



# Safeguarding Policy

<b>Approval date</b>	September 2022	<b>Review Date</b>	September 2023
<b>Review Cycle</b>	Every 1 years		
<b>Scope</b>	<b>Whole school</b>	•	
	<b>Secondary school</b>	•	
	<b>Primary school</b>	•	
	<b>EYFS</b>	•	
<b>Ownership</b>		<b>Approved by</b>	CP & ISP

**Straits International School  
Rawang**

## Table of Contents

### 1. Rationale

2. Policy Aims & Objectives
3. Scope, Definitions & Principles
4. Responsibilities
5. Training & Support
6. Types of Abuse
7. Specific Safeguarding Issues
8. Procedures
9. Staff Guidance

## 1. Rationale

At Straits International School (SIS), we are committed to safeguarding and promoting the welfare of children and young people and we expect all our employees and volunteers and any contractors / consultants and partner agency staff in our schools to share this commitment. In line with this, we expect them to recognise where a student is at risk of, or is actually being harmed, and to do all they can to reduce further risk or harm. Our school is particularly important in protecting our students; our school colleagues are in the best position to identify concerns early and to provide or recommend support for students as well as helping to prevent these concerns from escalating. At SIS, we adhere to the following basic child protection and safeguarding principles:

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some because of their special educational needs, disability, gender, religion, or sexual orientation

## **2. Policy Aims & Objectives**

Straits International School Safeguarding & Child Protection Policy supports the Convention of the Rights of the Child which states that ‘in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. We are committed to prevent child abuse and protect children within our community.’

Straits International School, Rawang aims to:

- Provide a safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues, and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third-party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear and well communicated policies.

*This is a collective responsibility of all adults in our community.*

## **3. Policy Scope, Definitions & Principles**

### **(i) Policy Scope**

The Child Protection and Safeguarding Policy is endorsed by the school’s Senior Leadership Team, IPS’s Main Board, signed by the Group Chief Executive Officer and adopted by all levels of the ISP organization. The policy will also be applied to any partner agency with unsupervised access to children and young people and any contractors working on any ISP school site.

### **(ii) Definitions**

#### **Safeguarding**

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

### **Child Protection**

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

#### **Note:**

If the preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to being identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, the purpose of the policy is to ensure that our school takes whatever measures are possible to avoid this from happening.

### **(iii) Principles**

This Policy sets out the principles and expectations, as well as the procedures and processes, which must be adopted by Straits International School, Rawang, all ISP schools and the organisation as a whole. The policy also describes the steps that are taken in meeting our commitment to safeguarding students, at both school and organizational level.

Given our international context, ISP recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). As a school in the ISP network, SIS recognises the obligation to protect our students from harm and in particular, the obligation on ISP and our schools under the following Articles of the UN convention:

*Article 3: which states that the best interests of children must be the primary concern in decision making about them.*

*Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.*

*Article 14: which states that children have the right to think and believe what they want and to practise their religion.*

*Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.*

*Article 34: which states that Governments should protect children from sexual exploitation and abuse.*

*Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.*

*Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.*

*Article 37: which states that no one is allowed to punish children in a cruel or harmful way.*

All member states of the UN have signed up to the 1989 convention, with the exception of the United States of America.

All the UN articles can be found at the following link:

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

#### **4.Responsibilities**

##### **(i) Senior Management**

At SIS, our SLT recognise their ultimate responsibility to ensure that all levels of our school's organization understand and follow the guidance provided by this and all other safeguarding related documents.

##### **(ii) Principals and Senior Management Teams in Schools**

The Principals and Senior Management Team in each school will:

- Ensure that the policy is implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Customise this policy for their particular school.
- Ensure that local mapping of legislation, guidance and supportive agencies is undertaken and added to the school's customised version of this policy.
- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.

- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

**(iii) Designated Safeguarding Lead (or Deputy) in a school**

*Ms. Nicola Monaghan - Designated Safeguarding Lead - Primary [n.monaghan@rawangsisgroup.edu.my](mailto:n.monaghan@rawangsisgroup.edu.my)*

*Ms. Syahira Khan - Designated Safeguarding Lead - Secondary [s.khan@rawangsisgroup.edu.my](mailto:s.khan@rawangsisgroup.edu.my)*

*Mr. Stephen Willoughby - Deputy designated safeguarding lead [s.willoughby@rawangsisgroup.edu.my](mailto:s.willoughby@rawangsisgroup.edu.my)*

*Mr. John O' Connor - Deputy designated safeguarding lead [john.connor@rawangsisgroup.edu.my](mailto:john.connor@rawangsisgroup.edu.my)*

**The designated staff role is guided by two principles:**

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

**Being guided by these principles the Designated Safeguarding Lead will:**

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Principal, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL/ DSL Team is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

All staff have the responsibility to directly report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

**(iv) All staff will:**

- Ensure they are familiar with and follow all safeguarding related documents e.g. Codes of Conduct, guidance for safe working practice, child protection etc.

- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL) on the schools concern form.
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by ISP).
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the ISP code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

**All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:**

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Provide written confirmation to demonstrate that where appropriate, all partner agency staff/contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children), before they commence their role. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Principal/ Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organisations themselves.
- Where partners/contractors do not have their own safeguarding or child protection policy, the ISP application notes will be used and partners/contractors asked to read and follow this. These requirements will be part of any contractual arrangement.
- Follow the guidance laid down in this document at all times.
- Be provided with guidance on appropriate safe working practice.

**5. Training and Support**

**SIS will ensure that:**



- All staff, volunteers and partner agency's in our school are provided with appropriate general safeguarding training on joining the organisation and then at least every three years. This training will be available through EduCare or in-house training, whichever is appropriate, as well as face-to-face events.
- Relevant documents are made available in a range of relevant languages.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and that they access appropriate additional and specialist training (approved by the Group H&S Director). This will be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. All ISP schools will hold information in relation to local, regional or national bodies that may be able to offer direct support in these circumstances.

*SIS, Rawang recognises our duty of care to our employees and where staff have been involved in reporting and responding to abuse, we recognise that this can be very difficult to deal with in isolation. SIS/ISP will therefore be in a position to offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue. ISP schools will keep a list of organisations (such as law firms, hospitals and counsellors, which can be made available to staff on request).*

*Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.*

## **6. Types of Abuse**

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.

The more commonly referred to types of abuse are:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.
- **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- **Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas. Organisational and school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

#### *Indicators of abuse and what you might see*

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated as children may go to great lengths to hide injuries often because they are ashamed or embarrassed or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, staff must be also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered even in warm weather
- be concerned about changing for P.E. or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless concerning their own or others' safety
- harm himself/herself
- frequently miss school or arrive late
- show signs of not wanting to go home

- display a change in behaviour - for example from quiet to aggressive or from happy-go-lucky to withdrawn
- display changes or emotions in their art work or creative writing
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

NB: This list is not exclusive or exhaustive.

Individual indicators will rarely in isolation provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help to decide how to proceed. Concerns must be reported and recorded– ‘absolute proof’ that the child is at risk is not needed for cause for concern.

**It is the responsibility of all adults working in SIS to report any concerns to the Safeguarding leads. It is not their responsibility to investigate or decide whether a child has been abused.**

### Specific Safeguarding Issues

There are specific safeguarding issues that can put children at risk of harm (listed below), all areas will be covered in ISP initial training courses and must be included in annual refresher training or during a safeguarding training programme delivered throughout the school year. This helps to ensure all employees are aware of the signs and indicators of these specific issues to enable early intervention support to be put in place within schools or referrals made to specialist outside agencies.

#### *Peer on Peer abuse*

We recognise that children are capable of abusing their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. This type of peer-on-peer behaviour will not be tolerated. It can happen both inside and outside of school and online.

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 which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nudes and semi nudes images and/or videos (sexting);
- 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;
- 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.

#### Sexual violence and sexual harassment

This can occur between two children of any age and sex, from primary through to secondary stage. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All employees must maintain an attitude of 'it could happen here'.

Any report of peer-on-peer abuse should be taken seriously it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. All employees should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

#### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, dirties or pic for pic. There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent or has groomed the child to gain their trust.

