



Maadi British International School Child Protection and Safeguarding Policy

Rationale

Maadi British International School Mission Statement

'Learning for Life...'

Maadi British International School provides students with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where students, teenagers and adults are:

- *Successful learners*
- *Confident, cooperative and responsible leaders*
- *Flexible and resilient*
- *Honest and trustworthy*
- *Responsible, caring global citizens*

MBIS is committed to safeguarding and promoting the welfare of students and young people, from Pre-Foundation to Year 11. We expect all staff (teachers, learning support assistants, administrators, clerical and support staff, Governors) to share this commitment in their attitudes and actions. Such a commitment has no physical limits. Parents are made aware of the policy: it is on the school website and features in the MBIS Parent information sessions programme. The policy will be amended and improved, without delay, in the light of experience.

Safeguarding & Promoting Welfare and Child Protection

Safeguarding and promoting the welfare of students is defined for the purposes of this policy as:

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children*
- *taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.*

Source : [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/723442/Working_together_to_safeguard_children_2023.pdf)

Child Protection and Safeguarding Policy

1. Introduction

1.1 This policy is based on best practice in UK and comparable British international schools and in line with benchmark publications on Child Protection: *“Working Together to Safeguard Students - WTTSC” (2023)*, *“Framework for the Assessment of Students in Need and their Families” (2000)*, *“Keeping Children Safe In Education” (2025)*. A copy of part 1 of KCSIE can be found here:

[KCSIE 2025 Part 1 \(July ‘for information’ edition\)](#)

This policy is also in accordance with all Egyptian laws and regulations on child welfare and child protection. The policy builds on Article (80) of the Constitution of the Arab Republic of Egypt (2014), which states that “The State shall provide students with care and protection from all forms of violence, abuse, mistreatment and commercial and sexual exploitation.” In the absence of specific statutory provision on safeguarding and local government agencies, the school will work with local non-governmental agencies in the area of child welfare and child protection.

1.2 This policy has been prepared in consultation with the Senior Leadership Team and the Board of Governors at MBIS. The Board of Governors will review the policy on an annual basis and the efficiency with which safeguarding duties have been carried out. The review should involve knowledge of any live cases and how the policy was applied to them.

1.3 The Board of Governors takes seriously its responsibility to safeguard and promote the welfare of students; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support students who are suffering harm, students in need and students at risk. The designated Board member for Safeguarding is James Pursey.

1.4 We recognise that all adults, including staff and Board members, have a full and active part to play in protecting students from harm, and that the child’s welfare is our paramount concern. Wherever the word “staff” is used, it covers ALL staff on site, including support staff working with students. To this end, this policy has been simplified and translated from English to Arabic and Safeguarding training has occurred with all ancillary staff (includes site staff such as cleaners, security, and bus drivers/bus monitors). Staff sign an attendance register to show they have attended.

1.5 All staff have a duty to promote a caring, protective and safe environment that fosters the social, physical and moral development of the individual child.

2. Aims

The aims of this policy are:

2.1 To support each child's development in ways that will foster security, confidence and independence.

2.2 To provide an environment in which all students and young people feel safe, secure, valued and respected, and also to feel confident, to approach adults if they are in difficulties believing they will be effectively listened to.

2.3 To raise the awareness of all staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.

2.4 To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.

2.5 To emphasise the need for good levels of communication between all members of staff.

2.6 To develop a structured procedure within the school, which will be followed by all members of the school in cases of suspected abuse. This means that any disclosure or suspicion of abuse will be reported to the Designated Safeguarding Lead, who is in turn responsible for informing the Heads of Primary/Secondary and the Head of School. Where there is reasonable cause that abuse has been suspected, the Head of School will ensure that the Chair of the Board is informed and that relevant external agencies are contacted as soon as practicable.

2.7 To develop and promote effective working relationships with other local, welfare agencies, specifically the inter-agency Safeguarding committee in 6th October City and the NGO organisation "Safe" (affiliated to the Ministry of Social Affairs) and The National Council for Childhood and Motherhood (NCCM) – Helpline number 16000.

2.8 To ensure that all adults within the school who have regular access to students have been checked as to their suitability.

3. Procedures

3.1 Our school procedures for safeguarding students have been prepared in accordance with DFE guidance. As such, we ensure that:

3.2. All members of the Board of Governors understand and fulfil their responsibilities.

3.3 We have Designated Safeguarding Leads in the school. The Designated Safeguarding Leads (DSL) have undertaken relevant Safeguarding training, updated every two years. The DSLs in the school are the Heads of Primary and Secondary.

