

POLICY AND PROCEDURES FOR SAFEGUARDING, PROTECTING, AND PROMOTING THE WELFARE OF OUR STUDENTS

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SECTION 1 – INTRODUCTION AND CONTEXT

1.1 Our commitment and guiding principles

As a part of Nord Anglia Education, H-FARM International School Venezia's (here forward known as H-FARM Venezia) unique Education philosophy is underpinned by our belief and commitment that all our students will be supported to realise their full potential by learning and thriving in the safest possible environment.

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

H-FARM Venezia recognizes that having appropriate safeguarding and child protection procedures does not mean that any risk to our students is eliminated. Rather, we expect that all H-FARM Venezia staff, including all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is actually being harmed and do all they can to reduce further risk or further harm.

We recognise that our school is particularly important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating. Consequently, H-FARM Venezia accept and adhere to these basic principles:

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

Furthermore, we invest in and celebrate six dimensions of student success Throughout their growth journey, our students focus on mastering the six dimensions of success around which our school is built, gaining confidence and becoming the best version of themselves every day. These dimensions guide our approach empowering every student to succeed and thrive in a rapidly changing world:

- Academic success goes beyond grades. It's about engaging students in meaningful learning that they can connect with and enjoy. Our educational approach prioritises creativity, problem-solving, and applying knowledge in real-world contexts supporting our students in achieving their goals.
- Emotional well-being is the foundation for all learning. We aim to create an environment where students feel supported and empowered, even during challenging moments, and can build resilience, emotional intelligence, and self-awareness. True learning happens when you can master your emotions — a powerful skill that shapes every aspect of life.
- Social Success means more than just interacting with others; it's about building meaningful relationships, fostering empathy, and encouraging effective communication. It's the ability to create connections wherever you go — whether in your own neighbourhood or at your future university — helping you feel truly connected to those around you.
- A strong community is built on inclusivity, cultural literacy, and shared responsibility. Our school empowers students to become true change-makers — individuals who inspire others, lead by example, and work to advance communities toward shared goals. Through service projects, multilingual education, and everyday interactions, we create an environment where everyone feels valued and motivated to make a lasting impact.
- Language isn't just a tool for communication — it's a gateway to understanding different cultures and connecting with the world. We approach language learning as a means of cultural exploration and personal growth, ensuring our students can communicate across boundaries and with diverse perspectives, appreciating and honouring diverse cultural habits.
- The world is evolving at an unprecedented pace, and our students must be equipped to adapt to any potential future. Our curriculum goes beyond teaching digital skills — it is crafted to foster technological capabilities, computational thinking, and an innovative, entrepreneurial mindset. By introducing future foresight, we prepare our students to anticipate and navigate a range of possible scenarios, empowering them to confidently meet the challenges and seize the opportunities of the future.

1.2 Aims and Objectives

H-ARM aims to:

- Provide a world-class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.

- Set effective procedures for staff/volunteers or third- party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

1.3 Accountability and Ownership

The Child protection Statement alongside the NAE policy and procedures will be endorsed and adopted at the highest levels. In as much as it is possible within regional regulatory variations these procedures will also be applied to any partner agency with unsupervised access to children and young people through their work with H-FARM Venezia, as well as any contracted organisation working on any H-FARM Venezia school site.

1.4 Definitions

Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully. This includes students that are 18 years of age or older.

Child protection

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

Note: If the school's preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to be identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, these procedures aim to ensure that H-FARM Venezia takes whatever measures are possible to avoid this from happening.

Staff

For this policy, the term "staff" refers to adults who have unsupervised access to students

Contractor

An individual who is directly engaged by an H-FARM Venezia entity to provide a service (e.g., Music tutor, gardener or maintenance engineer).

Partner Organisations/3rd Party Agency/Vendor

An external provider is supplying services to H-FARM Venezia under a commercial agreement (e.g., school bus services or catering services).

SECTION 2 – RATIONALE

2.1 Rationale

Our aim at H-FARM Venezia is to provide the safest possible learning environment for all our students.

Our safeguarding policy and procedures set out the principles and expectations, as well as the processes, which must be adopted by H-FARM Venezia and the organisation as a whole (except where local regulation prevents this). The procedures also describe the steps that are taken in meeting our commitment to safeguarding students, at both school and organisational level. Given our international context, H-FARM Venezia recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). H-FARM Venezia recognises the obligation to protect our students from harm and in particular, the obligation on H-FARM Venezia under the following Articles of the UN convention:

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

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

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

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

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

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

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

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

The 1989 convention has been signed by all UN member states except the United States of America.

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

[UN Convention on the Rights of the Child - UNICEF UK](#)

In addition to Nord Anglia Education's commitment to the UN convention on the rights of the child, Nord Anglia Education has used the UK schools' statutory guidance 'Keeping Children Safe in Education' (September 2023) and the International Child protection standards to benchmark against. This policy and procedures are also underpinned by the UK multi-agency guidance "Working together" (Feb 2019) where relevant.

2.2 Related Documents

This overarching safeguarding/child protection policy and procedures manual should be read in conjunction with other NAE safeguarding-related policies including: the NAE recruitment policy, background checking policy, whistleblowing policy, code of conduct for all employees, NAE guidance for safe working practice, the NAE social media policy, the allegations policy, and guidance from the International Taskforce on Child Protection (CIS).

SECTION 3 – ROLES AND RESPONSIBILITIES

3.1 Organisational and Individual Responsibilities

H-FARM Venezia Senior Management Responsibilities

The Chief Executive Officer (CEO) recognises their ultimate responsibility, as delegated by the board to ensure that all staff across the organisation, including staff in schools as well as staff in regional and central teams understand their obligations to promote and safeguard the welfare of every student.

Members of the Executive Committee of H-FARM Venezia will support the CEO in fulfilling their delegated safeguarding responsibilities, ensuring that all activities undertaken by any team, function, or individual at H-FARM Venezia prioritize the safeguarding and wellbeing of our students.

Specific responsibilities for individual Executive Committee members apply as follows:

- The Chief Operating Officer supported by the Designated Safeguarding Lead (DSL), will take responsibility for and oversight of safeguarding risks, identified as a result of school failings or specific incidents.
- The Head of Human Resources will take responsibility for ensuring that all recruitment, induction and disciplinary processes and allegations management across the organisation follow the latest best practice in safe recruitment and managing allegations against staff. DSL will support the HHR with these responsibilities.
- The Head of School will ensure that schools are provided with up-to-date guidance, training and support to ensure that they meet best practice standards in safeguarding. The Head of School will provide regular reports to all Executive Committee representatives regarding trends in incidents as well as performance of schools with regard to practice in schools and the evaluation process.

