
- 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.
- They should ensure the file is only accessed only by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

The school has policies and processes to deal with lower level concerns that do not meet the harm threshold, by recording concerns and taking appropriate action to safeguard children. (KCSIE Part four paras 406 – 427)

## **17. Online Safety**

EGIS recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: 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; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Online safety is reflected in all relevant policies and is considered in curriculum planning. The school has a clear policy on the use of mobile and smart technology, and access by children at school is managed to prevent sexual harassment by peers, sharing of indecent images, viewing and sharing pornography and other harmful content.

Where children are undertaking Remote Learning the school ensures this is done safely.

Governors ensure that appropriate Filters and Monitoring systems are in place to limit children’s exposure to risk. The school IT Dept has recently installed a Sophos Firewall in January 2022 to prevent outsider attack, cyber attack and ransomware and to filter any suspicious websites. Updates are done every week and firmware regularly.

The school undertakes an annual Review of online safety and an annual Risk Assessment.

(KCSIE 2021 Annex D)

## **18. Peer on Peer abuse/Child on Child abuse including Sexual Violence and Sexual Harassment**

Updated DfE statutory guidance Sexual Violence and sexual harassment between children in schools (September 2021) is available [here](#).

**All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst

case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, 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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- 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).

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

## **19. 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
- Special 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 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 Advertisement**

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: email a form to be completed.

#### **References Received**

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

#### **Interview**

Invitation includes all relevant information and instruction/links.

Where appropriate and possible at least 2 interviewers – (School Principal, Deputy Principal, Head/Coordinator) via zoom 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; 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 zoom/Skype the interviewee should forward a scanned copy of their passport/photographic so that their identity can be verified.

A telephone call to previous most recent employer(s) will be made where necessary, especially locally, the school also started to contact even those employed overseas.

### **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);
- ✓ Up-to-date CV.
- ✓ Two 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.
- ✓ Health – seek 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.



## APPENDIX 2

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

#### **General principles**

EGIS endeavours to comply with relevant legislation on GDPR (and applicable Data Protection Act 2018) pertaining to the safe handling, use, storage, retention and disposal of Disclosure information. On 13 July 2020, Egypt's Government issued its long-awaited Data Protection Law<sup>1</sup> (the **Law**), which establishes various standards and controls governing the processing and handling of personal data.

#### **Storage and access**

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

#### **Handling**

We maintain a record of all those to whom Disclosures or Disclosure information has been revealed. Disclosure information is only passed to those who are authorised to receive it in the course of their duties

#### **Usage**

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

#### **Retention**

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

#### **Disposal**

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, and the details of the recruitment decision taken.

## **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.

## **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**

- Register is taken during registration time. A list of late students are sent on the WhatsApp group
- 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 School Principal 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 monitors 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.

#### **FS/Primary School:**

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

- A register is taken at the beginning of the day by the Form Tutor.
- Pupils arriving after 8:00am are registered at the security and list is sent to the PA.
- Pupils are escorted from one lesson to the next by the Class/Subject Teacher or the TA till Y5.
- 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 School Principal 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 monitors 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





## APPENDIX 6

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

#### **DO**



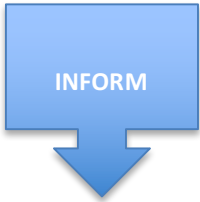
- React professionally, and remember that you are not carrying out an investigation (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered. Explain that any adult member 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/Child Protection Officer.

#### **DON'T**


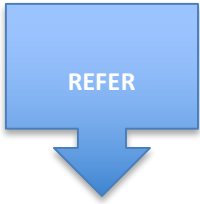

- Offer absolute confidentiality or make promises that you cannot keep.
- Jump to conclusions.
- Ask leading questions.
- Speculate or accuse anybody.
- Discuss the matter with anyone but the DSL.

## APPENDIX 7: Safeguarding/Child Protection Referral process

Any member of staff:

	You notice physical, emotional or behavioural signs or changes in a child.
	<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.
	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. <b>DO NOT copy or keep a copy of the completed Cause For Concern form.</b>

Designated Safeguarding Lead-DSL/Child Protection Officer:

	The DSL will speak directly to the staff member and will speak with the child separately. The DSL may contact Social Services (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.
	<b>If the child discloses abuse or IF THE CHILD IS AT RISK:</b> the Child Protection Officer will inform the parent/carers 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.
	<b>IF THERE IS AN IMMEDIATE RISK TO THE CHILD:</b> the Child Protection Officer must inform the Principal, who will contact the Governors immediately. The CPO may also need to contact Social Services and the security services.