3.4 All members of staff are provided with relevant Safeguarding Awareness information, to develop their understanding of the signs and indicators of abuse, along with individual responsibilities. Training of school staff (full and part-time) occurs every three years. The annual induction programme covers the child protection policy and procedure for all new staff, it also includes a copy of part 1 KCSIE. Volunteers are provided with a copy of the Code of Conduct.

3.5 All members of staff and the designated Board member are advised on how to respond to 'Disclosures or Concerns' through relevant training. (Appendices 4 & 5)

3.6 All parents are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the school's Safeguarding Policy. Parents have access to the policy on the school website and are made aware of its impact at Parent Workshops.

3.7 We ensure the suitability of external adults (e.g., ASA providers, peripatetic music teachers, cafeteria staff, etc.) working with MBIS students on school site at any time, with the relevant checks. The Head of School will insist that checks are carried out in advance or deny permission for use of school facilities.

3.8 Community users organising activities for students must present evidence that they have carried out checks on staff. Failing this, the Head of School will insist that checks are carried out in advance or deny permission for use of school facilities. The Head of School directs staff (e.g. PE Teacher) to ensure that necessary checks have been carried out for PE fixtures etc. away from school. Where non-MBIS parents are hosting our students, the school seeks assurances that safeguarding checks are being made by partner schools.

3.9 We ensure that our selection and recruitment of teachers includes checks for their suitability with the International Child Protection Certificate (ICPC), together with a requirement of a local police check from their current country of residence, if they are not based in the UK. All teachers will be required to have the following checks: ICPC and local police check (where necessary); minimum of 2 references (including current employer), copy of passport or identity card, self-declaration of medical fitness; up-to-date CV. Where staff are sourced from non-UK areas, equivalent checks will be made as stated above and recruitment agencies will be expected to perform DBS style checks and referees will be asked to comment explicitly on a candidate's suitability vis-à-vis safeguarding matters. Members of the Board of Governors are also suitably screened.

3.10 We ensure that any member of staff found not suitable to work with students will be reported to the appropriate bodies i.e. Egyptian Visa Department, the Independent Safeguarding Authority, the Disclosure & Barring Service and the Department for Education, British Schools in the Middle East and the Association of British Schools Overseas. This will occur as soon as possible and/or within one month of them leaving the school.

3.11 Our procedures and the way they have been implemented are reviewed annually by the Board.

3.12 The names of the DSLs are clearly posted in the staff room and in posters in key areas around the school (see Appendix 6 – School Safeguarding Team' poster)

3.13 All members of staff are given a copy of our Safeguarding Policy and KCSIE 2025, with the DSLs' names clearly displayed, as part of their induction into the school, and on an annual basis thereafter. All staff are required to complete the Safeguarding quiz as recognition of their completion of the training each year at the start of the school year.

3.14 All teaching and learning support staff complete online training regarding safeguarding using EduCare as part of the wider training on safeguarding.

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

3.16 The designated Board Member and Head of School will contact local welfare agencies, if necessary, (including the appropriate law enforcement agency) within 24 hours of a disclosure or suspicion of abuse. [Police Tel: 122]

4. Recognising abuse *(for more detailed information, please see Appendix 2).*

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm (for example by leaving a small child home alone or leaving knives or matches within reach of an unattended toddler). Abuse may be committed by adult men or women and by other children and young people. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Internet abuse is a growing concern and schools should be vigilant to this.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. All staff should be aware that abuse, or safeguarding issues, are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

4.1 Physical abuse

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

4.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's psychological state and emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or

'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may

involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.3 Sexual abuse

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

4.4 Neglect

Neglect is 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.

This form of abuse may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The above categories are identified by the NSPCC.

4.5 Mental Health.

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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the child referred to the DSL. MBIS has separate policies that cover Mental Health and Wellbeing, Self harm and Suicidal ideation.

4.6 Further Specific safeguarding issues

All staff should have an awareness of safeguarding issues-some of which are listed and not limited to the below:

- bullying including cyber bullying, see below
- children missing education
- child missing from home or care.
- child sexual exploitation (CSE) and child criminal exploitation (CCE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage

- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- 'missing children and adults' strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting

Sexual violence and sexual harassment

- trafficking

All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Staff should be clear as to the MBIS policy and procedures with regards to child-on-child abuse and this can be found in the MBIS Child-on-Child Abuse Policy.

5. Responsibilities

5.1 The Head of School is responsible for the appointment, liaison and monitoring of DSLs. This will include periodic review, to ensure that effective training has occurred.

5.2 The senior Designated Safeguarding Lead is responsible for:

- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and are kept separate from pupil records. Such records include concerns passed to the DSL.
- Ensuring that an indication of further record-keeping is marked on the student's records.
- Liaising with other colleagues.
- Ensuring that either they or the class/form teacher attends relevant case conferences with other agencies and provides a report which has been shared with the parents (if appropriate).
- Organising Safeguarding training for all school staff.
- Providing, with the Head of School, an annual report for the Board, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Board members; the number and type of incidents/cases, and the number of students on file (referred to anonymously). This information will be used by the Board in conducting its annual review of the policy, procedures and operation.
- Ensuring staff are aware of the policy and have signed to this effect.
- Liaising with local safeguarding agency, namely 'National Council for Childhood and Motherhood' to: source updates on local regulations and requirements, seek advice and support from an expert, local agency. Telephone: 16000.

What school staff should do if they have concerns about a child

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately. See page 22 for a flow chart setting out the process for staff when they have concerns about a child. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

Options will then include:

- managing any support for the child internally via the MBIS pastoral support processes.
- making a referral to external services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local agencies. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

6. Supporting Students

6.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

6.2 We recognise that MBIS may provide the only stability in the lives of students who have been abused or who are at risk of harm.

6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.4 MBIS supports all students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst attempting to counteract aggression and bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of students.

6.5 MBIS has a duty to support all students. This may mean that the school will need to make accommodations in order that students can access the curriculum.

Confidentiality

6.5 The Head of School or DSL discloses any information about a pupil to other members of staff on a need-to-know basis only, and in accordance with relevant DFE guidance 3" which is updated annually.

6.6 All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard students.

6.7 All are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In addition, staff are aware that leading questions must not be asked of students, as this could affect the reliability of statements made.

7. Supporting Staff

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

7.2 We support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate, and this is outlined in the annual school training.

7.3 Designated Safeguarding Leads have regular meetings to discuss safeguarding cases in the school which act as supervision and support for key staff.

7.4 Safeguarding information and updates are sent out on a regular basis (at least every two months with the School Safeguarding Update, or as and when required due to trends/patterns or developments globally/locally).

8. Dealing with Allegations of Abuse against Staff

8.1 Procedures for dealing with allegations of abuse against staff are carried out with reference to DFE guidance "*Keeping Students Safe In Education*" 2025 and "[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)" 2023. Members of staff, the Head of School and any other adults are made aware of this guidance, the school's procedures, and other local guidance relating to this issue.

8.2 All school staff should take care not to place themselves in a vulnerable position with a child. Staff must also ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a child (see MBIS Code of Conduct). It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. Specific situations put staff in closer work with students: sports coaching, email or phone communication, school trips. Staff should ensure absolute probity in these specific situations; for example, all communication should always be on a formal level. This includes professional conduct on social networking sites.

8.3 Should a child make an allegation against any member of staff, our paramount concern will be for child safety and wellbeing, and the allegation to be treated in strict confidence.

8.4 If such an allegation is made, the member of staff receiving the allegation should immediately inform the Head of School and the DSL where appropriate. The Head of School on all such occasions will discuss the content of the allegation with the Chairman of the Board and the school lawyer.

8.5 If an allegation is made against the Head of School, the person receiving the allegation will immediately inform the Chairman of the Board, without notifying the Head of School first.

8.6 An allegation of abuse will normally be referred to a Special Board Meeting, involving representatives from the SLT and the Board. This also covers any urgent formal discussion which may occur between the police, social services and SLT members. Should an allegation against a staff member be verified, the school will report the case to the DBS.

8.7 The school has a disciplinary policy based on UK practices. Disciplinary action will be considered in conjunction with discussions at the Special Board Meeting.

8.8 Pending such an investigation students may be sent home, unless other advice is given by the DSL or following a Special Board Meeting.

8.9 Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek advice from the school lawyer, before deciding on the course of action to be taken. Suspension should be viewed as a neutral act by the school.

8.10 In the event of an allegation against the Head of School, the decision to suspend is made by the

Chairman of the Board with advice as in 8.9 above.

9. The Duty to Report Concerns

9.1 We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All staff have a duty to raise confidentially any concerns with the DSL.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

9.3 All staff have a duty to raise concerns related to the abuse of students beyond MBIS e.g. in a situation where a member of staff has allegedly abused a minor who is not a student at MBIS.

10. Physical Intervention

10.1 Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness, the DSL must be informed immediately.

10.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

11. Specialist subject considerations

11.1 PE /Sport/Music

The teacher should only use physical contact if the aim is to:

- develop sports / instrument skills or techniques;
- treat an injury;
- prevent an injury;
- meet the requirements of the sport / instrument.

More widely, all staff will inform the child of any necessary contact they intend to take (e.g. "I am going to move your foot into the correct position" or "I am going to move your hands into the correct position").

12. Bullying and Child on Child Abuse

12.1 MBIS policy on bullying is set out in the MBIS Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes religious, homophobic, racial and ethnic, and gender related bullying, and covers the different means of bullying such as cyber bullying and any other manipulative or coercive behaviour that may be identified as Child on Child abuse..

12.2 Where several students are implicated in an act of bullying against another child(ren), procedures within the school's Anti-Bullying Policy will be applied in the first instance.

13. Prevention

13.1 We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include opportunities across the curriculum, including PSHE, which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

13.6 Training: The DSLs will train every two years. All Staff members will complete the Child Protection in International Schools or the equivalent Refresher training annually. All New members of MBIS staff will be given training through the Safeguarding Policy upon their arrival (responsibility of DSLs).

DSL Last Training Date:

1. Deborah O'Callaghan (Primary DSL) – March 2025
2. Nicholas Rudd (Secondary DSL) – 15.06.2024

14. Health & Safety

The **MBIS Health & Safety Policy**, and the **MBIS E-Safety Policy** detail the measures being taken by the school to promote the health and safety of all students and staff within the school's environment. Procedures for phone, internet and email use and school trips are set out in these policies.

15. Equality and Diversity

Please refer to the MBIS Statement on Equality, and Racial and Cultural Diversity.

16. Policy Review

Any weakness or deficiencies in the policy, uncovered in its operation, will be tackled without delay. This policy is reviewed annually by the Board of Governors.

17. Parent Awareness and Questions

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may need additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are 4 categories of abuse: physical, sexual, emotional, neglect.
- If you think your child may have been abused at school, contact the Designated Safeguarding Lead
- If school staff need to express concerns about a child, it is understood that this can cause distress or anger for the child's parents.
- For parents' enquiries regarding this policy and matters relating to it, please contact: Mr. Nick Rudd or Mrs. Deborah O'Callaghan - Designated Safeguarding Leads.

Reviewed September 2025

This document will be reviewed in September 2026, following the publication of KCSIE 2025

Appendix 1

MBIS Recruitment & Selection Checklist

Planning

Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references.

Vacancy Advertised

Advertisement includes reference to Safeguarding Policy, i.e. statement of commitment to safeguarding and promoting welfare of students and need for successful applicant to produce a clear International Child Protection Certificate and police checks from the country in which they are residing, if it is not the UK.

Applications

Scrutinised - any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing.

Shortlist Prepared and References Sought

Directly from referee on short listed candidates: ask recommended specific questions.

References Received

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

Invitation to an Interview

Includes all relevant information and instructions.

Interview Arrangements

At least 2 interviewers: panel members have authority to appoint: have met and agreed issues and questions/assessment criteria/standards.

Interview

Explores applicants' suitability for work with students as well as for the post N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate **original** documents: copies of documents taken and placed on file; as appropriate applicant completed application for DBS Disclosure.

Conditional Offer of Appointment: pre-appointment checks

Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for all posts a probationary period.

Identify Verified with Copy of Passport and Qualifications Verified on Day of Interview where it is a face-to-face interview. Where the interview is carried out remotely, evidence of passport/qualifications to be sent electronically pending verification. NB All offers of employment are subject to the authentication of these documents.

Health – self-declaration of medical fitness.

Child Protection and Safeguarding Policy to be read and Safeguarding Quiz to be completed. Teaching and Learning Support staff to all complete EduCare training on an annual basis . This is either the Child Protection for International Schools or the Child Protection for International Schools Refresher course, if the first has already been completed previously.

Appendix 2

Definitions and Signs

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

Signs

Physical effects of neglect may include:

- poor muscle tone/prominent joints
- poor skin: sores, rashes, flea bites
- thin or swollen tummy
- poor hygiene, like being dirty or smelly
- untreated health problems, such as bad teeth
- unwashed clothing
- inadequate clothing, like not having a coat in winter

Emotional and behavioural effects may include:

- difficulties with schoolwork
- missing school
- being anxious about, or avoiding, people
- difficulty in making friends
- being withdrawn
- anti-social behaviour
- early sexual activity
- drug or alcohol misuse.

PHYSICAL ABUSE – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs

Physically abused students may have problems with:

- relating to their peers and the adults around them
- instances of overwhelming emotional responses to everyday situations
- academic achievement
- physical development and coordination
- developing friendships and relationships
- aggression and anger management
- depression, anxiety and low self-esteem

SEXUAL ABUSE – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative act such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students 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 students.

Signs

Sexually abused students exhibit a range of behaviours, including:

- Withdrawn, unhappy and suicidal behaviour
- Self-harm
- Aggressive and violent behaviour
- Bedwetting, sleep problems, nightmares
- Eating problems e.g., anorexia nervosa and bulimia nervosa
- Mood swings
- Detachment
- Pains for no medical reason
- Sexual behaviour, language, or knowledge too advanced for their age

EMOTIONAL ABUSE – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs

Emotionally abused students exhibit a range of specific signs. They often:

- appear more withdrawn and emotionally disengaged than their peers
- find it difficult to predict other people's behaviour
- feel unhappy, frightened and distressed
- behave aggressively and anti-socially, or they may act too mature for their age
- experience difficulties with academic achievement and school attendance
- find it difficult to make friends
- show signs of physical neglect and malnourishment
- experience incontinence and mysterious pains.

FEMALE GENITAL MUTILATION

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Teaching staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject.

Signs

A girl or woman may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to embarrassment or fear.

CHILD SEXUAL EXPLOITATION and Child Criminal Exploitation

Child sexual exploitation and Child Criminal Exploitation is a form of child abuse which involves students and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity or criminal acts. Perpetrators of child sexual exploitation and criminal exploitation are found in all parts of the world and are not restricted to particular ethnic groups.

Signs

- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and alcohol
- displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
- they may also show signs of unexplained physical harm such as bruising and cigarette marks.

N.B. All child abuse involves some emotional ill treatment.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example

dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence,⁶ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

STUDENTS GOING MISSING

(See also the MBIS Missing Child policy)

The safety of all students will be given our highest priority. A missing child should be an extremely rare happening. This part of the policy is designed to put into place swift and effective actions to locate any missing child and to notify and involve relevant persons.

Primary School:

- A register is taken at the beginning of the day by the Class Teacher.
- Students arriving after 8.15 am must first report directly to the School Office for late registration. The parents of absent students are contacted by telephone where the absence has not been prearranged or explained that morning.
- Students are escorted from one lesson to the next by the Class Teacher or the LSA. If a child goes missing, this is reported straight away to the Class Teacher and/or SLT. Failure to locate this child should be reported to the Head of School immediately.
- Students (Y1 to Y6) are escorted at the end of the final lesson or the end of their activity to the parent collection point or to the school bus. Foundation Stage students are collected at the end of their final lesson by the parent or nominated carer (from the classroom).
- The Transport Manager and the bus monitors ensure that students are placed on the correct bus.
- There are members of staff on duty to supervise these procedures.

Secondary School:

- A register is taken at the beginning of the day by the Tutors. Students arriving after 8.15 am must first report directly to the School Office for late registration. The parents of absent students are contacted by telephone where the absence has not been pre-arranged or explained that morning.
- Registers are taken at the beginning of each lesson
- Students are dismissed at the end of the final lesson or the end of their activity.
- The Transport Manager and the bus monitors ensure that students are placed on the correct bus.
- There are members of staff on duty to supervise these procedures.

School Trips

- If a child goes missing during an outing or school visit, the teacher in charge must ensure that the remaining students are safely cared for by the other staff and adults. An urgent but thorough search should be made of the immediate vicinity and if the child is not found quickly, the Head of School notified.

Appendix 3 Summary of Procedures:

Do

- React professionally, and remember that you are not carrying out an investigation, (which is a task for specialists).
- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered. Explain that any adult member of staff is obliged to inform the DSL if safeguarding issues are involved, in order that specialist help can be arranged.
- Be available to the child, but gently encourage the child to speak directly to the DSL.
- Explain that only those who have a professional 'need to know' will be told, and if appropriate, measures will be set up to protect the child from retaliation and further abuse.
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused.
- Listen carefully to what the child has to say.
- Allow the child to tell his or her own story, without asking detailed or leading questions.
- Record what has been said on the appropriate form See Appendices 4 and 5 as soon as possible after the conversation. Include date, time, location and make an accurate record of what was said ***in the child's own words.***
- Refer to the relevant Designated Safeguarding Lead.