- Joining in because they think that ‘everyone is doing it’.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.

Students often do not realize that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting. Employees must report any incident of sexting to the DSL on the school concern form.

### Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School employees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that employees are aware of how these children’s experiences, can impact on their mental health, behaviour, and education. If an employee has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by capturing the concern on the school’s concern form and speaking to the Designated Safeguarding Lead or a deputy.

## Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously. The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings that these issues bring up can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

There are some common themes that may help employees identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If an employee suspects that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carer's to agree a course of action or referral to an organisation that may be able to support the student.

## Radicalisation and Extremism

Children can be vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, employees should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Straits International School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject

to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

A short awareness course on Extremism can be found at the following link:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

### Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document i.e., concerns and signs of FGM must be reported to the DSL. FGM is potentially damaging to children both emotionally and in terms of health issues and is in breach of a number of articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK. We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

### Forced marriages(FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g., threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g., if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

In 2013, the first United Nations Human Rights Council also adopted a resolution against child and forced marriages. This resolution recognises child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education." As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

### Children missing from education

All employees should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital

mutilation, ‘honour’-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Employees should be aware of their school’s attendance policy and unauthorised absence and children missing from education procedures.

### Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’.

### Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

### Fabricated and Induced illness

In fabricated illness the perpetrator (usually a parent or carer) does not directly harm the child but reports to doctors a clinical story which is eventually established to be fabricated. Whereas with induced illness the perpetrator inflicts direct (hands on) harm to the child. This can range from trivial injuries such as pricking the child to add blood to urine, through to suffocation. Our school must have a robust attendance policy to aid the monitoring of child illnesses. When a parent reports that a child has an illness which requires a health plan the school must work in collaboration with the medical practitioner treating the child.

Note: The above is not an exhaustive list of all the potential forms of abuse which employees may have to deal with on occasions. For information, please see “Keeping Children Safe in Education” 2021. This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world. All employees are required to read and acknowledge receipt of Part 1 of the document.

### Preventative measures and linked policies for safeguarding children

### E-safety



The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones. Straits International School believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Our school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies, and language they need to take appropriate action.

#### Mobile phone and Camera Images

It is our policy that practitioners, teachers, and visitors to our Early Years settings should not use personal mobile phones to take images of children. In our primary and secondary section, if personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. This measures must be completed before an employee leaves the school premises at the end of a school day. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Principal for the school.

At the beginning of school events parents should be reminded of the restriction of taking photos and videos on school site and that they must not take images of any child other than their own. Publication of school activities on digital platforms We are aware that the use of digital platforms and social media in particular can make children particularly vulnerable to 'grooming'. Therefore, all Straits International School employees will ensure that when promoting school activity on these platforms they adhere to the following measures:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- always explaining what images will be used for and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published

- changing the names of children whose images are being used in school published material whenever possible (and only using first names if we do need to identify them)
- Never showing screen shots of video conferencing lessons or meetings that show children's faces and full names.
- only using images of children in appropriate clothing
- avoiding full face and body shots of children taking part in activities such as swimming
- never publishing personal information about individual children and disguising any identifying information.
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- reducing the risk of images being copied and used inappropriately by using correct settings on digital platforms.

#### Photographs for School publications and marketing

- Photographs of students being used by employees for marketing are only taken on school cameras/devices.
- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals.
- Images to be used for marketing need to be agreed with parents/carers before use.
- Visitors and parents/carers should be asked not to use mobile devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

Failure of employees to adhere to the above measures to safeguard the children in our care will result in disciplinary action

#### Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Employees at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Our school has its own policy and approach to restorative practices and shows a commitment to help resolve specific issues. Straits International School has a separate Anti-Bullying Policy which must be referred to and fully referenced in relation to the bullying of any student.

#### Children with Special Educational Needs or Disabilities

All employees should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier.

Employees should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behaviour. Straits International School has a separate Special Needs Policy.

#### Physical Intervention/restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice. (Schools may wish to add their own local best practice advice and guidance here if available). <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The Principal / Head of School should require any adult involved in any such incident to report the matter to him/her as soon as possible. The employee is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible. Where intervention has been required a senior employee should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept, and the student checked for any injuries. Parents/carers should always be informed when an intervention has been necessary.

