



**NAS DUBAI**

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**Policy on  
Safeguarding, Child Protection  
and promoting the welfare  
of students in our care**

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## Section 1.

### Introduction and Context

#### Our Principles and Beliefs and Philosophy

Nord Anglia Education's unique philosophy is to 'Be Ambitious'.

Our philosophy is underpinned by our belief and commitment to ensure that all our students are supported in their ambition by learning and thriving in the safest possible environment.

Our students are empowered to make decisions for themselves but are supported in this decision-making by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe (e.g. through personal, social, health and economic education, Wellness programmes or similar).

Nord Anglia Education and all our schools recognise that having a safeguarding and child protection policy does not mean that any risk to children is eliminated, merely that we expect that all Nord Anglia Education staff including all staff and volunteers in our schools, and any contractors or partner agency staff used by schools, will when possible recognise where a child is at risk of or is actually being harmed and do all that they can to reduce further risk or further harm.

We recognise that our Schools are particularly important in protecting our students as they are in the best position to identify concerns early and provide or identify help for children as well as helping to prevent concerns from escalating.

Consequently, Nord Anglia Education and all our schools accept and adhere to these basic principles:

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

## Aims and objectives

Nord Anglia Education and all our schools aim to:

- Provide a world class, safe and happy environment in which to enable children to thrive and learn.
- Establish the actions that Nord Anglia Education and our schools will take to ensure that children remain safe at school.
- Raise the awareness for all staff of safeguarding/child protection issues, and define their roles and responsibilities in reporting possible cases of abuse.
- Identify children who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set down the correct procedures for those staff/volunteers or third party individuals who encounter any issue of child protection/safeguarding to follow.
- Through the provision of clear policies, be clear with all parties, including children and their parents or carers, on what Nord Anglia Education and our schools' approach is to safeguarding and child protection.

## Accountability and Ownership

This policy will be endorsed and adopted at the highest levels both in our schools and in the organisation. The policy will be adopted by the Board/EXCO (Executive Committee) and signed off by the CEO and the Education Director. The policy will be adopted and implemented by all Nord Anglia Education schools and across Nord Anglia Education as a whole organisation. This policy will also be applied to any partner agency having unsupervised access to children and young people through their work with Nord Anglia Schools as well as any contracted organisation working on any Nord Anglia Education school site.

### Definitions:

#### Safeguarding

Safeguarding and promoting the welfare of children refer to the processes of protecting children from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and wellbeing of all children in our care and enabling every child 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 schools' preventative work around safeguarding issues is not appropriate or extensive enough, children identified as being a concern may move from being a concern to being 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 Nord Anglia Education takes whatever measures are possible to avoid this.

## Section 2.

### Rationale

This policy sets out the principles and expectations as well as the procedures and processes to be adopted by all Nord Anglia Education schools and the organisation as a whole. The policy also describes the steps that are taken in meeting our commitment to safeguard children, at both school and organisational level.

Given our international context Nord Anglia Education also recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). Nord Anglia Education recognises the obligation to protect children from harm and in particular the obligation on Nord Anglia Education 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.

With the exception of the United States, all member states of the UN have signed up to the 1989 convention.

All the UN articles can be found on the following link

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

In addition to Nord Anglia Education's commitment to the UN convention on the rights of the child, Nord Anglia Education has used the safeguarding standards set by the international safeguarding organisation "Keeping Children Safe" to benchmark against. Additionally, where possible and relevant, Nord Anglia Education seeks to apply the UK schools' statutory guidance

‘Keeping Children Safe in Education’ (September 2016) as key guidance that underpins this policy and safeguarding practice and procedure in any geographical context. The policy is also underpinned by the UK multi-agency guidance “working together 2015” where relevant.

### **Related Documents**

This overarching safeguarding/child protection policy must be read in conjunction with the safe recruitment policy, the whistleblowing policy, the code of conduct for all employees the code of conduct for safeguarding and safe working practice, the social media policy (and any other related policies).

### **Section 3.**

### **Organisational and Individual Responsibilities.**

#### **Nord Anglia Education Senior Management Responsibilities**

The Board/EXCO, Chief Executive Officer and the Education Director all recognise their ultimate responsibility to ensure that the organisation and all Nord Anglia Educations schools, understand and follow the guidance provided by this and all other safeguarding- related policies.

#### **Principals/Head Teachers and Senior Management Team in Schools Responsibilities**

It will be for the Principal/Head teachers and senior team in each school to:

- Ensure that this policy and procedures are 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 and 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.

#### **Responsibilities of the Designated Safeguarding Lead (or Deputy in a school).**

There will be at least one named person designated as the Safeguarding Lead (DSL) to support the Principal/Head Teachers, on each site. This means that schools who have split sites must have more than one Designated Lead for safeguarding who has prime responsibility for Safeguarding

and Child Protection. This person/people will access/receive appropriate safeguarding training to equip them to undertake their role, will be given sufficient time in the working day to undertake the role and be able to prioritise safeguarding when necessary. The Designated Safeguarding Lead may be the Headteacher if appropriate but s/he must then be subject to the same training and processes as every other Designated Safeguarding Lead. Schools are therefore advised to give careful consideration before choosing the Headteacher to act as the Designated Lead for Safeguarding.

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 principals the Designated Safeguarding Lead will:**

- Play a key role in ensuring that the school takes action to support any child who may be at risk.
- With the Principal and Head Teachers, 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, whom to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL 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 report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding lead's job is to make decisions about what to do next and then to take appropriate action.

**Responsibilities on all staff (including partner organisations and contractors having unsupervised contact with children). All staff must:**

- Be familiar with and follow this safeguarding policy and all other safeguarding related policies e.g. Code of Conduct.
- 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 staff member is supervised until the check is passed).
- Be alert to signs and indicators of possible abuse.
- Listen to and takes seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- In NAS Dubai the Designated Safeguarding Lead(s) is Cheryl McSweeney. She can be contacted on 056 5202935, [Cheryl.mcsweeney@nasdubai.ae](mailto:Cheryl.mcsweeney@nasdubai.ae) or through Helpdesk.
- The Safeguarding team Deputies are Tara Lambert, Early Years and Primary Safeguarding Deputy, Graeme Malcolm, Secondary Safeguarding Deputy and Shanna Curtis Head of Personalised Learning.

- For Facilities staff Ryan Connelly is the Designated Safeguarding Lead
- Follow the procedures outlined in this document when/if concerned about any child.
- Support children, staff or other adults who have concerns or who are the subject of concerns to act appropriately and effectively in instigating or co-operating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by Nord Anglia Education).
- Understand the potentially serious disciplinary or even criminal consequences for failure to abide by the code of conduct. All staff and volunteers need to recognise that if their behaviour outside the workplace clearly breaches the code of conduct and questions their suitability and/or becomes a potential reputational risk to Nord Anglia Education, this too may be considered a disciplinary matter.

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

- Undergo a safeguarding briefing/induction in relation to their role and understand what is required of them if they have concerns and who they should be reporting to if required.
- Provide written confirmation to demonstrate that where appropriate, all partner agency staff/contractors have been safely recruited and 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 on any Nord Anglia Education school or organisation site. Where these staff or volunteers are constantly supervised the recruitment checks may not need to be as rigorous but it is for the Principal/Headteacher/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, Nord Anglia Education will provide a copy Nord Anglia Education's own policy and ask partners/contractors to read and follow this. These requirements will be part of any contractual arrangements.
- Follow the guidance laid down in this policy at all times.

## Section 4.

### Training and Support

Nord Anglia Education and our schools will undertake to ensure that:

- All staff and volunteers in schools will be provided with appropriate generalist safeguarding training on joining the organisation and then at least every 3 years. This training will be available both through Nord Anglia University (NAU) and through face-to-face events with Designated Safeguarding Staff in schools.
- Training and relevant policies are made available in a range of languages.

- Staff and volunteers are also provided with support and the necessary skills to recognise and take appropriate action regarding children who are at risk or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate knowledge, which is up to date and that they access appropriate additional training to help with the responsibilities of their post.
- Designated Safeguarding Leads in school's access appropriate specialist training as approved by the Group Education Director/Assistant Director for Safeguarding in addition to the basic child protection training received by all staff and volunteers. This will be refreshed every 2 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 child.
- Appropriate staff are trained in safe recruitment. This safe recruitment training should be renewed every 5 years.
- Training for new starters must be complete before any new starter can have unsupervised contact with children.
- Any child who has or is suffering any form of harm will receive support. Once agreed with any investigating agency (if involved) children can be offered direct support through school counsellors or external agency input. All Nord Anglia Education schools will hold information in relation to local, regional or national bodies that may be able to offer direct support in these circumstances.

Nord Anglia Education and our schools recognise 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. Nord Anglia Education's schools will therefore be in a position to offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue. Nord Anglia Education's schools will keep a list of organisations (such as law firms, hospitals, 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 it could interfere with a criminal investigation if this were required and appropriate under local laws.**

## Section 5.

### Forms of Abuse /Risks/Specific Safeguarding Issues

There are a significant number of ways that children are exposed to risk and danger but all require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself in direct harm to a child or by a failure to take action to protect a child who is at risk 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 4 main areas of potential abuse, abuse itself can take many forms many of which will have either an emotional, physical, sexual or neglectful impact (or combination of more than one of these). Some examples of these risky and or often harmful situations are identified below (note: this is not an exhaustive list). 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).

### 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.

Nord Anglia Education believes the best way to protect children is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Each 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 and school's settings should not routinely use personal mobile phones to take images of children.

Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding lead or Head Teacher for the school.

Photographs for School Publications:

- Photographs of children being used by staff for learning or 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 before use.
- Staff personal phones should be kept out of classrooms and learning areas. But where they are necessary they should be switched off and only accessed during breaks between lessons.
- Visitors and parents are 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 should be asked to sign a consent form to 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.

### **Allegations against staff and volunteers**

An allegation can be made against a staff member 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 a child or may have harmed a child.
- Where someone has possibly committed a criminal offense against a child (either under UK legislation or local legislation).
- Where someone has behaved in a way towards a child or children that he or she would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal 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 of the school and the Assistant Director, Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 48 hours. HR must also be informed by contacting the regional HR Director as soon as possible. In the case of the allegation being against the Principal, the Regional HR Director and the Regional Managing Director as well as the Assistant Director Head of Safeguarding, should be informed. No action to investigate the concern should be taken before consultation with the Assistant Director, Head of Safeguarding and HR 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 member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, 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 Regional HR Director/Assistant Director, Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education code of conduct for staff and volunteers.

### **Whistleblowing**

Nord Anglia Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so.

All staff 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 would be considered to be a protected disclosure and even if proven to be unfounded no action would be taken against the whistle blower.

Malicious whistleblowing would be seen as a potential disciplinary matter. (see Nord Anglia Education's whistleblowing policy)

### **Anti-Bullying**

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection matter. Staff at every level will take seriously any concerns raised in relation the bullying of any child or young person. Action will always be taken to investigate the concerns and act to prevent repeat incidents or behaviours. Bullying may involve either face to face bullying or the misuse of social media or ICT.

Each school must have its own policy and approach to restorative practices but all our schools will demonstrate a commitment to help resolve specific issues.

### **Female Genital Mutilation (FGM)**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

We recognise that this is cultural practice in some countries but it is potentially damaging to children both emotionally and in terms of health issues.

The practice of FGM would be a breach of a number of articles under the UN convention on the rights of the child and is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States and the UK.

### **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.

FM is illegal in the UK and the United States and most European countries. In 2013, the first United Nations Human Rights Council also adopted a resolution against child and forced marriages. This resolution recognizes 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.

### **Children with Special Educational Needs or Disabilities**

All staff need to recognise that children with special Educational needs and disabilities can face additional safeguarding challenges. Depending on the nature of a child's special needs 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 the child's disability rather than the fact that the child 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 of this. Communication difficulties in particular may make it very difficult for a child to indicate what's happening and therefore may make it very difficult to overcome any such barrier. Staff need to be extra vigilant and report any and all concerns and avoid making assumptions about the causes of any injury or behaviour.

### **Allegations made by a child about another child (Peer on peer abuse)**

Nord Anglia Education and all our schools 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.

Peer on peer abuse can take many forms but gender issues can be prevalent when dealing with this type of abuse.

Examples can include girls being touched/assaulted inappropriately by boys or boys themselves being subject to initiation violence. This type of peer on peer behaviour will not be tolerated. Under no circumstances should an allegation that one child has possibly abused another be treated “as just children being children” or “experimentation”.

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

### **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. And 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.

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that is behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they have done or have been accused of doing.

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 staff 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 staff suspect that a child 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 young

person involved and their parents (or carer) to agree a course of action or referral to a body that may be able to support the young person.

### **Safeguarding pupils who are vulnerable to extremism.**

Nord Anglia Education Schools value 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 that 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 on the following link:

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

### **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 children and prevent them from coming to harm. Such intervention will 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/Headteacher should require any adult involved in any such incident to report the matter to him or her as soon as possible. The staff member 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 member of staff should be asked to debrief the child and allow the child to describe the incident from their point of view. Written notes of this conversation should be kept and the child/young person checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

### **Safe Recruitment and Selection.**

Nord Anglia Education and all our schools will do all they can to ensure that all those working with children in our schools and across the whole organisation are suitable people. In order to do this both at an organisational level and school level all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures. (see Nord Anglia Education's revised Safe Recruitment Policy implemented from 1st April 2017).

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, as well as Criminal Background Checks, from all countries where the applicant has lived or worked in the last 10 years.

From July 2017, at least one member of every interview panel for staff 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 safe recruitment training.

All schools will keep a central record of all the recruitment checks undertaken on all staff. This record will include details relating to the DBS (Disclosure and Barring Service check- for anyone who has lived or worked in the UK only) i.e. date completed and number, other countries' criminal records checks or certificates of good conduct, qualifications, prohibition order checks.

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 or Regional HR Manager.

For staff who work exclusively or at least for the main part of their role in Early years/Early Childhood settings (0 to 5 years), there will be an additional requirement that a suitability declaration is completed which will state clearly that they are not living with someone who has been convicted of specific offenses relating to children of serious violent crime.

### **Child Sexual Exploitation(CSE).**

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of children can occur on a face to face level or through the use of technology, such as mobile phones or computers. In these situations children and young people are often encouraged to send or post indecent images of themselves.

In all cases the person or people exploiting the child/young person does so by misusing the power they have over them. This power may come through virtue of age, gender intellect physical strength and/or economic resources. Violence, intimidation and coercion are common in exploitative relationships.

### **Sexting.**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. These images are usually sent using mobiles, tablets, smartphones, laptops or any device that allows you to share media and messages.

Sexting may also be referred to by children and young people as trading nudes, dirties or pic for pic.

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- 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.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Children and young people often do not realise that in creating and sending these images they are potentially committing a criminal act but 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.

Note:

The above is not an exhaustive list of all the potential safeguarding issues which school staff may have to deal with on occasions. For more examples of additional types of concern and more detail on a range of safeguarding matters please see “Keeping Children Safe in Education” 2016. This is a UK publication but the types of abuse discussed are valid and can apply to any country around the world.

## Section 6.

### Procedures to be followed by any staff member of volunteer who is concerned about any child

If staff suspect that any child in their care may be a victim of abuse or be at risk of abuse of other form of harm, they should not try to investigate, but should inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a child 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 child from actual harm. In many cases a child will not make a direct disclosure but staff will be concerned because of a physical or emotional indicator. In these circumstances staff should still use the record of concern form at appendix 1 and the body map at appendix 2 (if appropriate) to make a report to the Designated Safeguarding Lead.

Where any child makes any form of direct disclosure the guidelines under the heading Dealing with Disclosure below should be followed.

### Dealing with Disclosure, Reporting and Further Action

#### General Principles:

Note: Be aware that if a student 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. Staff should always give this as a health warning before meeting with the child.

#### The Following guidance is based on 5 key practices for all staff:

##### 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

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 like... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member whom the child will still have feelings for.

### 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. Use exact words where possible. Record the time date and place as well (see the record of concern form at appendix 2).

### Report

Where a student makes any disclosure or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern (ideally using the form at appendix 1) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (which can be found at appendix 2).

**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 it could interfere with a criminal investigation if this were required and appropriate under local laws.**

Where a student has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal/Head Teacher in the absence of the DSL) must be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from the child, and 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.

Nord Anglia Education recognises that all our schools are international schools and are therefore diverse and complex organizations that need to operate differently according to their local context and needs. As such, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action (outlined above):

- International schools often reside in cities and countries that offer little external support.
- International schools recognise the limitations in the areas of child protection.
- International schools need to assess the quality and skills of counsellors and other support staff in dealing with children who have suffered harm of self-harm in order to determine the boundaries of their work.
- Legislation and laws vary from country to country so individual international schools need to act in accordance with local legislation as well as the principles and practice outlined in this policy.

