

POLICY AND PROCEDURES FOR THE SAFEGUARDING, PROTECTION, AND PROMOTION OF THE WELL-BEING OF OUR STUDENTS

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Section 1 – Introduction and Background

1.1 Our Commitment and Guiding Principles

Nord Anglia Education's educational philosophy, of which H-IS Rosà is a part, is founded on the 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 learning through specific curriculum elements designed to empower them to protect themselves (for example, through civic education and wellbeing projects or similar).

H-IS Rosà recognizes that having adequate safeguarding and child protection procedures in place does not eliminate all risk to its students, but all H-IS Rosà staff, including all staff and volunteers at our school and any contractors or partner agency staff used, are expected to recognize when a student is at risk or is actually experiencing harm and to do everything possible to reduce further risk or harm.

H-IS Rosà is particularly concerned with the protection of its students; the school is best positioned to promptly identify concerns and provide or identify solutions for students, as well as help prevent the escalation of such problems.

Accordingly, H-IS Rosà accepts and adheres to these fundamental principles:

- A child's well-being is paramount, and every student has the right to be protected from harm and exploitation and to have their well-being protected regardless of race, religion, ability, gender, or culture.
- All students must be safe and feel safe at school.
- Every student has the right to a rich and broad curriculum that equips them to keep themselves safe.
- Every adult at school must demonstrate a genuine commitment to the protection of the students we work with/for.
- We collaborate with parents/guardians and/or other professionals to ensure the protection of students.
- Our guiding principle is "the best interests of students."
- All students have the same rights to protection, but we recognize that we must do more for some students due to their special educational needs, disabilities, gender, religion, or sexual orientation.

1.2 Aims and Objectives

H-IS Rosà aims to:

- Provide a world-class, safe, and secure environment for students to thrive and learn.
- Outline the systems and processes to ensure student safety at school.
- Raise awareness among all staff about child protection issues and define their roles and responsibilities in reporting potential cases of abuse.
- Identify students who are experiencing or may be experiencing harm.
- Ensure effective communication among all staff about child protection issues.
- Establish effective procedures to be followed by staff, volunteers, or third parties who encounter child protection issues.
- Be clear with all parties, including students and their parents/guardians, about our approach to child protection and safeguarding through the adoption of clear policies.

1.3 Accountability and Ownership

The Child Protection Statement, along with H-IS Rosà's policies and procedures, will be endorsed and adopted by the School's Teaching Staff and the School Council to the fullest extent possible in accordance with state regulations. These procedures will also apply to any partner organization that has unsupervised access to the school.

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 overall health and well-being of all students in our care, and enabling each student to have the best life opportunities and successfully enter adulthood.

Child Protection

Child Protection is central to our policy and is defined as the responsibility to protect children who are victims of, or at risk of, harm through abuse or neglect.

Staff

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

Contractor

A person directly engaged by H-IS Rosà to provide a service, such as a music teacher, gardener, or maintenance technician.

Partner Organizations/Third-Party Agency/Supplier

An external provider supplying services to H-IS Rosà under a commercial agreement (food service).

Section 2 – Rationale

2.1 Rationale

The goal at H-IS Rosà is to provide the safest possible learning environment for all our students.

Our safeguarding policies and procedures define the principles and expectations, as well as the processes, to be adopted by the school. The procedures also describe the measures taken to fulfill our commitment to safeguarding students, both at the school and organizational levels. H-IS Rosà recognizes and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). The School recognizes its obligation to protect its students from any harm 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 practice their religion.
- Article 19: which states that children have the right to be protected from hurt and mistreatment, physical 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 manner.

The 1989 Convention has been signed by all UN member states, with the exception of the United States of America.

All UN articles are available at the following link:

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

Section 3 - Roles and Responsibilities

3.1 Responsibilities of Head Teachers and the School Leadership Team

The Head Teacher and the School Management Team of H-IS Rosà must:

- Ensure that the school's child protection policy is implemented school-wide and adhered to by all staff and volunteers.
- Ensure that the school's child protection policy reflects local regulations, including specific local risks in the region and the agencies and entities the school must or may contact in the event of a suspected case of abuse.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any Deputy Designated Safeguarding Lead to effectively carry out their roles.
- Ensure that the culture of the school facilitates the sensitive reporting and handling of concerns.
- Ensure that all staff are aware of the school's policy for dealing with allegations about staff.
- Ensure that child protection is addressed through the curriculum.
- Ensure that the school premises are safe.
- Ensure that the school's child protection policy is aligned with the provisions of the school's country of operation and reflects local regulations, including the identification of any local risks specific to the region.
- Ensure that local legislation (including clarity on legal obligations to report any child protection issues to local authorities, etc.), guidelines, and support agencies are addressed and highlighted in this Policy.
- Ensure that the school policy identifies those responsible for child protection, namely the Designated Safeguard Lead (DSL) and the deputy Designated Safeguard Lead (DDSL).
- Ensure that the school has adequately trained staff to support student wellbeing.
- Ensure that the school has adopted one of the two electronic safeguarding software systems approved by the NAE: the ISAM Wellbeing Manager/CPOMs.
- Employ only staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff on safeguarding and child protection. This training record must be made available for inspection during any audit and must reflect the timescales for renewal identified in those procedures.
- Ensure that the safeguarding software system used in the school is correctly configured to use and record NAE categories and severity (described below).