Do not

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

Appendix 4

Safeguarding Concern Forms (English and Arabic)

Staff, volunteers, and regular visitors are required to complete this form and pass it to Nick Rudd / Deborah O'Callaghan if they have a safeguarding concern about a child / disclosure is made to you in our school.

Information Required	Enter Information Here
Full name of child	
Date of birth (if known)	
Class/tutor group/form group	
Your name and position in the school	
Nature of concern/disclosure <i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i> <i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed – see separate Body Map document]</i> <i>[Make it clear if you have a raised a concern about a similar issue previously]</i>	
Time & date of incident:	
Name and position of the person you passing this information to?	
Your name	
Time and date form completed	
Time form received by DSL	
DSL Signature:	

This record is to be filed securely in the relevant Safeguarding Folder

الموظفون، المتطوعون و الزائرين الدائمين: يرجى استكمال هذه الاستمارة و تسليمها لديبرا او نيك اذا كان لديك اى قلق تجاه حماية الطفل او معلومة بهذا الخصوص فى المدرسة

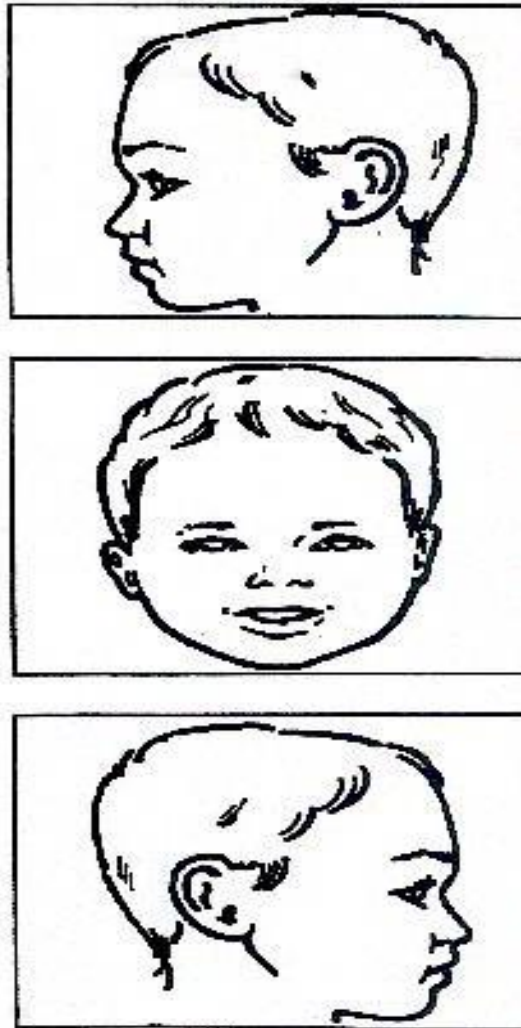
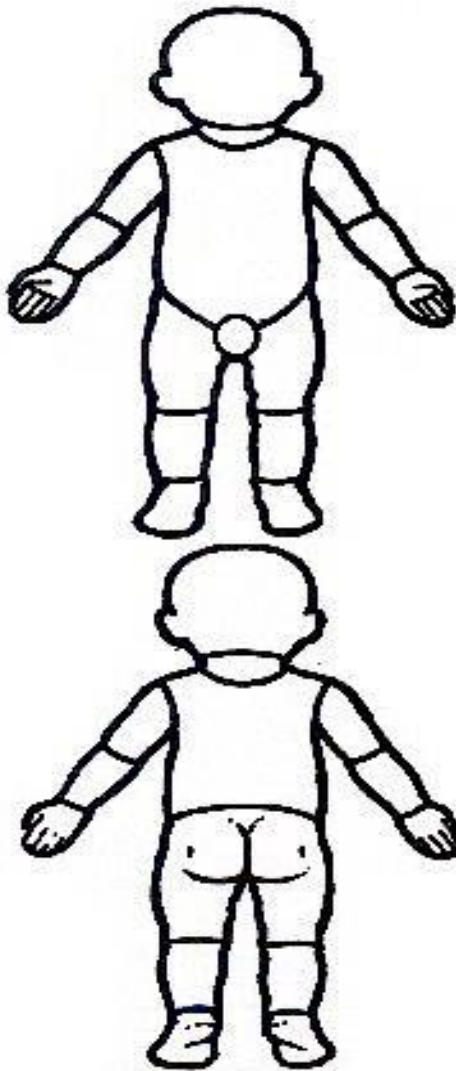
المعلومات المطلوبة	
	اسم الطفل كامل
	تاريخ الميلاد
	الفصل/ اسم المعلم
	اسمك و وظيفتك فى المدرسة
	طبيعة الواقعة رجاء توضيح الأتي: مكانك ، زمن الواقعة؛ ماذا رأيت، تواجد آخرين، ماذا فعل او قال الطفل و ماذا قلت (رجاء التأكد من تسجيل شكل و حجم الإصابة و استكمال خريطة الجسم الموضحة فى صفحة منفصلة) كما يرجى توضيح اذا تم الابلاغ مسبقا عن حالة مماثلة
	زمن و تاريخ الواقعة
	اسم ووظيفة الشخص الذى تم ابلاغه بالمعلومات
	اسمك
	زمن و تاريخ استكمال الاستمارة
	وقت استلام الاستمارة من قبل المختص بالحماية
	توقيع المختص