[Local Safeguarding Agencies/Advice.](#)



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Schools are reminded that they can seek advice or guidance from the Assistant Director, Head of Safeguarding for NAE:

Barry Armstrong; [barry.armstrong@nordanglia.com](mailto:barry.armstrong@nordanglia.com). Phone: +44 (0)1235 355848 or mobile: +44 (0)7710086737

## Section 7.

### Record Keeping and Confidentiality

#### Record Keeping

All records of child protection concerns, disclosures or allegations are to 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 wider than that.

- Child protection records must be stored in a secure (i.e. locked) filing cabinet or in a secure electronic system, accessible through the Designated Safeguarding Lead (or their deputy) and other senior staff in larger schools to ensure reasonable access. Care should be taken when storing records electronically. Records of any student disclosure need to be clearly dated and filed without future amendment.
- Child protection records should be separate to the general education file but the pupil's general school record file should be marked to indicate that a child protection file exists (e.g. red star or similar). All staff 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 (On Help desk) will be started for an individual pupil as soon as the school is aware of any child protection concerns about that pupil. This may arise in a number of ways e.g.
-

- If a member of staff raises a concern about the welfare or wellbeing of a pupil – this should be recorded in writing (see below for guidance).
- If information is forwarded to the school by a previous school attended by the pupil.
- If the school is alerted by another agency of child protection concerns about that pupil.
- Members of staff should make a written/typed account of any concern they have regarding the welfare or wellbeing of a child, using the school's pro forma for this. 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 (electronic or otherwise) for any reason, a dated note must be placed in the file indicating who has taken it, why and when.
- The record should be recorded on Helpdesk under safeguarding tab.
  - A record of the pupil's details: name, date of birth, address and family details.
  - Date and time of the event / concern.
  - The nature of the concern raised.
  - 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

Our schools will regard all information relating to individual Safeguarding/child protection issues as confidential, and will treat it accordingly. Information will be passed on to appropriate persons only at the discretion of the Principal/Headteacher/ Designated Safeguarding Lead and this will always be based on the need to know.

All records relating to child protection will be secured appropriately. Such information can be stored electronically but contemporaneous notes should be scanned and kept in original format.

## Section 8.

### Auditing, Reporting, Review and Sign off.

To support the implementation of the Safeguarding and Child protection policy and to enable schools to undertake a 'Safeguarding Health Check' schools will be provided with a self-audit tool to enable review of their safeguarding arrangements. This audit can be supported externally by the Assistant Director, Head of Safeguarding but whether supported externally by Nord Anglia Education or not there is an expectation that the audit will be done on an annual basis and a report (a template of which will be provided) submitted to the Assistant Director for Safeguarding. In addition, elements of safeguarding practice in schools will be part of focus of the quality assurance framework and will continue to be an element of the school's Health and Safety reviews.

This policy is owned by all our schools and is made available to children and parents alike in hard copy where requested but also through the school's own website and the Nord Anglia Education website. The policy will be translated into as many languages as is appropriate.

This policy will be reviewed and updated on a regular basis but at least every 2 years.

Senior staff in schools must adopt and sign this policy after each update. A copy of the revised policy must be made available to all staff, volunteers, parents and students.

**Signed and dated by the CEO (or delegate) on behalf of Nord Anglia Education.**

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**Signed and dated by School Principal**

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**Signed and dated by the school Designated Lead for Safeguarding And/Or their Deputy**

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## Appendix 2.

### Body Map Guidance for Schools.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. These should be drawn up sent to the Designated Safeguarding Lead at the same time as completing the record of concern form at appendix 1.

Always use a pen (never a pencil) or type the document and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used.

If you notice an injury to a child try to record as much of the following as possible in respect of all the injuries you can see.

Exact site of injury on the body, e.g. upper outer arm/left cheek.

- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date of the recording must be noted as well as the name and designation of the person making the record. Add any further comments as required.

If appropriate a body map (which can be found at appendix 2) should also be completed and given to the Designated Lead along with the record of concern form. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries.

Where any child has any form of injury that requires attention please ensure that first aid is applied where necessary.

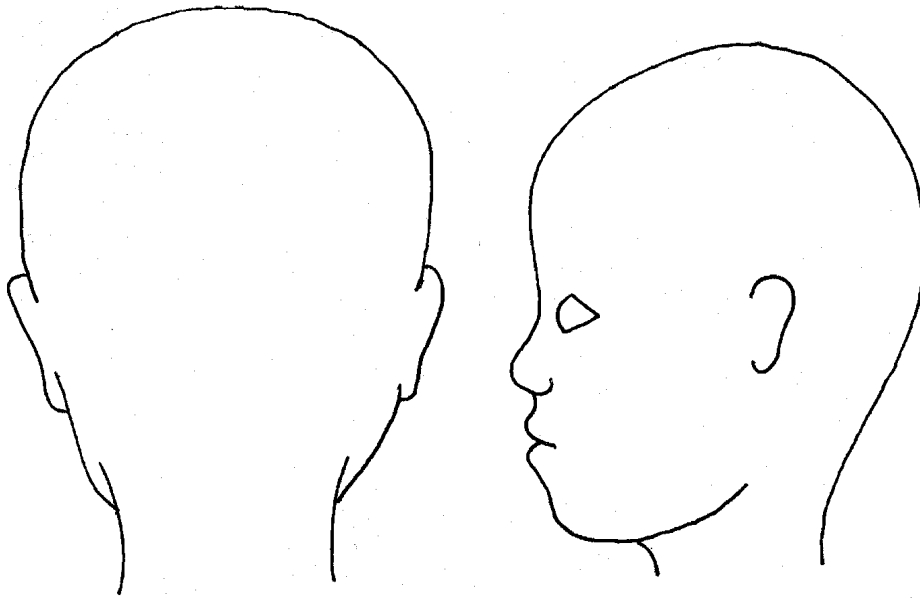
A copy of the body map should be kept on the child's concern/confidential file.

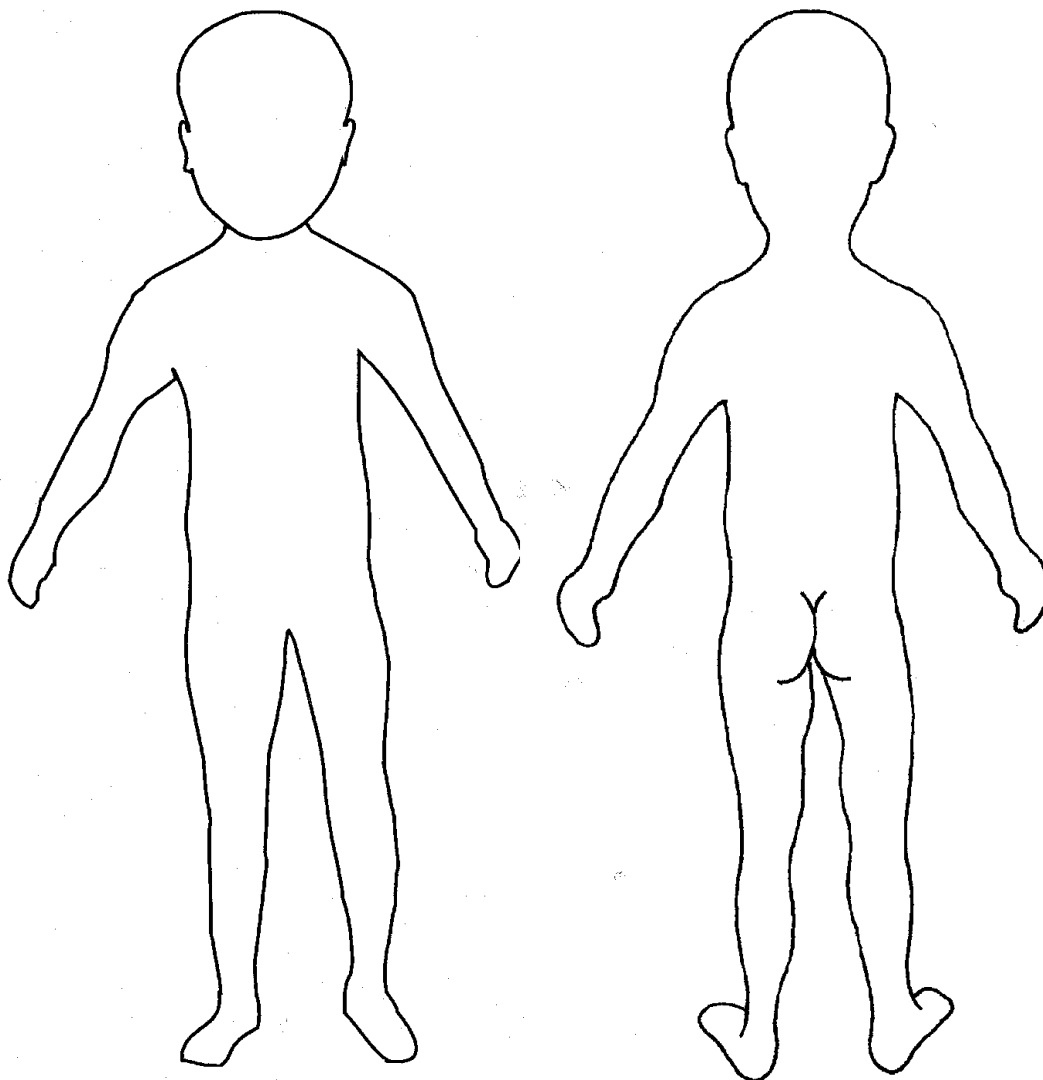
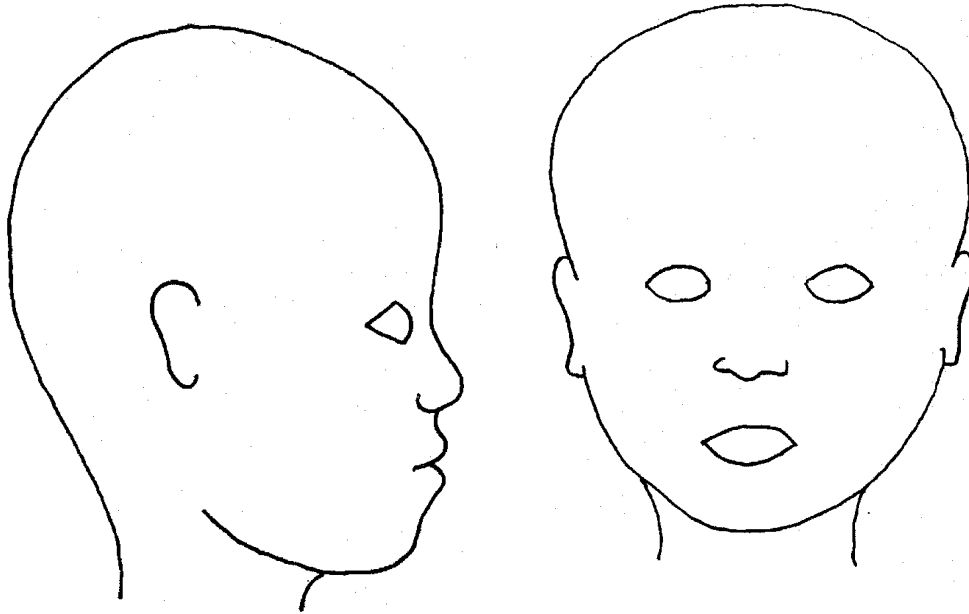
Name of the person completing the body map: .....

Role of the person completing the body map: .....

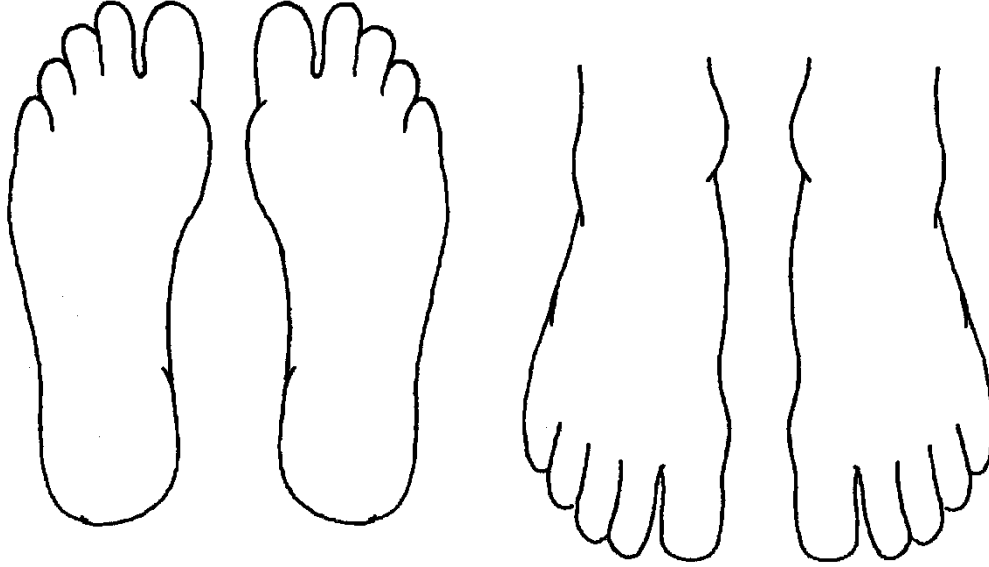
Date of injury and form being completed: .....