3.2 Head of School/Head of Programmes and Senior Management Team Responsibilities (SLT: Senior Leadership Team)

The Head of School/Head of Programmes/senior management team must:

- Ensure that the school's own child protection policy (if different to this NAE document) together with this policy and procedures document and the NAE safeguarding statement are implemented across their school and followed by all staff and volunteers.
- Ensure that the school's child protection policy reflects local arrangements, including local risks specific to the region, agencies and bodies to whom the school must or can liaise in a suspected case of abuse.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that any mandatory element of the curriculum is delivered according to regulatory requirements.

- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Ensure that the school's child protection policy reflects its particular school's geographical location and reflects local arrangements, including identification of any local risks specific to the region.
- Ensure that mapping of local legislation (including clarity on legal duties to report any child protection issue to local authorities etc), guidance and supportive agencies is undertaken and added to the school's customised version of these procedures.
- Ensure that the school's policy identifies those in school with responsibility for safeguarding (i.e., Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs)).
- Ensure that the school has adopted one of the 2 electronic safeguarding software systems approved by NAE, i.e. ISAMs wellbeing manager, CPOMs.
- Ensure that their school has appropriate staff trained to support the wellbeing of students, has accessed ASIST suicide-prevention training, and has completed mandatory safeguarding training from NAE.
- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in these procedures.

The escalation criteria are as follows:

- **Low:** An incident that is deemed to be a one-off, may be upsetting for a student (s) but won't have a lasting impact, is not unlawful, and does not involve any outside agencies or parents. Very little risk of negative publicity
- **Medium:** A situation or incident that has been ongoing and is having a detrimental impact on a student/s and/or caused significant disruption within the school. A student (s) may have missed school because of the situation. Parents and possibly external agencies have become involved. Advice may have been sought from the central Safeguarding team and or local legal services or central services.
- **High:** A serious incident, allegation, or situation which is or could escalate to become unlawful, has or will have a significant detrimental impact on a student or students, is or will be talked about or reported in the local community, nationally or internationally or based on local legal expectations, requires local authority involvement. This must include any situation where a child has been seriously hurt or the issue has been life-threatening, including mental health issues such as attempted suicide or suicides. In these situations, escalation should take place securely asap and the reporting form completed asap afterwards.

Note: If you are unsure about how to categorise an incident, please contact the central safeguarding team for advice.

All High-level incidents will be escalated to Chief Executive Officer, Chief Operating Officer and Head of School.

Categorisation Table A: Category

▪ Bullying ▪ Racist behaviour ▪ Online issues ▪ Trafficking ▪ Criminal exploitation ▪ Sexual abuse ▪ Physical abuse ▪ Mental health ▪ FGM ▪ Missing	▪ Emotional abuse ▪ Drug use ▪ Sexual assault including verbal ▪ Sexual exploitation ▪ Neglect ▪ Involvement in non-mainstream causes or organisations ▪ Attendance below 80% ▪ Teacher Low-level concerns ▪ Teacher misconduct which is related to children or could impact on children. ▪ Other (please describe)
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Important, please note:

SLT needs to ensure that the email system is never used to report or share any confidential or personal information relating to a student either across school or outside school.

3.3 Responsibilities of the Designated Safeguarding Lead (or Deputy) in a school

Our school has identified one named person designated as the Safeguarding Lead (DSL), to support the Head of School and PLT on site. This person will: receive appropriate safeguarding training to equip them to undertake their role: be given sufficient time in the working day to undertake the role and be able to prioritise safeguarding when necessary.

The school's Safeguarding Team is composed by:

- Designated Safeguarding Lead: Ms Sara Casagrande, Head of DP

(sara.casagrande@h-farmschool.com)

- Deputy Designate Safeguarding Lead: Mr. Cristiano Serafin, Head of Pastoral Care Boarding

(cristiano.serafin@h-farmschool.com)

- Safeguarding Team Member: Mr. Emiliano Cori, Head of School
(emiliano.cori@h-farmschool.com)
- Safeguarding Team Member: Ms. Alba Manso, Head of MYP
(alba.manso@h-farmschool.com)
- Safeguarding Team Member: Mr Anthony Hamblin, Head of PYP
(anthony.hamblin@h-farmschool.com)

The designated staff role is guided by two principles:

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

Being guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- Carry out an annual safeguarding evaluation in line with CIS and NAE expectations and return the results in a timely fashion.
- With the Head of Schools and Head of Programmes, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding, child protection and student wellbeing and that everyone follows the laid down procedures.
- Alongside colleagues in other teams across the school ensure that everyone understands their responsibility to safeguard students e.g. ensure that HR only recruit according to safe recruitment best practice or that site managers ensure that the site is safe and secure.
- Access appropriate training in addition to the basic training that all other staff receive.
- Collate, monitor and produce reports on any and all concerns about students.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action. This does not ignore the duties under any mandatory

reporting requirements but can simply complement this requirement. Staff holding the concern would still be obliged to refer this concern to appropriate authorities.

3.4 Responsibilities on all staff (including partner organisations and contractors having regular unsupervised contact with children (where regular is defined as once a week or more)).

All staff will:

- Ensure they are familiar with and follow this safeguarding/child protection policy and procedures and all other safeguarding related policies e.g. Codes of Conduct, guidance for safe working practice etc.
- Be subject to safe recruitment processes and appropriate background checks.
- Be aware of and alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- Follow the procedures outlined in this and any school specific document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding, safe recruitment and on-line/cyber safety and wellbeing/suicide prevention training as well as any other appropriate training identified by the school's DSL and or SLT.
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

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

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Provide written confirmation to demonstrate that where appropriate, all partner organisation staff and contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children) before they commence their role at H-FARM Venezia. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous. Still, it is for the Head of School/Head of Programme/ Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organisations themselves.
- Where partner organisations/contractors do not have their own safeguarding or child protection policy or procedures, H-FARM Venezia will provide a copy of H-FARM Venezia's own statement, policy and procedures and ask partner organisations/contractors to read and follow this. These requirements will be part of any contractual arrangement.
- Follow the guidance laid down in these procedures at all times.

- Be provided with guidance on appropriate safe working practices in an NAE school.

3.6 Low Level Concerns About Staff

A low level concern (LLC) is any concern — however small, or no more than a sense of unease or a "nagging doubt" — that a member of staff, volunteer, contractor, or partner organisation representative may have behaved in a way that is inconsistent with the H-FARM Venezia Code of Conduct and/or NAE guidance for safe working practice, but which does not meet the threshold for a formal allegation or referral to external authorities.

