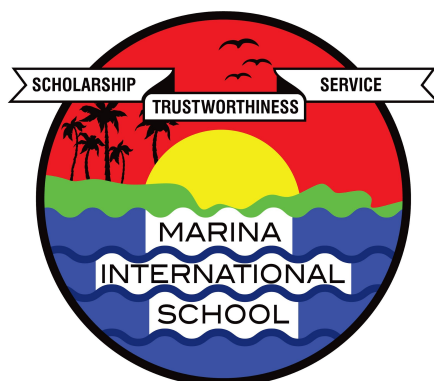




MARINA INTERNATIONAL SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed: July 2023

This document details all information needed by staff and others about the code of behaviour regarding issues of child protection and safeguarding. This ultimately ensures all child protection concerns and steps to take are respected and carried out professionally, maturely and properly. The needs of the child must be supported at all times as enumerated in this document.

Staff Responsibilities: All Board Members, and the Senior leadership team are responsible for safeguarding children. Also, this policy should be read by all staff working with children in Marina International School.



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Introduction

Marina International School is fully aware of the demands for safeguarding students under our care. Students' safety, and care are essential aspects of our school's embedded in our Code of Conduct and ethics of our teaching profession. We strive assiduously to make our environment safe where students are treasured and highly nurtured. We have zero tolerance to inimical practice and vices, and take steps to ensure that our students are given effective support, justice and adequate protection against any behavioural defect that others can be made victims of.

Safeguarding Policy Statement

Marina International School believes that children, young people and vulnerable adults should never experience abuse of any kind. We have an unfaltering commitment to promote the welfare of all children, young people and vulnerable adults to keep them safe. We are committed to reducing risk connected to all safeguarding and children protection matters.

We recognise that the welfare of children, young people and vulnerable adults is paramount in the work we do and in the decisions we take, and that all children, young people and vulnerable adults, regardless of age, disability, gender reassignment/identity, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.

Principles of Safeguarding and Welfare

Children have a right to be safe, and to feel cared for and supported. Adults have a responsibility to protect children. The safeguarding of children and the promotion of their welfare is a simple and uncontested priority of society, and is of paramount importance to us. Practitioners, in Marina International School, ensure that preventative and protective measures are rendered to every student. This includes child protection, staff Handbook, staff working practice, curriculum, e-safety, anti-bully, pastoral care, mental well-being, recruitment of suitable staff, health and safety, attendance, missing children, governance and accountability, staff training and mentoring, whistle blowing, records and legal compliance.

Although the principles of safeguarding may be simple, the perceptions of the threats to the welfare of children are broad, complex, and sometimes poorly-understood. They are also subject to ever increasing public concern, government guidance and regulation. Such breadth and complexity create an environment which can be challenging for all those working in education, and for parents. In response, this policy aims to provide a holistic framework which:

- defines the types of risk which pose a threat to the welfare of children in education, and explains:
- how we assess and respond to those risks;
- what expectations we have of ourselves, and of parents;
- what procedures should be followed to identify children who may be vulnerable;
- what must happen when a specific concern or disclosure arises;
- what other channels and resources are available for children and parents.

In doing so, we fully embrace the value of working together with authorities and agencies in order to keep children safe.



The Scope of Welfare

The welfare of children may be described and evaluated in many ways including:

1. their safety, security and protection from maltreatment
2. the prevention of impairment of their health or development
3. their emotional resilience, self-esteem, and self-confidence
4. their ability to communicate, trust others, and to form social bonds
5. the development of their critical faculties, moral awareness, independence and maturity

Welfare also includes children's feelings of being valued, supported, respected and listened to. This is especially relevant when their individuality and differences are not being respected. Such differences might be cultural, racial, religious, or based on special needs or disabilities.

Staying alert and responsive to these aspects of welfare, and providing early help as soon as a problem emerges, are at the heart of everything we do to keep children safe. We take a child centred approach, meaning that we consider at all times what is in the best interests of the individual child, taking action to enable all children to have the best possible outcomes.

With such a broad scope, it is impossible to address all aspects of welfare exclusively within one policy. Therefore this policy should be read in conjunction with our other policies which directly or indirectly address welfare including:

- Anti-bullying, which includes cyber-bullying
- The E-Safety including ICT Usage, Mobile phones and other electronic devices, Cameras, photos and images, and Social media
- Personal, Social, Health and Economic Education (PSHEE). This also incorporates the spiritual, moral, social and cultural (SMSC) development of children, and Sex and Relationship Education (SRE)
- Special Educational Needs and Disability (SEND)
- Behaviour and discipline
- Health and safety
- Whistleblowing policy, which explains the process for disclosure of malpractice.
- Staff code of conduct

Aims

Marina International School acknowledges that safeguarding is an umbrella word which covers a wide range of areas and it aims to achieve the following objectives:

- Protecting Students from maltreatment.
- Establish and maintain a culture of safety and accountability for students to achieve our mission and vision statements.
- Incorporate in curriculum activities and opportunity to equip students with skills to stay safe.
- Ensure that students establish effective and positive relationships with parents, staff and their colleagues.

Identifying risks to the welfare of children

Risks can arise from many different sources and be categorised in a number of different ways. All children are potentially at risk, but children with disabilities or special educational needs are especially vulnerable.



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The source of a risk may be from people known to the child and in close physical proximity, or it may be more remote and anonymous, including via the internet. The risk may be from peers and other children (e.g. bullying), or it may come from adults, including teachers or other professionals. A risk to welfare may also manifest itself through a child harming itself, whether consciously or otherwise.

Being sensitive to the indicators of risk is central to our culture of safeguarding, and underpins the induction of staff, and ongoing awareness-building and training of staff. Risk indicators which help staff identify vulnerability of children to various categories of harm or abuse are included in Appendix 2 and 4.