Appendix 5

Body Maps

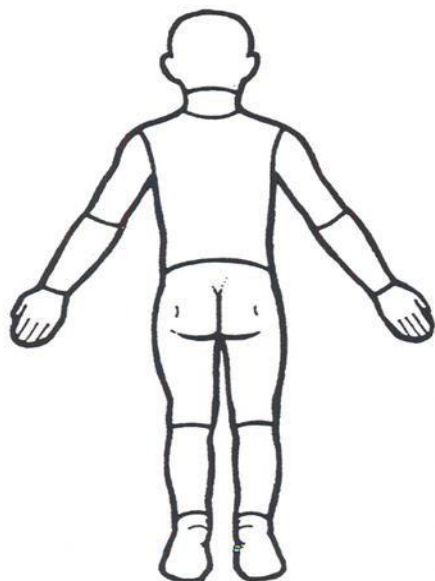
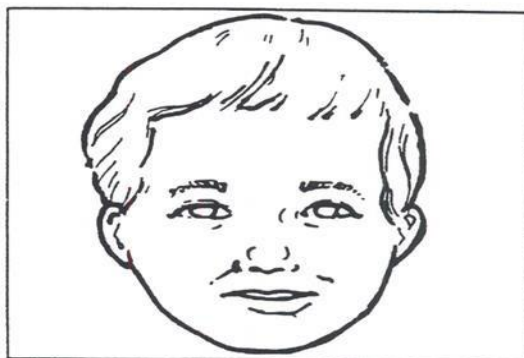
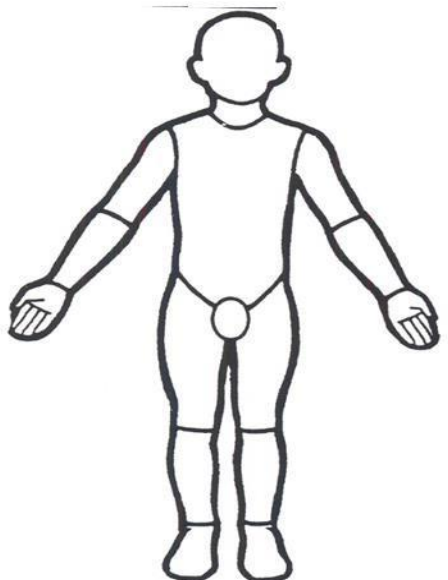
خريطة الجسم لطفل صغير

Young Child



Indicate clearly where the injury was seen and attach this to the referral form

Body Map



Older Child

Indicate clearly where the injury was seen and attach this to the referral form

School Safeguarding Team

WE ARE HERE TO HELP YOU!



Mrs. O'Callaghan
Designated Safeguarding Lead (DSL)
(Primary School)



Mr. Rudd
Designated Safeguarding Lead (DSL)
(Secondary School)



Ms. Stapleton
Deputy DSL
(Primary School)



Dr. Hafez
School Doctor



Mr. Rogers
Head of School



Mr. Henderson
SENCO



Mrs. Macaulay
Deputy DSL
(Secondary School)