Examples include (but are not limited to):

- Being alone with a student in an unnecessarily closed or private setting
- Using inappropriate language or humour in the presence of students
- Making physical contact that feels unnecessary or excessive
- Communicating with students via personal devices or social media outside agreed protocols
- Showing favouritism towards particular students in a way that causes concern
- Any behaviour that, while not immediately harmful, feels "off" or inconsistent with professional standards

Why Reporting Matters

Low level concerns are not trivial. Individually they may seem minor, but patterns of behaviour can indicate grooming or escalating risk. A culture where staff feel confident to report early is one of the most effective safeguards against harm.

No member of staff will face any negative consequence for raising a concern in good faith, even if that concern later proves to be unfounded.

How to Report

Any member of staff who has a low level concern about a colleague (or any adult with access to students) must report it by sending an email to **both** the Head of School and the Designated Safeguarding Lead at **childprotection@h-is.com**. The email should describe:

- What was observed or heard (factually, in the reporter's own words)
- The date, time, and location
- Any students or other witnesses present
- Why it caused concern

Where the concern is about the Head of School, it should be reported directly to the DSL and to the Group Head of Safeguarding at NAE level.

What Happens Next

The DSL will:

1. Acknowledge receipt of the concern promptly
2. Record it securely within the school's electronic safeguarding system
3. Review it in the context of any other concerns already recorded about the same individual
4. Decide, in consultation with the Head of School, whether the concern: (a) can be addressed through an informal conversation with the individual; (b) requires

monitoring for pattern; (c) has escalated to meet the threshold for formal allegation procedures under Section 7 and the NAE Allegations Policy

Record Keeping and Patterns

All low level concerns will be recorded and held securely, separate from the individual's general personnel file but accessible to the DSL and Head of School. Records will be reviewed periodically to identify any emerging patterns. Where patterns emerge, even if no single concern met the allegation threshold, the DSL will consider whether escalation is now appropriate.

If a staff member about whom a low level concern has been recorded leaves the school, the Head of School will review whether the record needs to be retained and whether it should inform any reference provided.

Self-Reporting

Staff are also encouraged to self-report if they believe their own conduct may have fallen below the expected standard — for example, if they found themselves in an unplanned situation that could be misinterpreted. Self-reporting will always be viewed

SECTION 4 – TRAINING

4.1 Training and Support

Schools supported by colleagues from Central teams will ensure that:

- All staff and volunteers in schools are provided with appropriate general (basic) safeguarding training on joining the organisation and then at least every two years. This training will be available through Nord Anglia University (NAU), as well as face-to-face events and any other approved provider. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- These procedures and other relevant policies are made available in a range of relevant languages.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge.
- All DSLs and deputy DSLs must undertake the NAE higher (level 3) face to face safeguarding training, usually delivered on a regional basis. This training should be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. Schools should hold information on local, regional, or national bodies that may be able to offer direct support in these circumstances.

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

Please note: Unless specifically asked to do so, never carry out an investigation about any suspected abuse before being clear on the legal obligations to referring (or otherwise) to local authorities within your specific country/region where they exist. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

SECTION 5 – ADDITIONAL AREAS OF FOCUS

5.1 Safe Recruitment and Selection

H-FARM Venezia is steadfast in our commitment to ensuring the safety of all individuals working with students. We have stringent recruitment procedures for all staff working unsupervised with children or young people. These procedures include thoroughly scrutinising applicants through interviews and application forms, verifying their identity and qualifications, obtaining appropriate references, and conducting criminal background checks from all countries where the applicant has lived or worked in the last ten years (7 years for applicants from the USA).

Moreover, at least one member of every interview panel at the organisational and school level, who is interviewing for roles involving unsupervised contact with children, must have undergone safe recruitment training. All schools must maintain meticulous records of all the recruitment checks conducted on their staff, including details of DBS checks, criminal records checks from other countries, qualifications, and prohibition order checks.

It is imperative to understand that background checks are obligatory for any adult who regularly has unsupervised contact with students. This includes contractors or third-party vendor staff such as bus drivers, security personnel, caterers, and cleaners.

H-FARM Venezia must conduct a background check on contractors who are directly engaged under an agreement with the H-FARM Venezia entity.

For **Partner Organisation/3rd party vendor staff**, a service agreement and letter of confirmation from the company stating that all staff deployed by the vendor to the school have undergone clear background checks and completed safeguarding training, along with reference numbers as confirmation, is required.

If information is disclosed during the criminal records checking process, a rigorous risk assessment will be conducted before the appointment, considering any cautions, convictions, or soft information.

The Head of School or Head of Human Resources will approve this risk assessment without exception.

5.2 Single central record.

A central record must cover the following:

- all staff/volunteers, including teacher trainees, agency and third-party supply staff who work at the school.

The single central record must indicate whether the following information has been collected and background checks carried out (and appropriate certificates obtained).

The record must also show the date on which each check was completed/certificate obtained and who saw them:

- Start date of employment/ Service Agreement Date
- Role

Identity:

- Name
- Address
- Date of Birth
- Evidence of photo ID, date seen and who checked by. Record what was seen (passport/ driving licence etc). Ideally, schools should also see a birth certificate that matches the photo ID.

Background checks:

- Evidence of qualification, date seen and who they were checked by. Record “no” if qualifications are not needed for the role. Make sure the original certificate proving the qualification is seen and recorded.
- Prohibition order checks.
- Background checks must cover ten years (except in the USA), and all countries lived in over the last ten years, including contractors and third parties with regular unsupervised contact with students.
- When a social media/internet search was undertaken on the candidate (except where this conflicts with local regulations)

Right to work:

- Visa/ Passport, etc – date seen and who checked by

References:

- There should be a minimum of 2 references. References should be followed up by phone or email to confirm the author, with the date of the follow-up recorded.

6.1 Boarding in an NAE school

The aim for all boarding should be that the leadership of the school enable a culture to thrive which is child-centred and which safeguards children's wellbeing and is ambitious for the progress of every child. Monitoring of arrangements and accountability for these arrangements needs to be strong and add value.

To achieve this aim, all schools should be able to demonstrate the following as a minimum but within NAE we do not just want to meet minimum standards so in reality the guidance here should be seen as a start point only as we expect to see premium boarding in premium schools.

How do we achieve our aims:

(This is not an exhaustive list and is drawn from the UK national minimum standards.) We should be looking to not just reach minimum standards but to be leaders in the market and set examples of best-practice student care with any NAE school.