## **APPENDIX 8**

# **EGIS Safeguarding Referral Form**

Please fill out this form and hand it to the relevant Designated Safeguarding Lead/Child Protection Officer.

<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:

**To be completed by staff members and given to the Designated Safeguarding Lead/Child Protection Officer.**

***To be completed by the referrer:***

*To be completed by the Child Protection Officer:*

<b>Date received:</b>	<b>Time received:</b>	<b>Received by:</b>
-----------------------	-----------------------	---------------------

## Appendix 10. Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

### Supporting Effective Practice

#### Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

At EGIS, we recognise that even if there are no reported cases of peer on peer sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At EGIS, we have a zero-tolerance approach to abuse. It is never to be passed off as “banter”, “just having a laugh”, “part of growing up” or “children being children” as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that peer or peer abuse can take, including:

- bullying (including cyberbullying, 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;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

## Appendix 11. Effective Practice Outline - Information Reference/Resources

Actions school needs to implement:	Action(s) identified by the school to ensure this is effectively implemented (time scale and person(s) responsible):	Monitoring the effectiveness of the schools actions on outcomes for children:	Supporting information and resources (add details of any additional resources used):
School ensures that staff are confident to recognise and report concerns.		<p><i>Insert actions taken by school to ensure training <b>has been understood and will be followed.</b></i></p> <p><i>All staff are required to undertake online training on Safeguarding via Optimus Education.</i>  <a href="https://www.optimus-education.com">https://www.optimus-education.com</a></p> <p><i>Details of any follow up actions that have been identified / how will they be addressed.</i></p>	<p><i>Keeping Children Safe in Education 2021 paras 31 – 39, paras 46 54, paras 144 -145, Part 5 and Annex B p. 137 – 144.</i></p> <p><i>‘What to do if you’re worried a child is being abused’</i></p> <p><i>DfE Guidance – Sexual violence and sexual harassment between children in schools and colleges September 2021</i>  <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>.</p>
School has put in place robust procedures to minimise the risk of peer on peer abuse.		<p><i>Include information in behaviour policy, pastoral support, PSHE curriculum, etc.</i></p>	<p><i><u>Beyond Referrals</u>: levers for addressing harmful sexual behaviour in schools (Contextual Safeguarding)</i></p> <ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Staff Survey</li> <li>• Parents' Survey</li> <li>• Reviewing Policies and Procedures</li> <li>• Reviewing Safeguarding and Behaviour Logs in Schools</li> </ul> <p><i>Pre-recorded webinars to support some aspects of the toolkit including effective Student Engagement</i></p> <p><a href="https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools">https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools</a></p>
School has systems in place for children and		<p><i>School has reporting systems for children and young people</i></p>	<p><i><u>Peer-on-peer abuse toolkit</u> University of Bedfordshire, peer-on-peer abuse toolkit</i></p>

<p><b>young people to confidently report abuse, and know their concerns will be treated seriously.</b></p>		<p><i>which are easily accessible and easily understood:</i></p>	<p><i>which was updated in 2019:</i>  <a href="https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/">https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/</a></p> <p><i>NAHT and PSHE association guidance on preventing and responding to sexual harassment and sexual violence between children and young people</i>  <a href="https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding">https://www.naht.org.uk/Advice-Support/Topics/Pupil-support-and-safeguarding</a></p> <p><i>Agenda to support schools work effectively engage with pupils in conversations about healthy relationships and challenge gender based and sexual violence.</i>  <a href="https://agendaonline.co.uk/welcome/">https://agendaonline.co.uk/welcome/</a></p>
<p><b>School has process in place as to how victims, perpetrators and any other children or young affected by peer on peer abuse will be supported.</b></p>			
<p><b>School recognises the factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).</b></p>		<p><i>School has undertaken the following to minimise the effect that such barriers could have to prevent a child or young person from making a disclosure.</i></p> <p><i>Form Tutor meets with students daily for 15 minutes and reports any concerns/observations to DSL or Assistant DSLs.</i></p>	



## Appendix 11

### Reference Links

[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/1014058/KCSIE\\_2021\\_Part\\_One\\_September.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

[https://www.brook.org.uk/brook\\_tools/traffic/Brook\\_Traffic\\_Light\\_Tool.pdf](https://www.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf)