



**NETWORK**  
INTERNATIONAL  
SCHOOL

# Safeguarding Policy

# Document Control Table

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<b>Introduction</b>	<b>5</b>
<b>Definitions</b>	<b>6</b>
<b>Policy Aims</b>	<b>6</b>
<b>Guiding Principles</b>	<b>7</b>
<b>Recognition</b>	<b>8</b>
<b>Early Help</b>	<b>8</b>
<b>Types of Student Abuse</b>	<b>9</b>
Physical abuse	9
Emotional or psychological abuse	10
Sexual abuse	10
Neglect	11
<b>Safeguarding Issues</b>	<b>11</b>
Student on Student Abuse or Bullying	11
Domestic abuse	12
Child Sexual Exploitation (CSE)	13
Female Genital Mutilation (FGM)	13
Mental Health and Wellbeing	13
Forced Marriages (FM)	14
Self-Harm	14
<b>Procedures</b>	<b>15</b>
Procedures to follow where there is a concern about any student	16
Dealing with Disclosure	16
General Principles:	16
Receive	16
Reassure	17
React	17
Record	17
Report	17
<b>Confidentiality</b>	<b>18</b>
<b>Designated Safeguarding Lead</b>	<b>18</b>
<b>Curriculum</b>	<b>19</b>
<b>Recruitment</b>	<b>20</b>
<b>Volunteers</b>	<b>21</b>
<b>Training</b>	<b>21</b>
<b>Staff Code of Conduct</b>	<b>21</b>
<b>Complaints/Allegations Made Against Staff</b>	<b>22</b>

<b>Records</b>	<b>23</b>
<b>Safety in the School</b>	<b>23</b>
<b>Working in Partnership with Parents</b>	<b>24</b>

## **Introduction**

Network International School is committed to providing a safe and secure environment for students, staff and visitors. The school promotes a climate where students and adults feel confident about sharing any concerns, which they may have about their own safety or the well being of others. Network International School will ensure that all students remain safe and free from harm and this document sets out the School's position in relation to all aspects of Child Protection and safeguarding.

Safeguarding students in our school is the responsibility of the whole school community. All adults working in Network International School are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for child protection.

The Designated Safeguarding Lead for the whole school is Stephen Buckland.

### **Secondary**

DDSL - Jon Barker

DDLS - Sophie Barker

### **Primary**

DDSL - Jay Thompson

DDLS - Lucy Whittaker

### **EYFS**

DDSL - Alice Hand

DDSL - Emma Jones

When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this is a safeguarding issue and what action needs to be taken. Network International School recognises the need to be alert to the risks posed by strangers or others (including the parents of other students) who may wish to harm students in school or students travelling to and from school and will take all reasonable steps to lessen such risks.

## Definitions

For the purposes of this policy 'adult' refers to staff, volunteers and any other adults who are contracted to work with students in Network International School. 'Students' refers to any child or young person (i.e. under 18 years of age).

Safeguarding and promoting welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## Policy Aims

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role.
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school.
- Identify the particular attention that should be paid to those students who fall into a category that might be deemed "vulnerable".
- Set out expectations in respect of training.
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff.
- Set out expectations of how to ensure students are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled.
- Set out expectations regarding record keeping.
- Clarify how students will be kept safe through the everyday life of the school.
- Outline how the implementation of this policy will be monitored.

This policy is consistent with all other policies adopted by Network International School and should in particular be read in conjunction with the following policies relevant to the safety and welfare of students:

- Health and Safety Policy

- Attendance Policy
- Positive Behaviour Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- E-Safety Policy
- Whistleblowing Policy
- [Keeping Children Safe in Education 2023](#)

## Guiding Principles

Network International School has a responsibility to:

- Provide a safe environment in which students can learn.
- Protect its students from maltreatment.
- Prevent impairment of student's health or development.
- Ensure students are protected from abuse, neglect or exploitation.
- Address bullying and racist abuse, harassment and discrimination.
- Provide First Aid and meet the needs of students with medical conditions.
- Provide education about drug and substance abuse.
- Provide education regarding Internet safety and ensure the school network is used correctly.
- Regularly evaluate the security of the school site.
- Ensure that students are growing up in circumstances consistent with the provision of safe and effective care.
- To ensure all students have an absolute right to a childhood free from abuse, neglect or exploitation.
- Inform parents about any concerns about a student's welfare or any action taken to safeguard and promote a student's welfare, providing this does not compromise the student's safety except where to inform a parent would put a student at greater risk.
- Ensure there is not a conflict between a School's need to discharge its Child Protection responsibilities and its wish to work in partnership with parents.
- Advise students and parents where there are possible concerns about a student's safety, unconditional confidentiality cannot be guaranteed and should not be offered.
- Put in place safeguarding systems that deter possible abusers who may have access to students whilst the school is in loco parentis.
- Effectively manage any allegations or concerns about abuse when they arise.

- Listen to students who make allegations about abuse or neglect and ensure their comments are taken seriously.

## **Recognition**

The first indication of concern about a student's welfare is not necessarily the presence of serious injury. Concerns may be because of:

- Bruises or marks on a student's body
- Remarks made by the student, another student, parent or another adult
- Observations about the student's behaviour
- Unexplained changes in behaviour or personality
- Evidence of disturbance or explicit detail about abuse or possible abuse in the student's play, drawing or writing
- Evidence of neglect or failure to thrive or exposure to unnecessary risks
- Absence from school

If a student discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

We acknowledge that students who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other students. The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a Child Protection context.

## **Early Help**

Network International School recognises that any student may benefit from early help, but all adults should be particularly alert to the potential need for early help for a student who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs
- Has a mental health need
- Is a young carer



- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the student, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse, such as Femal Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

## **Types of Student Abuse**

Abuse is a form of maltreatment of a student. Somebody may abuse or neglect a student by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on students of all forms of domestic abuse. Students may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. students may be abused by an adult or adults or by another student or students.

A number of different forms of student abuse exist including physical abuse, emotional or psychological abuse, sexual abuse, neglect or witnessing domestic abuse.

### **Physical abuse**

Occurs when a student is physically injured by non-accidental means. Some examples of physical abuse include:

- Excessive discipline or punishment;

- Burning, tying up or slapping the student;
- Giving alcohol or unsuitable drugs;
- Trying to suffocate the student;
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student

### **Emotional or psychological abuse**

Refers to the significant impairment of a student's social, emotional, cognitive and intellectual development, and/or disturbances of the students' behaviour. This may result from behaviours such as persistent hostility, ignoring, blaming, discriminating or blatant rejection of the student. Some examples that could be classified as abuse are:

- Telling the student that he or she is useless or worthless
- Rejecting the student physically and emotionally
- Verbally abusing and threatening the student
- Not giving the student opportunities to express their views
- 'Making fun' of what they say or how they communicate.
- Inappropriate age or developmental expectations being imposed on the student
- Interactions that are beyond the students developmental capability
- Overprotection and limitation of exploration and learning, or preventing the student from participating in normal social interaction

It may also involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying)
- Causing students to feel frightened or in danger

It is important to recognise that some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.

### **Sexual abuse**

Occurs when a student is exploited for sexual gratification or made to do a sexual activity by an adult. It also includes exposing a student to forms of sexual acts or pornographic materials. Sexual assault is a crime and it must be reported to the Designated Safeguarding Lead or their deputy.

Examples of sexual abuse are:

- Having sex with a student.
- Failure to protect the student from sexual advances.
- Fondling a student's private parts.
- Exposing the student to forms of sexual acts or pornographic materials.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other students.

## **Neglect**

The deliberate denial of a student's basic needs. Some examples that would be classified as abuse are:

- Failure to give the student adequate food
- Failure to provide the student shelter or clothing
- Denying the student proper medical care and supervision
- Forcing the student to do things not appropriate for his or her age e.g. cyber-bullying and grooming via the internet
- Failure to protect a student from physical and emotional harm or danger
- Failure to provide access to appropriate medical care or treatment
- Neglect of (unresponsive towards) a student's basic emotional needs

## **Safeguarding Issues**

All adults should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

### **Student on Student Abuse or Bullying**

All adults should be aware that students can abuse other students. This is referred to as child on child abuse. This can happen both inside and outside of school, or online.

It is important to recognise that even if there are no reports in school it does not mean that it is not happening. It may just not be being reported.

Child on child abuse is most likely to include:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between students (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment. These may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- 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
- Initiation / hazing type violence and rituals.

All incidents of child on child will be taken seriously and dealt with through the school's anti-bullying policy. If it emerges that a student is being abused by a sibling who may not be a student, then the School, in the first instance, will inform the student's parents of its concerns.

### **Domestic abuse**

Involves any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality. The categories of domestic abuse are:

- **Financial abuse** – prevented from having a fair share of household income, having debts accrued in your name
- **Emotional abuse** – constant putting down and undermining, damage to self-confidence
- **Psychological abuse** – being isolated from friends and family, verbal aggression
- **Physical abuse** – being hit, kicked, bitten, punched
- **Sexual** – forced sex, refusal to practise safe sex

### **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 any student can occur on a face-to-face level or through the use of technology, such as mobile phones or computers. In these situations a student could be encouraged to send or post indecent images of themselves. In all cases the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation and coercion are common in exploitative relationships.

### **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 where possible. FGM is potentially damaging to students both emotionally and in terms of health issues. We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, adults need to be aware of the sensitivities surrounding it and always act in the student's best interests.

### **Mental Health and Wellbeing**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, 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 staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

### **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.

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.

### **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. Self-harm should always 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 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 an adult 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/carers to agree a course of action or referral to an organisation that may be able to support the student.

## **Procedures**

All adults will receive Child Protection and Safeguarding Awareness training annually. The Training covers the following:

- How to identify signs of abuse
- What to do if you suspect abuse
- Confidentiality
- Reference to the Child Protection and Safeguarding Policy and related policies

- All adults receive Child Protection and Safeguarding training as appropriate as part of their induction programme upon joining the School
- The Principal will not allow a student to be removed from School premises without parental consent
- If the School has general concerns about a student's welfare, these will be raised with parents at an early stage in an attempt to work together to remedy the situation.
- In all of the above circumstances, the DSL will create a confidential record of concerns and actions on "MyConcern".

### **Procedures to follow where there is a concern about any student**

If staff suspect 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 inform the Designated Safeguarding Lead (DSL) about their concerns (via "MyConcern") as soon as possible. Staff 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 staff will be concerned because of a physical or emotional indicator.

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

### **Dealing with Disclosure**

#### **General Principles:**

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 student discloses or is likely to disclose relates to abuse being suffered by them or another student. Staff should always give this as a health warning before meeting with the student. The following guidance is based on five key practices for all staff:

#### **Receive**

Where possible, always stop and listen to a student 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 room 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 judgments and empathise with the student. Never make a promise you can’t keep. Give as much reassurance as you can and tell the student what your actions are going to be. Reassure the student that they are doing the right thing by telling you.

### **React**

React to what the student is saying only 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 student 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 student says and not your interpretation of what is said.

Record the time, date and place as well.

### **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 should be raised on “MyConcern”.

Where a student has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or their deputy), should be informed as soon as possible. In all instances of concern there should be a face to face conversation with the DSL as soon as possible, preferably the same day. This conversation should then be followed up by the raising of a concern on ‘MyConcern’.

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. It is also

important to recognise that you may not hear what is happening in regards to the safeguarding team actioning the concern. You are encouraged to follow up with the DSL to be certain that the concern is being acted upon.

Network International School recognises the diverse and complex local context in which it operates. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

As International Schools 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.

## **Confidentiality**

The School will ensure that the confidentiality of information is maintained by keeping records in a safe and secure place with access strictly limited.

If parents wish to share such information with the school they must be aware that it will not be possible to guarantee confidentiality. The school can reassure parents, however, that if they wish, the source of the information can remain anonymous.

## **Designated Safeguarding Lead**

The Designated Safeguarding Lead is Stephen Buckland. There are two DDSLs in each phase of the school:

### **Secondary**

DDSL - Jon Barker

DDSL - Sophie Barker

### **Primary**

DDSL - Jay Thompson

DDSL - Lucy Whittaker

## **EYFS**

DDSL - Alice Hand

DDSL - Emma Jones

The DL is responsible for:

- Coordinating action within the school on safeguarding and child protection issues;
- Monitoring the keeping, confidentiality and storage of records in relation to child protection;
- Discussing individual cases with staff on a “need to know basis” to protect students right to confidentiality;
- Overseeing the planning of any curricular or other provision in relation to Child Protection matters;
- Liaising with any relevant adults (e.g. class teacher).
- Ensuring adults are familiar with this Policy, and are aware of the guidelines for dealing with any disclosure of abuse;
- Raising awareness about safeguarding and Child Protection on an ongoing basis;
- Ensuring that appropriate safeguarding arrangements are in place for educational visits.
- Ensuring that staff receive appropriate Safeguarding and Child Protection training.

## **Curriculum**

Network International School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. It is expected that all teachers will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of students. As appropriate, the curriculum will be used to build resilience, help students to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly;
- To judge what kinds of physical contact are acceptable and unacceptable;

- To be as independent as possible;
- To use assertiveness techniques to resist unhelpful pressure;
- To know private parts of their bodies, and private behaviour;
- To know appropriate physical contact with others i.e. it is inappropriate for a child over 6 to sit on an adults lap, a cuddle should be used in appropriate contexts and be initiated by the child.

All computer equipment and Internet access within the School will be subject to appropriate “parental controls” and Internet safety rules in line with our E-safety Policy.

Network International School will promote a “Healthy School” through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for students;
- Using the full capacity and flexibility of the curriculum to help students to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforce the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well being.

## **Recruitment**

Network International School is committed to the process of creating a culture of safe recruitment and, as part of that, adopt a recruitment procedure that helps deter, reject or identify people who might abuse students. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks made where possible. The school maintains a record detailing the range of checks carried out on staff.

This School will only use employment agencies, which can demonstrate that they positively vet their staff. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms Child Protection procedures within the school.

## **Volunteers**

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with students will be subjected to all reasonable vetting procedures. Volunteers will be subject to the same code of conduct as paid employees of the school. Volunteers will at no time be given responsibility for the personal or intimate care of students, and will not be left unsupervised with students. Volunteers who work at Network International School will not be left alone and unsupervised in charge of students.

## **Training**

Whole-school in-service training on safeguarding issues will be organised on an annual basis.

All newly recruited staff (teaching and non-teaching) will be appraised of this policy. In addition, all new staff will be required to attend an induction session with the Designated Person or their deputy on their first week in the school. Temporary staff will receive a safeguarding briefing on the first day.

## **Staff Code of Conduct**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Students will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a student for their own protection or others' safety, this will be appropriately recorded and reported to the Principal.

As far as possible, females should change girls, and males should change boys. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents at the earliest opportunity.

For their own safety and protection, staff should exercise caution in situations where they are alone with students. Other than in formal teaching situations: the door to the room in which the 1:1 session is taking place should be left open, or have a glass panel in the door. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching of students will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with students outside of the school. Home visits to students or private tuition of students must not take place. Visits/telephone calls by parents to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Principal. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Principal. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents. Parents should call the school, and the school will contact the group if they are off site. The group leader will contact the school in an emergency and not directly the parent. (See educational visits policy).

Staff will only use the school’s digital technology resources and systems for professional purposes or for uses deemed ‘reasonable’ by the Principal. Staff will only use the approved school email, school Learning Platform or other school approved communication systems with students or parents, and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to students or parents. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of students or staff without permission and will not store images at home.

## **Complaints/Allegations Made Against Staff**

Network International School takes all complaints made against members of staff seriously. Procedures are in place for students, parents and staff to share any concern that they may have about the actions of any member staff or volunteer.

All such complaints will be brought immediately to the attention of the Principal, or one of the Designated Safeguarding Leads if the Principal is not available and

nothing should be said to the colleague involved. In cases where the Principal is the subject of the allegation or concern, they will be reported to the Founder, in order that they may activate the appropriate procedures.

These procedures are used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student or students in a way that indicates he or she would pose a risk of harm if they work regularly or closely with students.

In an instance where the allegation has been raised by a member of staff, the school will follow the whistleblowing policy.

## **Records**

All safeguarding concerns should be raised in “MyConcern”. All contact with parents will be logged and these will be kept as Child Protection/Safeguarding records. The school will take into account the views and wishes of the student who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous “secrets”.

Child protection/safeguarding records are not open to students or parents. All Child Protection records are kept securely within “MyConcern” and separately from educational records. The Designated Safeguarding Lead or DDSLs may only access them.

## **Safety in the School**

- It is compulsory for all teaching and administration staff to wear their identity badges at all times whilst they are on the school campus. There are no exceptions to this rule.
- Network International School security staff will control entry to School premises.
- Authorised visitors to the school will be logged into and out of the premises and will be asked to wear school visitor badges and must wear this throughout their time on the school premises.

- Unidentified visitors will be challenged by staff or reported to the Principal or Founder/Director. Carelessness in closing any controlled entrance will be challenged.
- No internal doors to classrooms will be locked whilst students are present in these areas.
- The presence of intruders or suspicious strangers seen loitering near the school must be reported to the Principal or Founder/Director.
- Parents or relatives may only take still or video photographic images of students in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose students may be captured on film. If parents do not wish their students to be photographed or filmed and express this view in writing, their rights will be respected.

## **Working in Partnership with Parents**

It is our policy to work in partnership with parents to secure the best outcomes for our students. We will therefore communicate as clearly as possible about the aims of this school and all matters pertaining to safeguarding and child protection.