- All schools must have a statement of boarding principles and practice. This statement is available to parents, carers, and staff, is made known to and understood by boarders, and is seen to work well in practice.
- The school's Senior team monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where standards are not being met.
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role and undertake appropriate training as required.
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- The school's leadership and management fulfil their responsibilities consistently and effectively so that the highest possible standards are maintained.
- The school's leadership and management and boarding team actively promote the wellbeing of pupils.
- Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding as well as safeguarding. They use this to ensure that boarders' welfare is safeguarded and promoted.
- The school follows all relevant NAE policies.
- Boarders should never be protected from any form of discrimination characteristics and cultural backgrounds should be respected and understood and taken into account in the care of all boarders.
- Care needs to be sensitive to different needs within an inclusive environment.
- Schools need to create a culture of safety and where students whereabouts are known at all times

6.2 Preventing and Responding to Child-on-Child Abuse in Boarding Settings

The school recognises that child-on-child abuse can occur in any environment and that boarding settings present unique risks due to shared living spaces, reduced overnight supervision, and extended peer interaction. To safeguard all boarders, the school implements the following measures:

- Clear expectations for behaviour are communicated to all boarders upon arrival and reinforced through regular meetings, house guidelines, and individual check-ins.
- Proactive supervision is maintained in all boarding houses, including active staff presence in communal areas during peak times and routine nighttime checks consistent with student age and need.
- Room allocation decisions consider age, developmental stage, known dynamics, past concerns, and any relevant safeguarding information.
- Staff training is provided annually on recognising early indicators of child-on-child abuse; including bullying, coercion, inappropriate relationships, and misuse of digital devices (in the specific context of residential settings).
- Boarders are provided with multiple, accessible reporting routes, including directly to boarding staff, the designated safeguarding lead (DSL), wellbeing counsellors, or through anonymous reporting mechanisms where available.
- Any allegation, disclosure, or concern relating to child-on-child abuse is treated seriously, sensitively, and in line with the whole-school safeguarding policy.
- Staff follow procedures that prioritise immediate safety, including separating students where necessary, increasing supervision, and documenting actions. Investigations are coordinated by the DSL and include communication with parents/carers, relevant external professionals, and school leadership as appropriate.
- The school maintains a culture where students feel safe to report concerns and where staff respond promptly, proportionately, and with clear safeguarding oversight.

6.3 Safeguarding Measures in Contexts of Gender Imbalance

The school recognises that in some boarding contexts, the number of students of one gender may significantly exceed the number of another, potentially creating additional safeguarding vulnerabilities. To mitigate these risks, the school implements the following measures:

- The use of shared spaces (bathrooms, study rooms, lounges) is monitored to ensure comfort and safety for all students, with adaptations made when necessary.
- Accommodation allocation considers gender distribution, student preference, and individual wellbeing needs.
- Pastoral and Emotional Support Staff maintain heightened awareness of the potential for social isolation or peer-group pressure when a gender imbalance exists.
- Patterns of behaviour or concerns related to gender dynamics are monitored by boarding leadership and the DSL, with actions taken promptly where needed.
- All boarders are educated on respectful behaviour, inclusivity, and the school's expectations regarding language and conduct.
- The school explicitly communicates that all students, regardless of gender or number, have equal right to safety, respect, and appropriate adult attention in boarding.

6.3 Exeats

An 'exeat weekend' is a term familiar in many UK boarding schools. It refers to a scheduled break during which students are allowed to leave the school premises, usually spanning from Friday to Sunday. These weekends provide a crucial pause from the rigours of academic life, offering students a chance to recharge and reconnect with family.

The observance of exeat weekends is not just a logistical arrangement; it holds deeper significance. For boarding school students, who spend a significant portion of their time within the school's confines, exeat weekends are a vital link to their homes and communities. They offer a sense of normalcy and continuity with their life outside school. For international students, these weekends can be an opportunity to explore the local culture or simply relax in a different environment, even if they can't travel home. Furthermore, exeat weekends can serve as a tool to support mental health and wellbeing.

That said while it is appropriate for schools to facilitate exeats for students, all schools allowing this practice should have very clear guidance which states the circumstances and conditions to be met before any school will approve such a break.

Schools should always consider any safeguarding related issues associated with the student or family plans and the school's guidance on these matters should make clear the expectations that arrangements and facilitation of exeats should include and the fact that a school may refuse to authorise such a break if they are not satisfied about the students' safety.

SECTION 7 – PROCEDURES, DISCLOSURE AND REPORTING

7.1 Procedures to be followed by any staff member or volunteer who is concerned about any student.

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

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances staff should still use the record of concern form at appendix 1 and the body map at appendix 2 (if appropriate), to make a report to the Designated Safeguarding Lead.

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

Please note that for schools in a region where a mandatory duty to report places a duty on an individual, the DSL in the school should still be informed about the concern and in many circumstances will support individuals to undertake their mandatory duty to report.

7.2 Dealing with Disclosure, Reporting and Further Action

General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff:

Receive

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

Reassure

Try to stay calm, make no judgments and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well (see the record of concern form at appendix 2).

Report

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

Where possible all schools should adopt and use one of 2 electronic safeguarding software systems to support safeguarding reporting and monitoring in the school. These systems are either IASMs wellbeing manager or CPOMs.

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Head of School in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

As an International Schools organisation, H-FARM Venezia recognises the diverse and complex local contexts our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

As International Schools we:

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

7.3 Reporting Obligations to External Services and Judicial

When, following an initial suspicion, elements emerge that suggest the possibility of serious violence, mistreatment, or sexual abuse, the school is required to immediately activate the appropriate services and fulfill its legal obligations.

1. Key Legal References

Criminal Code

- Articles 609-bis and following → Sexual violence offenses, including those against minors.
- Articles 570 and 571 → Mistreatment within the family or against children.
- Article 609-quater → Aggravating circumstances when offenses are committed by teachers or individuals in positions of authority over the minor.

Code of Criminal Procedure

- Article 331 → Obligation to report for public officials and public service employees who, in the course of or due to their duties, become aware of an offense prosecutable ex officio. Law 184/1983 (The Child's Right to a Family)
- Provides for the intervention of social services and the juvenile court in cases where a child is at risk. Law 66/1996 and Law 172/2012 (Implementation of the Lanzarote Convention)
- Strengthen the protection of minors against sexual abuse and exploitation.