Date this form was completed and returned to DSL (if different): .....

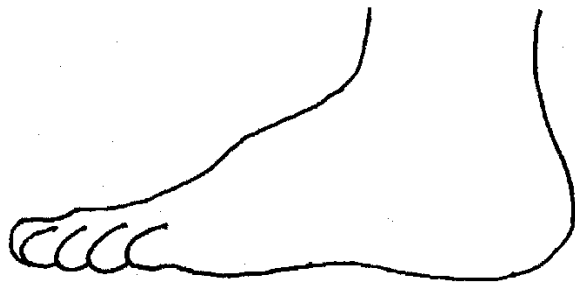




Sole of Feet



Top of the Feet

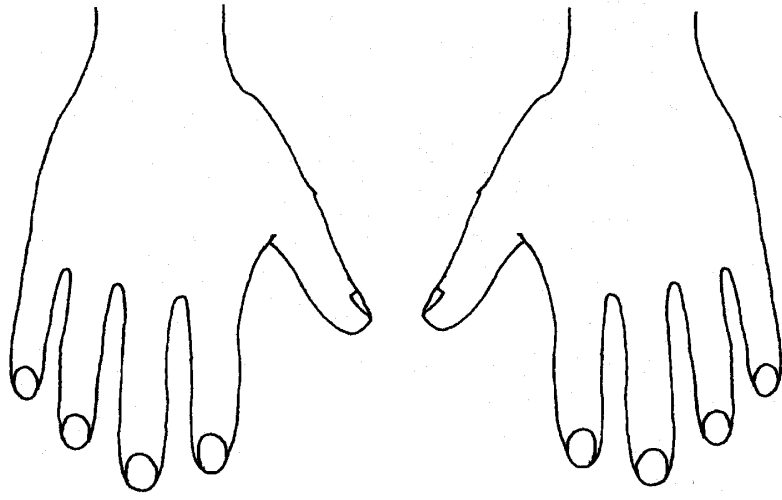


Left Foot

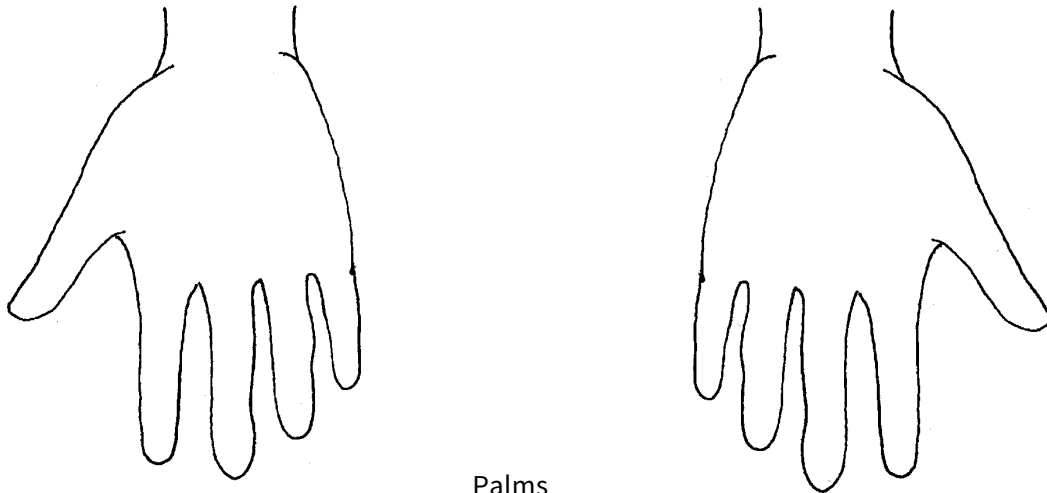


Right Foot





top of hand



Palms