Also, the school staff are trained to observe changes in our students behaviour and to identify any sign of maltreatment or abuse. Students can talk to trusted adults in the school when they are in distress or at risk. It is of great importance that school staff are alerted to the signs of neglect and abuse, and understand the local procedures for reporting and acting upon concerns.

Roles and responsibilities:

The school's Designated Safeguarding Lead (DSL), a Deputy should:

- Be appropriately trained;
- Be a member of the Senior Management Team;
- Ensure that every member of staff sign to indicate that the policy is read and understood;
- Ensure that Safeguarding and Child Protection policy is updated annually;
- Liaise with the Director appropriately;
- Keep records of all written concerns when noted and reported by staff or when disclosed by a student ensuring that such records are stored securely and reported onward in accordance with this policy guidance and local procedure;
- Raising staff awareness;
- Ensuring that staff members are aware of the indicators and symptoms of abuse.
- Referring and reporting safeguarding concerns.
- Monitoring children under child protection plans.
- Maintaining accurate records.
- Keep a record of staff attendance at child protection training;
- Make the policy available to parents.

The Director:

- Ensures that the implementation of the safeguarding and child protection policy and procedures are carried by all staff;
- Ensures that school staff are reliable to raise concerns about unsafe practices and handle sensitive matters in accordance with the school's whistle blowing procedures.
- Ensures that Safeguarding and child protection is addressed through the curriculum.
- Give ample time and enough resources to enable the DSL to carry out the role effectively including the assessment of students and attendance at strategy meetings.



Duty of Staff

All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer harm. All staff then have a responsibility to take appropriate action, working with others as needed.

The early identification of potential problems, and the provision of early help, relies upon the following general expectations which apply to all staff at all times:

- Staff must be vigilant and open-minded, and maintain the attitude 'it could happen here'.
- Staff must regularly encourage all children to share any concerns they have with an adult and they must listen sympathetically, taking any allegations seriously.
- Staff must ensure that they always act in the best interests of the child
- Staff must understand the systems and processes which support the welfare and safeguarding of children in the school, and seek clarification if anything is not clear to them.
- They should be familiar with the indicators of various types of child abuse. (Appendix 2 provides a list of risk indicators)
- They should report suspicions of child-abuse immediately. Child abuse is defined below along with procedures to be followed. Appendix 1 describes the different forms of harm and abuse in more detail.
- They should have received appropriate child protection training on induction, and at appropriate intervals thereafter. Whilst it is one of the DSL's responsibilities to ensure that staff have received the appropriate level of training, staff-members have a reciprocal responsibility to check with the DSL if they are unsure about their training requirements, or feel that they need further training.
- They should recognise their responsibility to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime, and to follow-up if such concerns are not taken seriously by the senior leadership team.

Duty of parents

This policy focuses on the duties and the responsibilities of the educational establishment, but it is also worth stating briefly our expectations of parents.

- Parents are expected to help their children to behave in non-violent and non-abusive ways towards both staff and other pupils.
- Parents will be informed if it was necessary to use minimal force to protect a pupil from injury or to prevent a pupil from harming others.
- Parents should always inform the school of any accidental bruising or other injuries that might otherwise be misinterpreted.
- They should also inform the school of any changes in home circumstances, such as the death of a member of the family, separation or divorce that might lead to otherwise unexplained changes in behaviour or characteristics.
- Parents have a natural right to direct the moral upbringing and education of their children, as well as the duty to protect their children's physical and mental health. These rights and duties are deeply rooted in the nation's history and tradition.



Good Practice Guidelines

To meet and maintain our responsibilities towards our students, the school community agrees to the following standards of good practice:

- Treating each other with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decisions-making which affects them;
- Encouraging positive and safe behaviour among stakeholders.
- Be a good role model and a listener;
- Being alert to changes in student's behaviour;
- Recognising that challenging behaviour may be an indicator;
- Reading and understanding all of the school's safeguarding and child protection and all other policies; This includes wider issues of safeguarding, for example, bullying, physical contact, e-safety plans and information-sharing;
- Asking the student's permission before doing anything for them which is of a physical nature such as assisting with dressing, physical support during PE or administering first aids;
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language;
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of neglect and/or abuse;
- Being aware that inappropriate behaviour towards students is unacceptable and that their conduct towards all students must be beyond reproach.
- Avoid the abuse of trust - any sexual activity between a member of the school staff and a child under 18 may be a criminal offence even if that child is over the age of consent.

Harm and abuse – definitions and categories

Threats to the welfare of children tend to be described using the words 'harm' or 'abuse'. The concept of **significant harm** as the threshold that justifies interventions by institutions in fulfilment of their duty of care, if and when such interventions are in the best interest of the child. In this context, harm is defined as ill-treatment, or the impairment of health and development, where:

- *Ill-treatment* can be anything which impairs physical or mental health, and includes sexual abuse.
- *development* includes physical, intellectual, emotional, social, or behavioural development.

The term 'abuse' is widely, and sometimes loosely, applied. It takes many forms, both active and passive, including inflicting harm, or failing to act to prevent harm. Abuse can be profoundly damaging, and can blight the remainder of a child's life. Abused children sometimes become abusive adults themselves. Child abuse usually exists in a world of secrecy and silence, and the cycle of abuse must be broken, not only to prevent serious injury (or even death), but also so that children can grow up to be well-adjusted adults.



What is child abuse?

Amongst the agencies who work with children, four categories of abuse are recognised under which a child may be assessed as having suffered, or being likely to suffer significant harm. These four categories are:

- Physical abuse (which includes female genital mutilation 'FGM'⁴ and 'honour-based' violence)
- Emotional abuse
- Sexual abuse (which includes child sexual exploitation 'CSE')
- Neglect (which includes 'children missing from education')

Descriptions of these four categories of abuse are included in appendix 1, and risk indicators which can help staff to recognise them are included in appendix 2.

Though not an accepted category of abuse in its own right, the vulnerability of children to being seduced by extreme ideological positions is something we take very seriously. Appendix 3 contains an explanation of the threat of young people being drawn into terrorism, including the statutory

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Vulnerable Children

Some children may be at increased risk of neglect and abuse/ or abuse. Many factors can contribute to an increase in risk including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens or who have a high level of tolerance in respect of neglect.

To ensure that all of our students receive equal protection, we will give special consideration and attention to students who are:

- Disabled or have additional educational needs;
- Vulnerable to being bullied or engaging in bullying;;
- Living in chaotic, neglectful and unsupportive home situations;
- Living away from home;
- Living in a temporary accommodation;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Living a transient lifestyles;
- Affected by known parental substance misuse;
- Asylum seekers
- Living in a known domestic abuse situation;
- Involved directly or indirectly in prostitution or child trafficking.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Allegations of abuse made against other children

All staff should be aware that safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse, such as bullying, gender based violence, sexual assaults, sexting, or initiation/hazing type violence.



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Staff must be clear that abuse is abuse and should never be tolerated or dismissed as ‘banter’ or ‘part of growing up’. In addition to this Safeguarding policy, staff should also consider the provisions of our Anti-bullying policy. If staff are unsure as to how these policies work together they should seek guidance from the DSL.

Support for those involved in a child Protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the students and their families, and staff by:

- Taking all suspicion and disclosures seriously;
- Responding sympathetically to any request from a student or member of staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individual and agencies;
- Storing records safely and securely;
- Following the procedures set out in our Whistle blowing, complaint and disciplinary procedures;
- co-operating with relevant statutory authorities.

Safer recruitment

Marina International School operates “Safer Recruitment” procedures. Also, the school endeavours to ensure that employment procedures follow the guidance in [Keeping Children Safe in Education \(updated Jun 6, 2023\)](#) together with the school’s policies. We follow a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants.

All prospective staff are subject to police and background checks.

Any offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks. When appointing new staff, the following steps must be taken:

- Complete an application form,
- Provide two referees including at least one who can comment on the applicant’s suitability to work with children, and references from prior employment
- Verify a candidate’s identity (passport and birth certificate, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available,
- Obtain a police report, or check through the Criminal Records Bureau as appropriate to their role,
- Verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role. They must also provide a certificate of good health from their health care professionals.
- If the person has lived or worked outside The Gambia, make any further checks we consider appropriate,
- Verify professional qualifications, as appropriate,



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Within the school, the Board of Governors ensure that:

- The safety and welfare of children are paramount,
- Children will be listened to and respected,
- Children will be understood within their own culture and racial origin,
- There is an atmosphere where children feel secure and are valued,
- The school has a range of adults that children can approach for help,
- Staff are appropriately trained in safeguarding,
- There are clear procedures and lines of communication in place to seek support and advice · the school works closely with parents and other local agencies,
- Children considered at risk are monitored,
- The PSHE curriculum is used to raise awareness of welfare and safeguarding issues · the DSL has the authority to provide support and advice in the first instance · appropriate resources are provided to the school to exercise its responsibilities to safeguard children,
- This policy and all other school policies which affect the safety and welfare of children are reviewed annually for effectiveness, maintained in accordance with statutory and other applicable guidelines, and applied in practice.

All new members of staff will undergo an induction that includes briefing on safeguarding and child protection policy, and the school's Code of Conduct with other policies. All staff must sign to confirm that they have received a copy of this policy (see Appendix 6) Training of staff includes the Teacher's hand book and this training must be done before classes resume.

Embedding a culture of safe recruitment is a strategy Marina International School priorities for preventing harm to students. The procedure for checking the suitability of staff or volunteers who work with our students are always followed including checking their identity, mental and physical fitness, verifying professional qualifications, overseas background checks as appropriate, prohibition from teaching and/or management of an independent school check, detailed references and interview information. All such recruitment checks are recorded in the school's record office and all applicants show original certificates before they take up the post.

Marina International school holds fast to the definition of supervision. There must be regular supervision in order to strengthen the safeguarding and protection of our students.

Health and Safety

The Director of School will ensure that there is an up-to-date Health and Safety Policy and Procedure to meet the required responsibility for the safety of students and staff at school.

The Director of school will identify and manage Health and safety through the use of risk assessments, which are carried out:

- On an annual basis for the school learning environment in and outdoors;
- For all school trips and educational visits;
- For students travelling between locations during instructional period /school day;for all work-based learning on work experience placements;
- When a student returns following an excursion due to risky or violent behaviour;
- When there are changes to the premisses or practices;
- Following a serious accident in relation to staff and/or students;
- When there is a risk associated with contacts with parents;
- To maintain effective security of the premises including protection from intruders,



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trespasser and /or criminal damage.

Visitors and contractors will be expected to:

- Report to the school reception on arrival.
- Provide proof of identity
- Wear a visitor's badge at all times.
- Receive appropriate supervision by school staff when on site.
- Be made aware of the arrangements for safeguarding, health and safety.
- Comply with the school's vetting checks specified through the school's recruitment process.

Staff Wellbeing

Marina International School as an institution is saddled with the promotion of the health and stability of all members of staff through various means such as learning, policies and providing the environment that fosters health, and safety. This policy affirms our dedication to:

- Providing our staff with a safe, healthy and supportive environment in which to work;
- Recognising that the health and wellbeing of our staff is important, and it benefits both the individual and families (children) and the wider community;
- Providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged.

Safe school - Safe Staff

Marina International School offers the following advisory services:

- Only communicate with students via sanctioned means, and try to minimise contact with students outside the school context as much as possible. This does not apply to staff who are also parents of the School.
- When working in a one-to-one situation with a student, be in a room covered with CCTV whenever possible.
- Avoid physical contact with students where possible.
- Report to a senior member of staff if a student attempts to make personal contact outside the school sanctioned means.
- Report to a senior member of staff if a student shows any sign of becoming overly fixated with the responsible adult or another colleague.
- Not to make gifts to students or their families, which could be interpreted as a gesture to bribe them or to groom.
- Exercise care when choosing students for or excluding students from activities, to avoid any perception of favouritism or injustice.
- Any discussions about sexual matters, whatever the nature, will only be discussed in a normal teaching situation and never on a one-on-one basis.

Senior Leadership Team has a responsibility to:

- Ensure all staff are accepted and valued as individual and professionals;
- Ensure that effective wellbeing and health communication are in place;
- Ensure and cultivate a workplace culture that promotes collaboration.
- Recognise staff for the work they do and provide relevant and regular feedback;
- Provide professional development and resources as required, to support staff to enhance knowledge of their own health.



Student Wellbeing

Marina International School is well aware of its important role in providing and maintaining the mental well being of our students and that in some uncommon instances, mental imbalance can be a pointer to show that the student has been a victim of abuse, neglect or exploitation. While only sufficiently trained professionals should endeavour to make a diagnosis of a mental health issue, Marina International School staff are in most cases well disposed towards watching students daily and closely, and spot those whose behaviour and outward disposition, suggest that they might have been a victim of mental health issue or is at risk of becoming one.

Staff will have special consideration for:

- Emotional state (withdrawn, low self-esteem, fearful etc)
- Behavioural conditions (aggressive or dispositional; habitual body rocking etc)
- Interpersonal behaviours (affection seekers, indiscriminate contact, clinginess, lack of ability to understand and recognise emotions etc)

Marina International School will consider the following factors in order to support parents, carers, students and staff:

- The importance on how to relate with and support others;
- The importance of voicing concerns;
- How to handle worries and concerns and coping strategies;
- The importance of the physical wellbeing;
- The importance of sleep;
- Managing media and information;
- Understanding fact;
- Focusing on positives and goal setting;
- Keeping an active mind;
- Worries about health and finance;
- Routine.

Also, all staff are expected to share the commitment and should comply with the following principles:

- Treat all students with respect, equality and dignity;
- Always put the welfare of the students first;
- Ensure that they are fully comply with arrangements for supervision when in school; including the provision of identity documents if asked to provide them;
- Remember that children look to adults as good role models, so language and actions are always important.

Due to Covid-19, everyone may be undergoing severe stress and anxiety. We all respond differently to situations, developments and alterations in the way we reason things out, feel, and act differently to individuals at times without justification.

Teachers should be aware of this in setting expectations of student's work where they are at home and/or on site. Equally taking into account their own arrangements and workload.

When students have been subjects of abuse and neglect and other experiences that cause trauma, Marina International School recognises that this can have a lasting effect throughout childhood



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going to adolescence and even adulthood. It is mandatory for staff to be aware of these students' experiences and how their mental health behaviour and education is affected. If a member of staff has a mental health concern about a student, this is also a safeguarding matter. Action should be taken immediately. The first step of such a set of actions should be speaking to the DSL.

MANAGEMENT OF SAFEGUARDING

The role and responsibilities of the Designated Safeguarding Lead (DSL) It is apparent from the procedures outlined throughout this policy that great reliance is placed upon all staff sharing information and referring their concerns to the DSL. This, in turn, puts great reliance on the DSL to carry out their role thoroughly and diligently.

As a member of the Senior Leadership Team, the DSL must ensure they have appropriate status, authority, time, funding, training, resources and support to fulfil their responsibilities. They must consult the Head, and if necessary the nominated governor, if they feel that this is not the case.

The duties and objectives of the DSL include:

- providing advice and support to staff on child welfare and child protection matters gathering and collating information on alleged safeguarding incidents, seeking clarification from alleged perpetrators or victims;
- managing the referral process;
- keeping parents informed (wherever possible) and sharing with them any reports concerning their child;
- keeping the Head informed of all significant safeguarding matters;
- undergoing their own training updates;
- raising awareness of safeguarding matters generally;
- consulting on the design of the PSHE policy and relevant curriculum components of welfare and safeguarding;
- in conjunction with the governors, ensure the safeguarding policy is reviewed annually for effectiveness and for compliance with latest legislation, or updated sooner where necessary.

It is the staff's professional duty to report welfare and safeguarding concerns to the DSL or, in the absence of action, directed to local children's services following the procedures as set out in this document.

In particular the DSL is expected to:

- Be aware of the early help process and the referral threshold criteria.
- Refer all cases of suspected abuse to the Department of Social Welfare and Police.
- If the referrals listed above are made by other staff, the DSL should support those staff in the process
- Keep detailed, accurate, secure written records of concerns and referrals.
- Liaise with the Head to inform them of issues especially ongoing enquiries.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.



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Raising Awareness

The DSL should ensure that safeguarding policy and procedures are known and used appropriately:

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Training for the DSL

The DSL should receive appropriate training and updates in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Ensure each member of staff has access to and understands the safeguarding policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures which may be put in place to protect them.

Training for staff (including Heads and Director)

All staff are provided with our safeguarding policy as part of their induction programme. They are required to affirm **annually** that they have read and understood these documents. Induction training also covers the identity and function of the DSL, the staff code of conduct, and whistle-blowing procedures.

In the absence of any prevailing minimum intervals for formal training of all staff, we deem between 24 and 36 months from their last training to be appropriate, unless particular circumstances require greater frequency.

Training includes:

- recognition and reporting of concerns immediately as they arise
- what to do if a child tells staff they are being abused or neglected, including appropriate levels of confidentiality, liaising with professionals (including the DSL), and never promising to a child that they will not tell anyone about an allegation
- identification of signs of abuse and when it is appropriate to make a referral
- awareness of the process for making referrals to children's social care, and for subsequent statutory assessments, along with the role staff might be expected to play in such assessments
- e-safety training

Extended School and off-site arrangement

Marina International School's Safeguarding and Child Protection policy and procedure apply when extended activities are provided by and managed by the school.

When our students attend off-site activities, we will check that effective child protection arrangements are made.



Photography and images

Majority of people take or view photographs or videos of children for good will however, some people abuse children through taking or using images. Therefore, we must ensure that we have some safeguarding in place.

In order to protect our children, we will:

- Seek parental consent for photographs to be taken and published.
- Use only the student's first name with an image.
- Ensure that students are appropriately dressed.
- Encourage students to tell us if they are worried about any photographs that are taken of them.
- Remind large gatherings of parents that they are responsible for the images they take and they are not to upload these images to any social media.

It is important that all staff should be aware that 'upskirting' is now a criminal offence. Upskirting means 'taking a picture under a person's clothing without the person's knowledge, with the intention of viewing the genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm' (DFE, 2019a).

E-Safety

Majority of our students use mobile phones, tablets and computers at all times. We acknowledge that many students have unlimited access to different types of networks. They access the networks to have fun, to be entertained, to communicate and educate themselves. However, we understand that there are people that use these technologies to harm our students. Some harms can be from sending hurtful or abusive texts and emails, engaging students in sexually harmful conversation, webcam photography or face to face meetings.

Also, cyber bullying by students via texts and email will surely be treated as any type of bullying and this will mean the Safeguarding and Child protection Policy, the Code of conduct and procedures will be administered.

Chat rooms and social networking sites are the obvious sources of poor and harmful behaviour and students are not allowed to have these access in school. At home, students will get any opportunity to access the group chats or social networking sites. However, the school will make every effort to sensitise or educate students about associated risks they put on themselves.

Opportunities to teach safeguarding as part of the school's curriculum will be covered during PSHE lessons.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Everyone who works with children has a responsibility for keeping them safe. No single member of staff should have a full picture of a child's needs and circumstances and, if students and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding is everyone's responsibility in our school.

Safeguarding concerns might arise in a variety of ways. Information might be received from a concerned friend, or another child. Staff may become concerned by direct observation, general chatter, or the behaviour of a colleague, or a child's parent. Information might also be received from an internet user. Changes in a child's appearance or behaviour might trigger concerns or unusual physical injuries to a child may become noticeable. It is important to note any patterns of indicators, which on a one-off basis may not be felt to be serious, but which in aggregate could be indicative of an underlying concern.



Early help

Early help means providing support as soon as a problem emerges at any point in a student's life. In the first instance staff should discuss early help requirements with the DSL who will determine a course of action in accordance with the threshold criteria,

Where a child would benefit from coordinated early help, an early help assessment should be arranged, and staff may be required to support other agencies and professionals in such early help assessment.

- Providing early help is more effective in promoting the welfare of children than reacting later.
- Staff must provide support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.
- Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

All staff should know the early help process, and understand their role in it. This includes:

- Identifying emerging problems and needs;
- liaising with the DSL;
- sharing information with the professionals to support early identification and assessment;
- Acting as a lead professional in understanding an assessment of the need for early help, in some cases.

Response to the child and information-gathering

Abuse is rarely disclosed explicitly by children themselves. When they do, it is essential that they are listened to and taken seriously and that their disclosure is treated discretely and sensitively. If a child (either as a victim or as a third party) asks to speak with a staff-member about anything relevant to safeguarding concerns, they should never be promised confidentiality, nor told that the secret will be kept. The staff-member should listen sympathetically and carefully right to the end of what the child has to say. Even if it is not immediately, the child may have been struggling with this decision for days or weeks, and may have had to summon up tremendous courage to come forward.

Therefore, however uncomfortable the details, the child should not be stopped mid-account nor be told that they need to speak to someone else. Notes should not be taken while the child is speaking, as this can put unhelpful pressure on the child by formalising the situation.

As a fundamental principle children should be given a fair hearing and taken seriously. Even if the staff-member suspects the child's disclosure is implausible, fanciful or malicious, they should continue to listen carefully, without betraying any hint of scepticism or asking any leading questions. It is not the role of the school or the DSL to investigate allegations of abuse. It is their role simply to gather sufficient information to be able to make a preliminary decision about how to proceed. For this reason alone, staff-members listening to disclosures from children can, when necessary, gently ask questions for basic clarification of the facts such as "what?", "when?" and "where?". However, they should be careful not to invite the child to speculate about motive as this might undermine any criminal investigation, and can prejudice outcomes.

For instance, if a student tells a member of staff what s/he knows about or have been a victim of student abuse or neglect, the member of staff should:

- Allow the student to speak freely and remain calm. Do not interrupt the student or be afraid of silences.



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- Provide reassurance by nodding and using appropriate words like 'I am so sorry this has happened to you', or 'You are doing the right thing in talking to me'.
- Avoid saying things like 'I wish you had told me about this earlier' or 'I cannot believe what I am hearing'.
- Limit questioning to the minimum necessary for clarification, 'Can you tell me more about that please?' or 'Where exactly did this happen?'. Avoid leading questions such as, 'Has this happened to your siblings?'
- During discussion, tell the student that the matter will be referred in confidence to the appropriate people.
- Promises of confidentiality should not be given to that student.
- Tell the student what will happen next. The student may want to accompany you to see the DSL, otherwise let the student know that someone will be in touch.
- Seek support if the student still feels distressed.
- Take great care when handling such situations.
- No staff-member is in a position to tell a student not to speak to the parents.
- The DSL must be consulted if the staff-member is in any doubt.

At the end of the disclosure, the staff-member should reassure the child that they have done the right thing, and offer a guarantee that the information will be taken seriously. The child should be advised not to discuss the matter with anyone else for the time being, and be reassured that the matter will be dealt with by experienced, caring people who operate with the greatest discretion. The child should also be advised that they will be kept informed of the progress of the disclosure, and their wishes and feelings taken into account in responding to the matter. Clearly, however, the information will need to be passed on, so staff-members should never mislead children by telling them that the secret will go no further.

As soon as possible, the staff-member should write a comprehensive note of all that has been said, using the child's words as much as possible. The note should be signed with a time and date, and passed on as detailed in the next section below. Beyond this strict channel of communication, confidentiality must be maintained.

Next steps – notification, consultation and reporting

If staff members have any concerns about a child (as opposed to a child being at risk of abuse or in immediate danger – see below) they will need to decide what action to take. Where possible there should be a conversation with the DSL to agree a course of action, although any staff member can refer their concerns to the Department of Social Welfare directly, in which case they must inform the DSL as soon as possible. Please note the explicit reporting obligation for cases of female genital mutilation (FGM). If a teacher in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

In all cases of referrals, the DSL should make a decision within one working day of a referral about what course of action they are taking, and must let the referrer know the outcome. If early help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

Staff should follow-up on a referral if appropriate information is not forthcoming. Thereafter they should press for reconsideration if the child's situation does not appear to be improving.

In cases where a child is in immediate danger or at risk of harm and in all suspected cases of abuse action must be taken immediately. Details must be given to the DSL without delay. The Head must



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also be notified immediately. Staff should not wait for a disclosure. If they have concerns, they should discuss them with the DSL early, and not wait for concerns to escalate. Where the child requires urgent medical treatment, arrangements should be made to take them to hospital.

Within 24 hours, the DSL will consult with:

1. Department of Social Welfare⁷
2. The Police

Taking into account the nature, content and context of the allegation, the DSL will agree a course of action with the relevant parties in accordance with Local Safeguarding Children Board (LSCB) policy and guidance.

The DSL will enter into a preliminary discussion with the parents, but only if there is no risk to the child of further harm resulting from this action. The DSL should seek to ascertain any possible additional information or explanations of the indicators which have given rise to a suspicion or allegation. These discussions are exploratory, and the DSL should be careful not to prejudice the outcome of any potential multi-agency investigation.

Confidentiality

It is extremely important that when an allegation is made, our school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Notifying Parents

Marina International School will normally seek to discuss any concerns about a student with the parent/s. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying the parents could increase the risk to the student or exacerbate the problem, then the advice will first be sought from the Children's social care.

Marina International School restricts the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the school where that identification would identify the teacher as the subject of the allegation. The reporting restrictions apply until the point that the accused person is charged with an offence, or until a relevant authority publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

Staff are informed that every adult working with the school must respect the need for confidentiality within the school. Staff should refrain from discussing personal matters or behaviour of a student or other staff member openly without consent either during the break periods or outside the school. Staff members are advised to comply with these regulations always.

Staff should never guarantee confidentiality to students or adults wishing to tell them about something which may not be in the best interests of the students.

Record keeping

All concerns, discussions and decisions made, the reasons for those decisions, and any actions taken,



should be recorded in writing. If in doubt about record keeping, staff should consult the DSL.

Allegations against members of staff

If the disclosure, or other evidence, reveals possible concerns about any staff members (including the Head, it is important that no discussion should take place with the individual concerned until the DSL agrees to this course of action, after considering the welfare of the child. Guidance on how such an allegation should be handled can be found in Appendix 6.

Resolution of allegations

Every effort should be made to resolve alleged cases of abuse so that they are not left open to widespread speculation which can be damaging for all parties. The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

Following through on a concern

Although it is usually not possible to discuss child protection cases in full, a member of staff who has passed on information to the DSL should expect an acknowledgement and a brief and confidential update on progress or outcome. Members of staff who are dissatisfied with the manner in which concerns have been handled, or believe that a child is still at risk and continuing to suffer, are at liberty, and indeed are obliged to contact the Department of Social Welfare themselves, challenging other agencies and professionals regarding their actions (or inaction) as appropriate.

Conflicts of interest

All adults who work within an educational context have a duty to report promptly any concerns or information about possible child abuse, whether those responsible are thought to be other children, adults, or colleagues. Our commitment to the paramount importance of the welfare of the child means that in both principle and practise it takes precedence over any other concern, relationship or reputation. Pupils cannot be expected to raise concerns if they are aware of staff failing to do so. Those who do not report information quickly could put children at risk and bring the school into disrepute, and may face disciplinary action.



Appendix 1

Categories of Abuse and Harm Including first line responses

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Similarly, all staff should be aware that safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse, such as bullying, gender-based violence, sexual assaults and sexting. In addition to this Safeguarding policy, staff should also consider the provisions of our Anti-bullying policy. If staff are unsure as to how these policies work together they should seek guidance from the DSL.

Despite these overlapping realities, it is helpful to give some definitions of types of abuse and harm.

Physical abuse (includes female genital mutilation 'FGM')

Emotional abuse

Sexual abuse (includes child sexual exploitation 'CSE')

Neglect (includes 'children missing from education')

'Honour based' violence

Risk indicators of child abuse are included in Appendix 2 and 4

Physical abuse

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, excessive physical constraint, or otherwise causing physical harm to a child. It may involve consumption of drugs or alcohol. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Staff are reminded that children who have been physically abused will often go to some lengths to hide or cover-up their injuries, for example by wearing long clothing even in hot weather.

Physical abuse also includes female genital mutilation (**FGM**), which is an extremely harmful practice and is illegal in The Gambia. Despite being an embedded practice in some cultures, FGM is not a matter which can be decided by personal preference. Staff must be alert to the indicators that a child may be at risk of FGM, and must refer any suspicions to the DSL.

Emotional abuse

Some level of emotional abuse will generally occur in all types of maltreatment. It may be defined as the persistent emotional maltreatment of a child such that it will cause severe and adverse effects on the child's emotional development. It may involve a relationship with an adult which is inappropriate or grossly inconsistent; the persistent denial of love and affection; conveying that a child is worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate, or making them feel stupid. Children also suffer if they are persistently shouted at, or used as scapegoats.



Emotional abuse may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, such as the observation of serious bullying, or domestic violence, or exposure to extreme horror or violence through audio-visual media. It may involve being a victim of serious bullying (including online or 'cyberbullying'), causing the child frequent feelings of humiliation or fear for their safety.

This category of abuse may also involve the moral, economic, or ideological corruption of children. Such corruption could be for the purposes of gratification or criminality, or it might be ideologically motivated, for example through a child's exposure to propaganda promoting extremist views.

Sexual abuse

Child sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in the production of sexual images, 'sexting'⁹, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is **an imbalance of power in the relationship**. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

It is an abuse of a position of trust, for a member of staff to 'groom' or engage in sexual activity with a pupil. The consent of the young person (or the agreement of a parent) is irrelevant. Furthermore, a relationship between a member of staff and a pupil, or a recent former pupil, is also deemed inappropriate, and will lead to questions about that member of staff's suitability for work in an educational context.

Signs of sexual abuse displayed by students may include:

- Pregnancy;
- Sexually transmitted infection;
- Pain, itching, bleeding, bruising, discharge to the genital area/anus;
- Urinary infections, sexually transmitted diseases;
- Difficulty walking or sitting, or persistent sore throats;



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- Overtly sexual behaviour at appropriate times or ages.

Neglect

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Honour based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) and forced marriage.. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the DSL.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate the safeguarding procedures described in this policy, using existing national protocols for liaising with the police and the Department of Social Welfare.



Appendix 2

Risk indicators of child abuse

Physical Abuse:

- Injuries, bruises, burns, bite marks which are unexplained or implausibly explained ·
- Repeated injuries or requests to be excused through injury, illness
- Fear, watchfulness, over-anxiety to please
- Reluctance to get changed for sports etc.

Sexual abuse

- Comments about sexual activity
- Sexual knowledge, comments, behaviour inconsistent with a child of that age ·
- Unexpected reaction of fear or wariness to people
- Repeated urinary or genital infections
- Pregnancy/sexually transmitted diseases
- Genital trauma

Emotional abuse

- Withdrawn, anxious behaviour, lack of self-confidence. Mood swings.
- Challenging/disruptive/aggressive behaviour which is inconsistent with previous experience of the child
- Self-harm and eating disorders
- Demanding or attention-seeking behaviour
- Unwillingness to communicate. Secretive and reluctant to share information ·
- Repetitive, nervous behaviour such as rocking, hair twisting or pulling

General indicators of abuse or neglect

1. Poor attendance or frequent absences which are implausibly explained
2. Deterioration in educational progress
3. Parents show little interest in a child's performance or behaviour and are non-responsive or dismissive to professional concerns.
 - The child's clothes are often dirty, scruffy or unsuitable for the weather
 - No one seeks medical help when the child is ill or hurt
 - Poor hygiene (smelly, dirty)
 - The child is left alone with unsuitable carers
 - The child is thin, pale, lacking in energy
 - The child talks of running away
 - Evidence of alcohol or other substance abuse
 - Unexplained gifts of money

Please note: this is not a comprehensive list. Staff should consult with the DSL if in doubt about any symptoms which might be indicative of abuse.



Appendix 3

Allegations of abuse by staff

While considerations of child protection must always be paramount, reasonable care must also be taken to safeguard staff against the effects of false and malicious allegations. However, if it is suspected or alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child; or · possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child in a way that suggests the staff-member might pose a risk of harm if they were to work regularly or closely with children;

then the matter must be brought promptly and confidentially to the notice of the DSL.

It is entirely possible that a person making an allegation or disclosure which involves a work colleague will judge that the information is of a nature sufficiently grave or confidential as to warrant bypassing the DSL and informing the Head directly. What is important is that, one way or another, the Head receives the information immediately.

If the DSL is the subject of the allegation, then the Head will of course need to be informed directly. If the Head is the subject of the allegation, then the nominated lead Governor must be informed. See below for clarification of communication with the alleged abuser.

Communication with the alleged abuser

The staff-member should not be told of the allegations until the DSL agrees to this course of action, after considering the welfare of the child. The expectation is that in most cases the employee will be immediately informed of any allegations, but in the case of alleged sexual abuse, (or other rare cases requiring special action to protect a child), the DSL will ask for a delay in informing the alleged perpetrator to ensure that the child is protected, and evidence secured. Such delay should be kept to an absolute minimum, and in such cases a week would be regarded as a long time, unless there are special circumstances.

Communication with outside parties

The DSL (or Head/Governor), if the allegation compromises the DSL or Head/ will contact the Department of Social Welfare within 24 hours if and when it is believed that a member of staff has behaved in a way that has or could have harmed a child, or possibly committed a criminal offence against a child, or conducted themselves in such a way as to suggest they are not suited to working in an educational establishment.

The DSL/Head/Governor will coordinate any investigation with the Department of Social Welfare, the police and any other agencies that are involved, and will act as a channel of communication with the school. It would normally be the case that in the event of an allegation against a staff-member which is likely to require full operation of the Child Protection Procedures, there will be an inter-agency planning meeting, to which the Head/Governor will be invited, and which will determine the appropriate action.



Suspension

If a matter is referred for formal investigation under the Child Protection procedures, consideration should be given to suspending the employee until investigations have been completed. Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended must be informed immediately for the reason for suspension. A member of staff suspended in such a context must not remain on the school premises.

If the case is not referred under the Child Protection arrangements, but in the professional opinion of the Head further action is necessary, then the allegation will be investigated under the disciplinary/complaints procedures. Clearly any case of striking or otherwise physically chastising a child is at first sight a reason for disciplinary investigation, not least because corporal punishment (including the threat of using it) is not allowed in the school.

At any stage in the process, as soon as it becomes clear to the Head that the conduct of the employee could be regarded as gross misconduct (i.e. conduct which if proven goes to the root of the contract of employment), then it is important that the employee is suspended. If this is not done, it could undermine the case for dismissal, because the employer has not immediately treated the alleged conduct as so serious as to require suspension. Clearly the decision on suspension will only be made once it is established there is a case to be investigated. So such action will only follow the initial gathering of the facts to determine that the alleged misconduct could have occurred, and that there is evidence which needs investigation. It must be re-emphasised that taking such action does not imply any finding of guilt.

Support for the member of staff

The Head must ensure that the member of staff is provided with the opportunity for personal support by someone who is not involved in pursuing the allegation. This should be additional to ensuring the employee has the opportunity to contact their legal representative.

Resolution of the investigation

Every effort should be made to resolve alleged cases of abuse so that they are not left open to widespread speculation which can be damaging for all parties. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file, and a copy provided to the person concerned.

If the allegation is substantiated, and the member of staff resigns or is asked to leave the on the grounds that he or she has caused harm, engaged in criminal behaviour, or is otherwise no longer considered suitable to work with children, then school will not enter into settlement or compromise agreements, and will refer to substantiated allegations in any reference provided for employment involving children or vulnerable adults.



Appendix 4

What to do if a child approaches you to discuss allegations of abuse

Any member of staff who has contact with children may be approached by a child who needs to talk about something in confidence. Here are some basic principles to follow if this happens to you.

What to do	What not to do
Stay calm	Do not panic. Do not over react. It is extremely unlikely that the child is in immediate danger.
Listen, hear and believe Only ask Who, What, Where and When	Do not probe for more information. Avoid leading questions. Questioning the child may affect how the disclosure is received later on.
Give time to the person to say what they want	Do not make assumptions. Do not paraphrase or offer alternative explanation or suggestions
Reassure and explain that they have done the right in telling. Explain that only those professionals who need to know will be informed	Do not promise confidentiality to keep secrets or that everything will be okay (it might not)
Act immediately in accordance with the procedure in the Safeguarding and Child Protection Policy	Do not try to deal with it yourself
Record accurately in writing as soon as possible what was said and without personal comment	Do not make negative comments about the alleged abuser. Do not make personal observations. Do not make a child repeat a story unnecessarily
Report to the Designated Safeguarding Lead only	Do not 'gossip' with colleagues about what has been said to you

It is the duty of anyone who works with children at Marina International School to report any suspicions or disclosures of abuse. This includes teachers, teaching assistants, kitchen and lunch staff, office staff, peripatetic staff, security staff, ancillary staff and Temporary Teachers and Volunteers. It is not for the individual member of staff approached to decide whether or not a suspicion or allegation is true. All must be taken seriously and dealt with according to the policy and procedures laid down at Marina International School.



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Appendix 5

MARINA INTERNATIONAL SCHOOL Pastoral Care Concern Sheet

Pupil's Name: Child's Year Group: Class:
Name of the person reporting: Position:
Details of incident/concern/disclosure: (what was said, observed and reported)
<u>Action Taken</u> (what did you do following the incident/disclosure/concern)



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Any other relevant information:

Signature:

Date:



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Appendix 6

Confirmation of receipt of safeguarding and child protection policy

Name: —————

Date of joining school: —————

Post: —————

Date of induction: —————

Name and designation of staff member responsible for induction:

—————

—————

—————

I confirm that I have received and read the school's Safeguarding and Child Protection Policy.

I have been made aware of my duty to safeguard and promote students' welfare and the procedure for reporting concerns about a student has been explained to me.

Signature: —————

Email address: —————

Mobile number/s: —————

Date: —————



Appendix 7

Guidelines for Visitors to Marina International School

Welcome to Marina International School.

This information booklet is designed to help you understand the measures in place to protect your health, safety and security and that of the children during your visit to our school. Please read these guidelines carefully and have a safe visit to the school. If you require any assistance during your visit, contact the office or speak to the nearest member of staff.

Health and Safety (Visitors consumption)

Our school aims to provide a safe and healthy working environment. All activities must be performed with due concern for safety. As a visitor you have a legal responsibility to care for your own and others' health and safety. Please report any concerns regarding health and safety to the school office.

We ask you not to:

- Smoke in the building or in the grounds as we are a no-smoking school ·
- Talk to the children (our students are asked not to talk to strangers)
- Leave equipment around
- Play music

If you have any problems, please speak to the school office or the site supervisor.

Safeguarding Children

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff, visitors and volunteers to share this commitment. All visitors are expected to share this commitment and should comply with the following principles: ·

Treat all children with respect, equality and dignity

- Always put the welfare of the children first
- Ensure you fully comply with arrangements for supervision when in the school, including the provision of identity documents if asked to provide them
- Remember that children look to adults as good role models, so language and actions are always important

If you have any concerns regarding the welfare of a child, please report this immediately to the Deputy Head (Pastoral), or the Head .



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Appendix 8

For completion by Designated Safeguarding Lead (DSL)

Action Taken:	
Rationale for decision making/actions taken:	
Outcome of action taken:	
Feedback given to person reporting the concern:	
Print Name:	
Signature:	Date:

Check for DSL

- ☐ Concern described in sufficient detail?
- ☐ Distinguished between fact, opinion and hearsay?
- ☐ Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ☐ Jargon free?
- ☐ Free from discrimination/stereotyping or assumptions?