Specific Obligations of the School

Reporting to Social Services and/or Child Protection Services (ASL)

The school must submit a formal report to the relevant local services (Municipal Social Services, Child Protection Services, Local Health Authority - ASL), in accordance with the 2017 Guidelines issued by the Ministry for Family and Disability on the care and support of children and adolescents who are victims of abuse or maltreatment. This activation enables the immediate initiation of protective interventions and necessary social-health assessments.

Mandatory Reporting to Judicial Authorities or Police

When school staff become aware of facts that constitute a criminal offense prosecutable ex officio (as is the case with most crimes against minors), there is a legal obligation to promptly inform the Public Prosecutor's Office or the Police. This report must be submitted in writing, signed, and officially recorded. It should be addressed to the Head Teacher, who is responsible for forwarding it to the appropriate authority.

Cooperation with Investigative Bodies

The school must fully cooperate with the Judicial Authorities and local services by providing information, documents, and testimony as requested, in compliance with privacy laws and the confidentiality of the minor.

Protection of the Minor During the Investigation Phase

While awaiting assessments from the services and Judicial Authorities, the school must implement protective and supportive measures, including:

- Facilitating, if necessary, the minor's access to counseling centers, specialist clinics, or psychological services;
- Ensuring the child is not subjected to further harm or pressure;
- Providing a safe and secure environment within the school.

These actions must continue until the situation is clarified by the competent authorities.

7.4 Record Keeping

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

- Child protection records should be stored within the secure electronic system.
- All information should only be accessible through the Designated Safeguarding Lead (or their deputy) and other senior staff as appropriate.
- All staff should be provided with appropriate training to enable them to use whichever system the school chooses to use and should be supported in making reports until all are familiar with its use.
- A child protection file should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:
 - If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded on the system and categorised (and/or escalated where it meets the threshold) according to the criteria set out in section 3 of this document.
 - If information is forwarded to the school by a previous school attended by the child.
 - If the school is alerted by another agency of child protection concerns about that child.
- Members of staff should make a report of any concern they have regarding the welfare or well-being of a child, using the following email: **childprotection@h-is.com**. This email will be passed to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure?
- The demeanour of the child, where the child was taken and returned to at the end of the disclosure.

7.5 Confidentiality

Our school should regard all information relating to individual Safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Head of School/Head of Programme/Designated Safeguarding Lead and this should always be based on the need to know.

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

Never share any confidential or personal student information by email with any staff.

SECTION 8 – SIGNATURES

8.1 Auditing, Reporting, Review and Sign off.

To support the safeguarding and child protection agenda and to enable schools to undertake a 'Safeguarding Health Check', schools will be provided with a self-evaluation tool to enable an annual review of their safeguarding arrangements. It is expected that all schools will undertake and submit this evaluation together with proposed actions for improvement to the Head of School every year.

Elements of safeguarding practice in schools will also be included in the safeguarding quality assurance framework and reviews and will continue to be an element of the school's Health and Safety review and NAE's audit process.

Our child protection statement and procedures are made available to students and parents/carers alike in hard copy where requested, but also through the school's own website. This policy and procedures document will be translated into key languages as appropriate through schools.

This policy and procedures document will be reviewed and updated on a regular basis, but at least every two years, with the next reviews scheduled for December 1st, 2025, and December 1st, 2027.

Senior staff in schools should adopt and sign the updated procedure document after each update. A copy of the revised procedures should be made available to all staff, volunteers, parents/carers, and students.

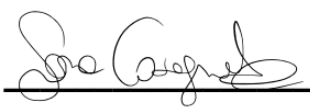
Signed and dated by the CEO
(or delegate)



Signed and dated by Head of School



Signed and dated by the Designated
Safeguarding



Examples of Forms of Abuse and Areas of Concern

(Note this is not an exhaustive list merely examples of things to consider and plan for)

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

The more commonly referred to types of abuse are:

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

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.

Organisational and school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

Internet Filtering and Monitoring

This needs to be an increased focus on online safety and ensuring that staff understand what filtering and monitoring is, and that it is in place to prevent children accessing inappropriate and harmful content online while pupils are in school. This is a clear safeguarding and welfare concern and not just a matter for the IT team. The DSL should take lead responsibility for understanding the filtering and monitoring systems in place at the school.

Forced marriages (FM)

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

In 2013, the first United Nations Human Rights Council also adopted a resolution against children and forced marriages. This resolution recognizes child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings that these issues bring up can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

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

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

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

Mental Health/Wellbeing

The COVID pandemic brought a greater emphasis to student wellbeing than ever before. Data tells us that more and more children are reporting significant wellbeing and mental health issues.

Our schools need to be able to recognise and act appropriately for students whose wellbeing is suffering especially where this is having a negative impact on any student.

Training and support are available to all schools through the resources in NAU much of which is provided for us by specialist organisations. Further training in suicide prevention will also be available to nominated personnel in all schools.

Additionally, all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff in schools are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing some form of mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware that for some children their

experiences can impact on their mental health, behaviour, and education. The school may not have the expertise or resources to address any mental health issues and unless it places a child at greater risk early contact should always be made with the child's family and agreement reached about access to the appropriate external professional body reached where possible.

Affluent Neglect

What is Affluent Neglect?

Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional.

There are a huge number of risks that children face from all walks of life and being a child in an affluent family is often perceived to protect those children from some of these dangers. In reality, children from affluent families aren't as sheltered from neglect as some of us may think.

In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling lonely, with their emotional needs unfulfilled by their parents.

It has also been suggested that as well as not spending quality time with their children, affluent parents may put a high amount of pressure on their children to succeed academically, which can sometimes lead to psychological and emotional problems for children.

There are several barriers that may prevent children, from more affluent homes, who are experiencing these types of neglect from accessing the support they need. Firstly, their symptoms of neglect may be harder to spot. The nature of emotional neglect can make it much harder to identify than other types of neglect. For example, due to the family having hired help to care for the children they may present as clean, tidy, well-dressed, and properly fed when they are actually experiencing emotional neglect.

Also, staff training often focuses on case studies looking at children from poor or working-class families, so staff in educational settings may not be adequately trained to identify and intervene with cases of neglect among their wealthier families.

It is also often the case when working with poorer families that they are already known to external agencies, so it is easier to know who to look out for. The same cannot be said for wealthy families, as often they are not 'on the radar' of external services (where these exist). Even where external agencies do exist, there may also be increased hostility towards these agencies from more affluent families, making it more difficult to improve outcomes for children in these circumstances.

There is also a case to be made for the role of unconscious bias when working with children from wealthier families. Schools and school staff may miss important pieces of the puzzle when they assume that children from wealthy families are less at risk than those from poorer backgrounds. These children may be coming in with new clothes and fancy designer labels – not signs you would usually associate with a case of parental neglect.

It can be even harder to identify and intervene in neglect cases when a child is attending boarding school, or their parents are living out of the area or even overseas. This adds another layer of complexity and can prove challenging, not only for identifying home issues but also for communicating with parents to improve outcomes for the child.

What is the potential impact?

The emotional neglect and lack of supervision sometimes faced by children from affluent families are considered to be adverse childhood experiences (ACEs). ACEs can affect brain development and change how a person's body will respond to stress. They have a lasting impact on an individual and the consequences of these adverse experiences can lead to long-term mental and physical health problems, as well as substance misuse and addiction in adulthood.

ACEs are preventable and by ensuring staff in your organisation are trained to spot affluent neglect, and have the appropriate tools to report, record, and manage these concerns, your organisation can be proactive in improving outcomes for this often-overlooked group of young people.

By preventing ACEs from occurring, your organisation will be able to lower the risk for serious and long-term health conditions such as depression and cancer in adulthood. They will also be able to intervene and reduce behaviours like smoking and heavy drinking, improve a child's ability to thrive at school, and ultimately prevent ACEs from being passed from one generation to the next.

Some fundamental steps for ensuring no child (no matter what their background) goes unseen:

- Ensure staff regularly receive up-to-date, good quality, and thorough safeguarding training.
- Encourage staff to identify and question their own unconscious biases.
- Put in place robust and easy-to-use safeguarding reporting systems.
- Create a culture in your organisation that puts safeguarding first.

Managing Cases of Affluent Neglect

Farrer & Co (UK legal Firm) have created a helpful document to support schools in handling cases of affluent neglect.

You can find it [here](#).

They suggest you create a whole school environment which is “trauma informed”

A school environment which is trauma informed assumes that an individual is more likely than not to have a history of trauma and that, without interventions and supportive factors in place, the cycle of ACEs, trauma and adversity, is more likely to continue in future generations.

Child Sexual Exploitation (CSE)

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

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

Sexting

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic.

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

- Joining in because they think that “everyone is doing it.”
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Note:

The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions. For information, please see “Keeping Children Safe in Education” (2023 latest version). This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world.

E safety

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

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

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

H-FARM Venezia believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Our school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies, and language they need to take appropriate action.

Appropriate use of social media.

When used appropriately, social media can be a very powerful and effective method of communication and in order to make best use of the many educational and social benefits of technologies, students need opportunities to use and explore the digital world, using multiple devices from multiple locations.

As with all technologies however, we need to be aware of the potential dangers and boundaries for the use of social media in schools. We also need to recognise that the risks associated with the use of social media and all technology, is not with the technology itself but with the user.

To equip students to use these technologies safely, schools should consider opportunities to educate students in the safe use of technology. This may be through the curriculum or by external/specialist provision.

Schools should also make students aware that if they are concerned about anything they encounter, through social media that worries them, should be reported to school staff.

Communicating with both current and former students via personal social networking sites or via other non-school related mechanisms such as personal e-mails and text messages can lead to employees being vulnerable to serious allegations concerning the safeguarding of children and young people. All communication with students via any personal page or elsewhere should be avoided and where there is an exception this must be agreed with a member of the school SLT.

Adults working in this area must therefore ensure that they establish safe and responsible online guidelines and acceptable user policies. H-FARM Venezia must therefore have an acceptable user's policy. This policy/ guidance must detail the way in which all technologies may and may not be used and identify the potential sanctions for misuse. Various learning platforms are now widely established and clear agreement by all parties about acceptable and responsible use is essential.

This means for our students, they should:

- Not sign up to social media sites that have an age restriction on them until they reach the appropriate age.
- Not post anything which is offensive to any other student, parent, or staff member, either in their own name or anonymously.
- Avoid attempting to send friend requests to a member of staff.
- Be provided with guidance and training on the safe use of social media and other technologies.

- Report anything of concern that someone sends them through social media (or other technology).

H-FARM Venezia should:

- have in place an ICT Acceptable Use Policy (AUP). A template is available from NAE.
- self-review E-Safety policies regularly in the light of new and emerging technologies.
- have a clear policy which specifies acceptable and permissible modes of communication.
- ensure communication between students and adults, by whatever method, takes place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messages, e-mails, digital cameras, video, webcams, websites, and blogs.
- They should not request or respond to any personal information from the child/young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should:

- ensure that personal social networking sites are set to “private,” and students are never listed as approved contacts.
- never use or access social networking sites of students unless requested to do so by a member of SLT.
- not give their personal contact details or any other personal information to students, including mobile telephone number.
- only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents/line manager have given permission for this form of communication to be used.
- only make contact with children for professional reasons and in accordance with any school or NAE policy.
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible.
- not use web-based or any other communication channels to send personal messages to a child/young person or their families without express permission of your line manager or the Head of School/Head of Programmes.
- avoid any form of on-line, electronic (or otherwise) relationship with former students unless this is as part of planned and agreed engagement with Alumnae. This is especially important with ex-students who are still under 18.

- Adults should ensure that all communications are transparent and open to scrutiny.
- Adults should be professional in their communications with students to avoid any possible misinterpretation of motives or any behaviour which could be misconstrued.
- Above all do nothing that is likely to bring into question your suitability to work for H-FARM Venezia.

Internet and e-mail systems should only be used in accordance with H-FARM Venezia school policy.

Note: in the context of this policy and procedures, the term adult is used rather than employees because in schools the policy should be applied to all adults whether employees, volunteers, or contractors.

Mobile phone and Camera Images

It is our policy that practitioners, teachers, and visitors to our Early Years settings should not use personal mobile phones to take images of children.

In our primary and secondary schools, if personal equipment is used to capture child images, this should be an exception and these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Head of Programmes for the school.

Photographs of Students:

- Photographs of students being used by staff for learning, marketing or any other purpose should only be taken on school cameras/devices (any exception to this should require agreement with a member of schools SLT).
- Images taken should be saved on the school's server/database and never uploaded to any personal equipment.
- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.
- Visitors and parents/carers should be asked not to use mobile devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children.
- All parents/carers must give permission for photographs (usually through PICS) to be used for any purpose and to sign a disclaimer if they do not wish their child's image to be used.

Allegations against staff and volunteers

(Please see the NAE allegations policy for full detail)

In short, however:

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.
- Where someone has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred to and investigated by the Head of School unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. If the Head of School deems the allegation to be of a safeguarding nature (criminal or not) the Group Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours. HR must also be informed. In the case of the allegation being against the Head of School, the Group Head of Safeguarding for Nord Anglia Education should be informed.