#### Safer Recruitment and Selection

We will do all we can to ensure that all those working with children in Straits International School are suitable people. In order to do this, all employees who will work in an unsupervised capacity with children or young people will be recruited using safer recruitment procedures. (See ISP's safer recruitment policy and background checks policy). Safer Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks. At least one member of every interview panel at both the organisational and school level, who are interviewing for a post or posts that may have unsupervised contact with children, will have undertaken safer recruitment training.

Our school keeps a central record of all the recruitment checks undertaken on all employees. This record will include details for each employee or volunteer of:

- Police background checks carried out ensuring the date completed, and number of the check is recorded.
- The relevant references received with dates obtained and details of who has checked that they comply to ISP Safer Recruitment policy.
- Details of the safeguarding training carried out with the date of completion.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal, Group Health and Safety Director, Regional HR Manager and Regional managing Director.

#### Allegations against employees and volunteers

An allegation can be made against an employee or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed. An allegation is different to a complaint and can be defined as follows:

Where someone has behaved in a way that has harmed or may have harmed a child.

Where someone has possibly committed a criminal offence against a child.

Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against an employee (or a volunteer helper), it will always be investigated by the Principal / Head of School unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. In all cases (criminal or not) the Principal and Group Head of Safeguarding must be informed as soon as possible and certainly within 48 hours. In the case of the allegation being against the Principal or school SLT, the Divisional CEO, Divisional CFO, Regional Managing Director, Group Director of Health & Safety, the Group Head of Safeguarding and the Group Head of People Operations should be informed.

No action to investigate the concern should be taken before consultation with the Group Head of Safeguarding, and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the employee may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Group Head of Safeguarding before acting and will comply with national and locally

agreed guidance on these matters. Our school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

Employees will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the code of conduct for employees and volunteers and the guidance for safe working practice, this includes school Intimate Care policies.

### Whistleblowing

We recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All employees and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower. Malicious whistleblowing, however, will be seen as a potential disciplinary matter. Straits International School has a separate Whistleblowing Policy which must be referred to and fully referenced in the event of such an incident.

### Procedures

#### Adults concerned about a Student

If an employee suspects that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, and instead should inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible. Employees must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but employees will be concerned because of a physical or emotional indicator. In these circumstances employees should still use the record of concern form and the body map (if appropriate), to make a report to the Designated Safeguarding Lead. Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

#### Disclosure, Reporting and Further Action

If a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Employees should always give this as a health warning before meeting with the child. The following guidance is based on five key practices for all employees:

#### Receive

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, “I can’t stop now but come and see me in my office at...”. Where possible during any disclosure try to listen, allow silences, and try not to show shock or disbelief.

#### Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you. React to what the child is saying only in as far as you need to for further information. Don’t ask leading questions. Keep questions open such as... “is there anything else you need to tell me?”. Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

#### Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well (see the record of concern form).

#### Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written/typed account of the concern (ideally using the record of concern form) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map. Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal / Head of School in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

Straits International School recognises the diverse and complex local contexts our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

As International Schools, with Straits International School being part of this, we :

- often reside in cities and countries that offer little external support.
- recognise the limitations in the areas of child protection.
- need to assess the quality and skills of counsellors and other support staff in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
- need to act in accordance with local legislation as well as the principles and practices outlined in this policy

### Local Safeguarding Agencies/Advice

Each school MUST insert local arrangements and contact details for local agencies and bodies who can both advise or accept referrals in the Appendix at the end of this policy. Alternatively, schools are free to produce a separate document that outlines which, if any, agencies are contactable or available for the school to seek advice from or make referrals to. Names and contact details of the DSL should also be included.