For serious allegations, in addition to the above, the matter must always be reported as soon as possible to the Chief Executive Officer.

No action to investigate the concern should be taken before consultation with the Group Head of Safeguarding, HR colleagues, where necessary Group Legal have been consulted (to verify if Legal Privilege is to be maintained) and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended in certain circumstances. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Regional HR Director/Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. H-FARM Venezia is expected to have researched and mapped the local arrangements and guidance for dealing with allegations, and these should be reviewed at this stage.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the H-FARM Venezia code of conduct for staff and volunteers and the NAE guidance for safe working practice.

H-FARM Venezia should take account of and adopt the NAE safer working practice guidance. This document should be amended where necessary to take account of local regional restrictions. The guidance should form part of any new members of staff's induction and should also be made available to all existing staff and all those with unsupervised contact with students including 3rd parties. (Abridged versions can be created for 3rd parties).

Whistleblowing

H-FARM Venezia recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

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

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve the misuse of social media or other technology and/or be direct from student to student. H-FARM Venezia must have its own anti-bullying policy and approach to restorative practices and will demonstrate a commitment to help resolve specific issues.

Children with Special Educational Needs or Disabilities

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

Safeguarding students who are vulnerable to extremism

H-FARM Venezia values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

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

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Physical Intervention/restraint

There may be times when adults in school, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The Head of School/Head of Programmes should require any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept, and the student checked for any injuries.

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

Domestic Abuse

The accepted definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to psychological, physical, sexual, financial, and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Peer on Peer abuse and Harmful Sexual Behaviour (HSB)

All staff should recognise that children are capable of abusing their peers.

Sexual violence and sexual harassment can occur between students of any age and sex, from primary through to secondary. Incidents can occur in school or outside school and can occur through a group of students sexually assaulting or sexually harassing a single student or group. Sexual violence and sexual harassment exist on a continuum which may overlap; they can occur online and face to face (both physically and verbally) but are never acceptable in any situation. Staff in school need to understand the different forms sexually harmful behaviours can include not just sexual violence and sexual harassment but also:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
- Sexting and other forms of inappropriate on-line.

Reports regarding sexually harmful behaviours should never be ignored or dismissed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Students who are victims of sexual violence and/or sexual harassment wherever it happens, will find the experience stressful and distressing and it is possible that this will have a negative impact on their educational attainment which can be exacerbated if the alleged perpetrator(s) attends the same school.

Staff should understand that safeguarding incidents and/or behaviours can be associated with factors outside the school including intimate personal care.

Staff in school need to be able to identify concerning sexualised behaviour and know when to refer these concerns to the DSL. The school needs to ensure that staff know how allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in the same way as any other safeguarding or bullying concern.

H-FARM Venezia needs to have clear processes as to how victims, perpetrators and any other child affected by sexually harmful behaviours will be supported and a clear statement that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Staff in school need to understand the different forms peer on peer abuse can take, such as:

- sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
- sexting.

Schools that provide such residential accommodation should be alert to inappropriate student relationships and the potential for peer-on-peer abuse.

In assessing and addressing this issue NAE schools are advised to undertake the NAE sexually harmful behaviour audit. Available here: https://www.nordanglia.university/lms/index.php?r=course/deeplink&course_id=1763&generated_by=13045&hash=28f3086a52dc9a250e90459409040b154d388a4e

H-FARM Venezia takes a zero-tolerance approach to the issue and includes appropriate input through the curriculum to help educate students about a variety of issues related to sexually harmful behaviours including issues such as consent.

The school understands that local procedures should always be followed (where they exist) when dealing with a case of sexual assault or harassment between students.

- need to act in accordance with local legislation as well as the principles and practices outlined in these procedures.

Never share any confidential or personal student information by email.

Types of Information to be recorded - Guidance for Schools

Ideally, body maps should be held within CPOMS and used to document and illustrate visible signs of harm and physical injuries. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries.

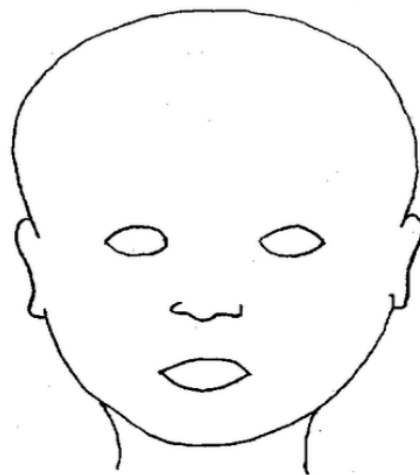
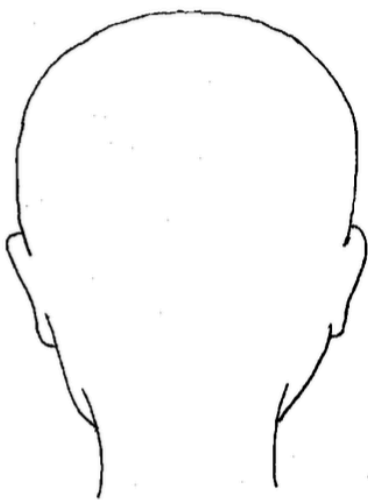
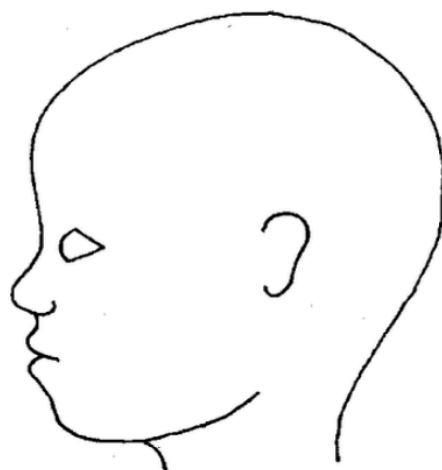
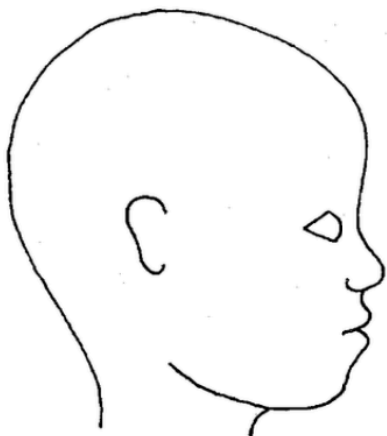
Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used. If you notice an injury to a child, try to record as much of the following as possible in respect of all the injuries you can see:

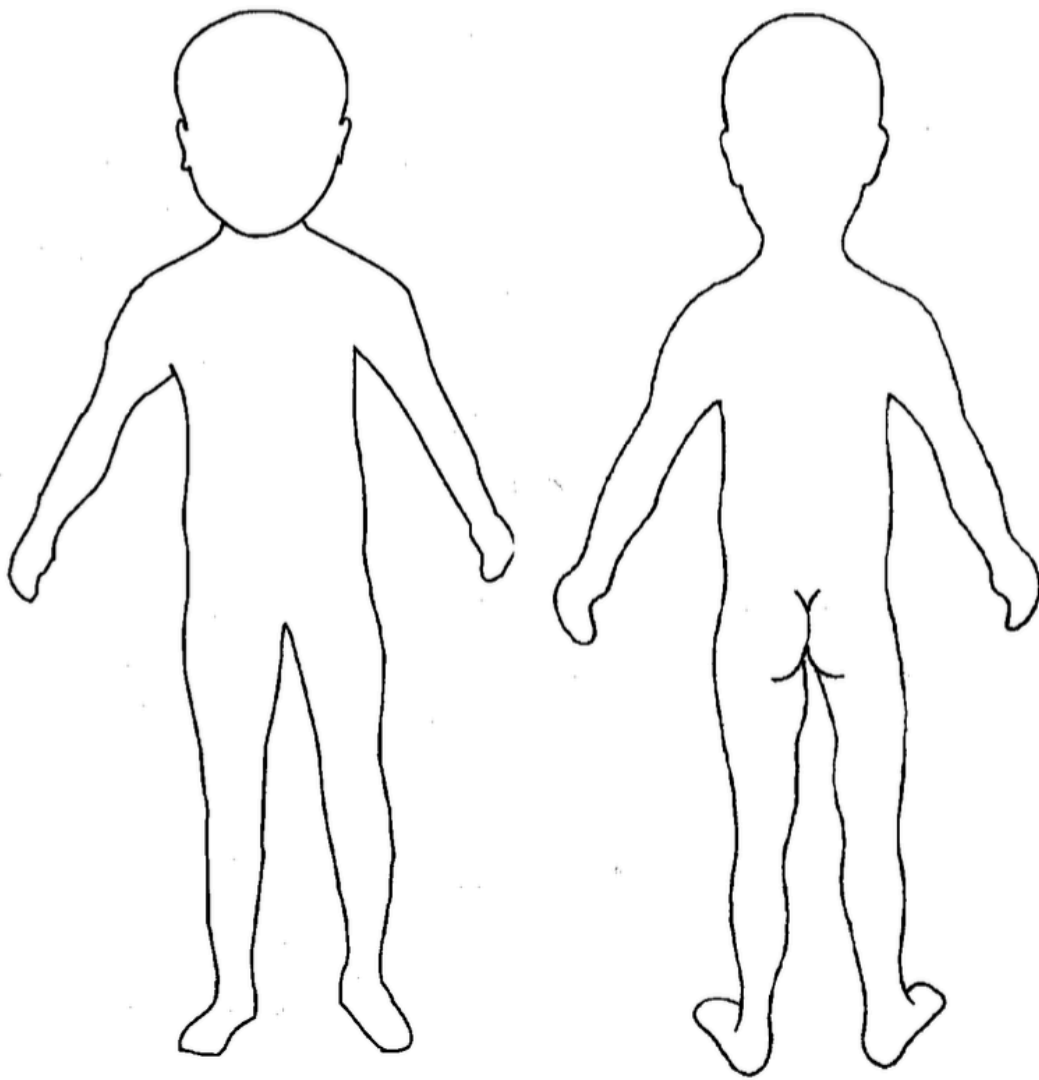
Exact site of injury on the body, e.g. upper outer arm/left cheek.

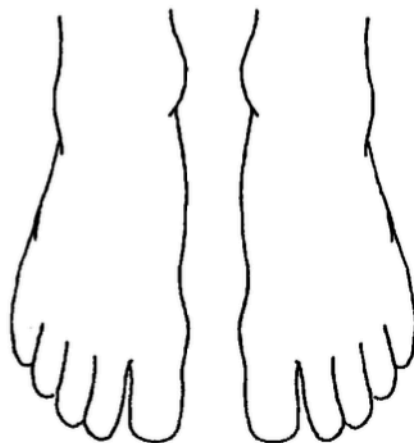
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any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

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

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



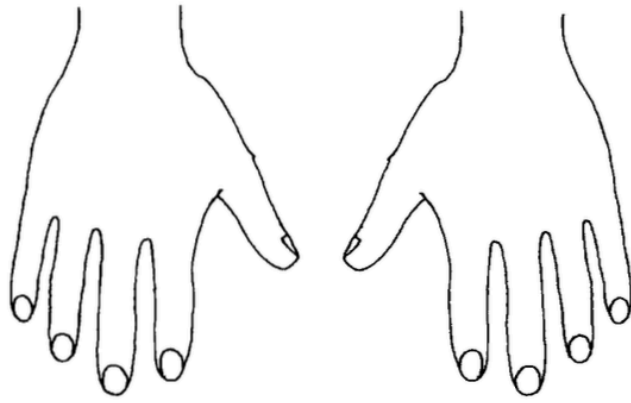




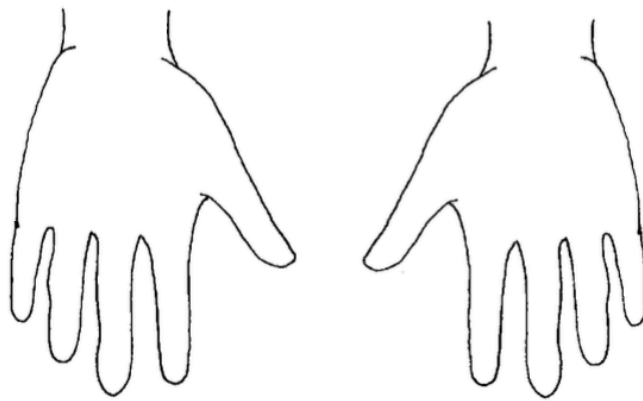
Left Foot



Right Foot



top of hand



Palms

APPENDIX 3

Safeguarding Roles & Responsibilities



Ms. Sara Casagrande



Mr. Cristiano Serafin



Mr. Anthony Hamblin



Ms. Alba Manso



Mr. Emiliano Cori

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