### Record Keeping and Confidentiality

#### Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records should be stored in a secure (i.e., locked) filing cabinet or in a secure electronic system such as MyConcern (its use must be authorised by the Group Director of H&S). Safeguarding information must not be recorded on Engage. Files should be accessible through the Designated Safeguarding Lead (or their deputy) and other senior employees in larger schools to ensure reasonable access. (ISP are to enable the H&S system to securely hold these records)
- Records of any child disclosure should be clearly dated and filed without future amendment.
- Child protection records should be separate to the general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g., red star or similar). All employees who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.
- A child protection file (Electronic or otherwise) should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:

- o If an employee raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
- o If information is forwarded to the school by a previous school attended by the child.
- o If the school is alerted by another agency of child protection concerns about that child.
- Employees should make a written account of any concern they have regarding the welfare or well-being of a child, using the schools pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.
- If any information is removed from a file for any reason, a dated note should be placed in the file indicating who has taken it, why and when.
- The record pro forma should include (see Record of Concern Form):
  - o A record of the child's details: name, date of birth / age or year group,
  - o Date and time of the event/concern.
  - o The nature of the concern raised.
  - o The action taken and by whom: Name and position of the person making the record. In the case of disclosure, remember the record you make should include:
    - As full an account as possible of what the child said (in their own words).
    - An account of the questions put to the child.
    - Time and place of disclosure.
    - Who was present at the time of the disclosure.
    - The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

#### Confidentiality



Schools should regard all information relating to individual Safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Designated Safeguarding Lead and this should always be based on the need to know. All records relating to child protection should be secured appropriately.

#### Auditing, Reporting and Review

Elements of safeguarding practice at Straits International School will be audited during the Group Safeguarding Teams visits it will also be included in the annual safety audit and will also be reviewed when visited by Group Health and Safety. This policy will be reviewed on a regular basis and at least every 2 years by the Safeguarding leads.

## Staff Guidance

The school offers the following advice to staff and other responsible adults (including volunteers):

- Avoid physical contact with students where possible.
- Contact with children should be age-appropriate.
- Adults are to use the designated adult toilets and are not to enter the children's toilets, especially when children are present - *Exceptions are made for the EYFS where children may need support or assistance. In this case, staff exercise care and caution and maintain appropriate behaviour.*
- When working in a one to one situation with a student, be in view of another responsible adult or in a room with a door directly open to view.
- Only communicate with pupils via sanctioned means, and avoid all contact with students outside the school context (see the Staff Code of Conduct).
- Never give out personal information such as personal number, address or any other contact information.
- Never accept 'friend' or 'follow' requests on personal social media - personal accounts should be private for the safety of staff as well as students.
- Report to a senior member of staff if a student attempts to make personal contact outside of school-sanctioned means.
- Report to a senior member of staff if a student shows any sign of becoming overly fixated with the responsible adult or another colleague.
- Not to make gifts to pupils or their families, which could be interpreted as a gesture to bribe or groom.
- Exercise care when selecting pupils for, or excluding pupils from activities, to avoid any perception of favouritism or injustice.
- Any discussions about sexual matters, whatever the nature, will only be discussed in a normal teaching situation and never on a one-to-one basis.

#### *Behaviour Management*

As a school, we believe that natural or logical consequences are the most effective way to support learning. Staff should use positive reinforcement and constructive feedback rather than personal criticism or comparison when working with children. All students have a right to be treated with respect and dignity. Any form of physical punishment of children is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint.

- A member of staff must not inflict any physical or emotional abuse such as striking, spanking, shaking or slapping.
- Staff should not use any form of humiliating, ridiculing, threatening or degrading treatment to manage student behaviour.
- Staff should treat students consistently so that each child knows that they will receive the same treatment from any member of staff.
- Staff should aim to speak calmly and objectively, even in the face of challenging circumstances.

Staff should refer to the Behaviour Policy.

It is particularly important that staff understand this both to protect their position and the overall reputation of the school.

#### *Activities Requiring Physical Contact*

Some staff, such as those who teach PE, music or drama, will on occasion have to initiate physical contact with students to support a student to perform a task safely, to demonstrate the use of a particular piece of equipment/instrument, or to assist them with an exercise. Staff should always explain to a student the reason why contact is necessary and what form that contact will take unless their safety is at immediate risk. This should be done with the student's agreement and awareness of the student's level of comfort. Consent must always be sought before contact is initiated.

Contact under these circumstances should be for the minimum time necessary to complete the activity and should take place in a visible environment. Staff must remain sensitive to any discomfort expressed verbally or nonverbally by the student and should consider alternatives when it is anticipated that a student might misinterpret any such contact. This could be by involving another member of staff, or through asking a less vulnerable student to assist in the demonstration.

#### *Showers & Changing*

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision to safeguard students, satisfy health and safety considerations, and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

Staff, therefore, need to be vigilant about their behaviour, ensure they follow agreed guidelines and be mindful of the needs of the students.

The following should always be considered:

- Staff should avoid any physical contact when students are in a state of undress.

- Staff should avoid any visually intrusive behaviour when they are in changing rooms. It is acceptable for same-sex staff to remain in the room when groups are changing to ensure indirect supervision.
- Sensitive students should be offered the opportunity to change privately. Mixed-gender changing areas are less appropriate as children get older, and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers.
- Boys and girls should change separately after they reach Key Stage 1.
- Staff should not change in the same place as students.
- Staff should only shower in staff-designated changing spaces.
- In settings with EYFS students, where supervision must be closer, it is understood that there may be modifications to some of the above and that in some cases, these children may need assistance when changing.
- Staff should treat all students fairly and with respect for their privacy and dignity.
- Staff should make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.

### *Curriculum*

At times, areas of the curriculum may include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted, and relate to the learning outcomes identified by the lesson or unit plan. The curriculum can sometimes include or lead to an unplanned discussion about the subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions is a matter of professional judgement, but discussions should always be kept within the context of the intended learning. Staff should avoid introducing or encouraging debate amongst children in class, or elsewhere, that could be construed as having a sexual connotation that is unnecessary given the context of the lesson or the circumstances.

### *Care, Control and Physical Intervention*

Staff may legitimately intervene to prevent a student from injuring themselves or others whenever possible staff should always try to defuse situations before they escalate, and send for another adult if there is a concern that a situation will become physical. In all cases in which physical intervention is felt to be necessary, the incident and subsequent actions should be documented and reported to a member of the Senior Leadership Team.

In the rare cases in which physical intervention is used, the aim should be to use minimum force for the shortest period necessary.

### *Students in Distress*

Staff should consider the way in which they offer comfort to a distressed student. There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive

or subject to misinterpretation. When a member of staff has a particular concern about the need to provide ongoing physical contact of this nature, they should seek further advice from a senior leader. In such cases a decision must be reached about whether it is appropriate for staff to offer counselling and advice, or whether to refer the child to another member of staff with acknowledged pastoral responsibility for the particular child.

### *Field Trips*

When planning and running residential trips, staff should ensure they consider the safety of the students who will be attending, as well as their professional conduct, when away from school. It is understandable that both staff and children might feel that greater informality is appropriate during school visits and trips. However, the same child safeguarding expectations apply for SIS staff and external providers during field trips and residential trips:

- Staff should be aware of the risks in any activity and the recommended steps to manage them.
- All students must have parental consent to the activity, and in the case of field trips all requirements from SIS must be fulfilled.
- SIS staff must be familiar with the location and facilities to be visited. A risk assessment must be carried out to identify the real risks and strategies for minimising or mitigating these and must be shared with all staff involved.
- Students must be fully prepared for the trip expectations and expectations for specific activities.
- Emergency arrangements and no-go areas must be explained clearly.
- All staff must have readily available the contact numbers for each other, the school, and approved ambulances in case of emergency.
- Non-SIS staff must understand the responses to difficult situations, with an emphasis on informing staff immediately.
- When using a centre, an agreement must be established in advance about the school's guidelines on behaviour, health and safety, and child protection.
- The roles and responsibilities of school staff and providers in relation to all aspects of the trip must be agreed.
- Students must not be permitted to wander alone in unfamiliar places.
- Staff must ensure that they have a system in place to monitor students even in time which is allocated for recreation or is not supervised directly.

### *Sleeping Arrangements on Residential Trips*

When out-of-school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Students, staff and parents should be informed of these before the start of the trip. Sleeping arrangements should be covered by the risk assessment for the trip, and while it is impossible to cover every scenario, many of the guidelines already mentioned apply, including those for changing, showering and one-to-one situations.

For younger students, it may be necessary for adults to sleep in the same room as the students (such as in a dormitory or in smaller rooms in a centre). In these cases the arrangements should be managed so that:

- The adult is not alone in the room with an individual student
- There are arrangements so that the adult and the students have privacy for changing and toileting needs, and that these are in separate locations or at a separate time
- The proximity between the adult's sleeping area and that of the child is as wide as possible
- The sleeping arrangements and the rationale behind them are clearly explained to parents in the briefings and information before departure.
- Non-SIS staff do not come into contact with students in bathrooms or changing or showering spaces, and where this is not possible, SIS staff supervise this and aim to reduce risks as much as possible.

### *Sexual Relationships with Students*

Any sexual behaviour by a member of staff, or any adult working within SIS, with or toward a student is both inappropriate and illegal. Students are protected by the same laws as adults in relation to non consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. There are occasions when adults embark on a course of behaviour known as grooming, in which the sole purpose is to gain the trust of a child and manipulate the relationship so sexual abuse can take place.

Sexual behaviour may also include non-contact activities, such as causing children to engage in or watch sexual activity or exposure to pornographic material.

Any staff member who engages in any inappropriate sexual behaviour or activity with a student will be dismissed and reported to the police.

### Virtual learning

Keeping pupils, students and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out above will apply.

### *Platforms for online learning*

Teachers must use their professional judgment and only use appropriate learning platforms (such as Kahoot, Quizlet, Quizziz, Flipgrid etc.). When using videos, presentations or resources that have been made by a 3rd party, these should be reviewed in advance to ensure their content is age and subject appropriate.

### *Communication*

Communication must be held in the same approved manner as in school. Staff must not give out their personal information or contact the students using their personal details. Appropriate means of communication include:

- Google Meet
- Google Classroom
- Zoom
- School email (not personal - school accounts only)
- Class DoJo

#### *Online lessons*

- Test your video and audio prior to the call
- Take attendance and ensure all participants are supposed to be there and use a school account - do not allow any participants who are not in your class or using an unknown email.
- Cameras should be on and names should be appropriate and of the participants
- Record any live classes so that the video can be reviewed if any issues arise. These videos should be placed on the designated area on the shared drive and, where applicable, shared with the students on Google Classroom
- Remind students that all audio/video may be recorded, to safeguard both parties and this wouldn't routinely be shared outside of the necessary staff within the school
- Dress appropriately and ensure that your background is appropriate. This includes other people who may live in your household and may walk behind. If necessary, choose a neutral virtual background. Sit at a table or desk.
- Schedule all lessons following the timetable. If any additional classes are being held (catch up, revision or extra support) ensure that both your line manager, Head of School and the parents are aware of the details, including time and participants. These should be held at appropriate times and approved by the line manager.
- Members of MMT and SLT have the right and responsibility to drop in to lessons for formal and informal observations
- Ensure that the tabs and applications open on the computer during lessons are appropriate
- Do not eat during your online lessons.
- Do not hold a one to one meeting, or small group session if it would be inappropriate to do so in person

*Date of publication: September 2022*

*First Review: April 2022*

*Second Review:*

*Designated Safeguarding Lead: Ms. Nicola Monaghan*



Appendix

Schools should include names and contact details of the DSL and Deputy here.

*Ms. Nicola Monaghan - Designated Safeguarding Lead - Primary [n.monaghan@rawangsisgroup.edu.my](mailto:n.monaghan@rawangsisgroup.edu.my)*

*Ms. Syahira Khan - Designated Safeguarding Lead - Secondary [s.khan@rawangsisgroup.edu.my](mailto:s.khan@rawangsisgroup.edu.my)*

*Mr. Stephen Willoughby - Deputy designated safeguarding lead [s.willoughby@rawangsisgroup.edu.my](mailto:s.willoughby@rawangsisgroup.edu.my)*

*Mr. John O' Connor - Deputy designated safeguarding lead [john.connor@rawangsisgroup.edu.my](mailto:john.connor@rawangsisgroup.edu.my)*