Note:

The central NAE safeguarding team will receive an automatic alert via the new central dashboard if a school records a high or medium level report. The team will then contact a member of the SLT or the DSL to discuss the case further.

The escalation criteria are as follows:

- Low: An incident that is considered an isolated case, may be upsetting to one or more students but will not have a lasting impact, is not illegal, and does not involve external agencies or parents. Very low 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 how to classify an incident, please contact the central safeguarding team for advice.

All high-level incidents will be reported to the Regional Managing Director, CEO, Chief Operating Officer, and Chief Education Officer.

Categorization Table A: Category

• Anxiety • Depression • Other Mental Health • FGM • Emotional abuse • Drug Use • Sexual assault, including verbal • Sexual exploitation • Neglect • Radicalisation • Attendance below 75% • Staff to student safeguarding • Parental issue	• Bullying • Racist behaviour • Online conduct • Online content • Online contact • Online commerce • Human trafficking • Criminal exploitation • Sexual abuse • Physical abuse • Self-harm • Suicide ideation • Eating disorders • Physical intervention by staff • Pending category (please describe)
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Important:

Headteachers and SLT must ensure that the email system is never used to report or share confidential or personal information about a student, either across school or outside school.

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

H-IS Rosà will appoint a designated Safeguarding Lead (DSL) to support the Headteacher. This person must: receive appropriate safeguarding training to be able to carry out their role; have sufficient time during the working day to carry out the role; and be able to prioritize safeguarding when necessary.

The role of designated staff is guided by two principles:

- The child's well-being is always paramount.
- Confidentiality must be respected as far as is reasonably possible.

Inspired by these principles, the Designated Safeguarding Lead will:

- Conduct an annual safeguarding evaluation in line with NAE expectations and provide the results in a timely manner.

- Together with the Head of School, ensure that all staff, both teaching and non-teaching, are aware of their responsibilities regarding safeguarding, child protection, and student well-being, and that everyone follows established procedures.
- Ensure that everyone understands their responsibility to safeguard students, for example, by ensuring that Human Resources only recruit staff according to safe recruitment best practices or that site managers ensure the safety and security of the site.
- Access appropriate training in addition to the basic training received by all other staff.
- Maintain safeguarding records on one of the two NAE-approved safeguarding software systems, namely ISAMs Wellbeing Manager or CPOMs.
- Collect, monitor, and report on any student-related concerns.
- Have a clear understanding of local safeguarding regulations, who to contact, which agencies exist, and how to contact them.
- Ensure the entire school community knows who the school's DSL is.
- Be familiar with local regulations, procedures, and agencies that can offer support regarding safeguarding.

All staff are responsible for reporting any concerns regarding the safety of any child in their care to the Designated Safeguarding Lead. The Designated Safeguarding Lead's responsibility is to decide, together with the Head of School, how to proceed and then take appropriate action.

3.3 Responsibilities of all staff (including partner organizations and contractors who have regular, unsupervised contact with children (where "regular" means once a week or more).

All staff will:

- ensure they are aware of and follow this policy and the child protection/safeguarding procedures and all other school-related safeguarding policies, such as the Codes of Conduct;
- be subject to secure recruitment processes and appropriate background checks, including prohibition order checks for any staff member who has trained and/or worked in the UK before starting work at the school/organization (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed);
- be aware of and alert to signs and indicators of potential abuse;
- listen to and take children's views and concerns seriously;
- record any concerns and report them to the Designated Safeguarding Lead. (DSL).
- Follow the procedures outlined in this school-specific document when/if concerned about a child.
- Support students, staff, or other adults who have concerns or are the subject of concerns, to act appropriately and effectively in initiating or cooperating with any subsequent investigation process.
- Undertake appropriate training on child protection/safeguarding, safe recruitment, online/cyber safety, and well-being/suicide prevention, as well as any other appropriate training identified by the DSL and Headteacher (including refresher training required by Nord Anglia Education).
- All staff and volunteers must be aware that if their behavior inside or outside the workplace violates the school's code of conduct and/or safe working practices guidelines, this may be considered disciplinary or even criminal action.

At H-IS Rosà, the Designated Safeguarding Lead(s) is Suraya Khawam, and her deputy is John Feehan. They can be contacted at 0424/582191.

3.4 All staff who have supervised, unsupervised, or occasional contact with children (including staff from partner organizations) must:

- Be aware of the safeguarding guidelines relevant to their role, understand what is required of them if they have concerns, and who they should report to.
- Provide written confirmation to demonstrate that, where appropriate, all staff from partner organizations have been safely recruited with appropriate checks in place, and that such staff have been provided with a safeguarding briefing (appropriate to their role and contact with children) before they begin their role at H-IS Rosà. Where such staff or volunteers are under ongoing supervision, recruitment checks may not need to be as rigorous. However, it is the responsibility of the Head Teacher/Designated Safeguarding Lead to assess this risk, not individual staff members or the partner organizations themselves.
- Where partner organizations/contractors do not have their own safeguarding or child protection policy or procedure, H-IS Rosà will provide a copy of the school's statement, policy and procedures and will ask partner organizations/contractors to read and follow them. These requirements will be part of any contractual agreement.
- Follow the guidelines laid down in these procedures at all times.

Section 4 – Training

4.1 Training and Support

H-IS Rosà, supported by colleagues in the 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.
- 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.
- The Designated Safeguard Lead at the school must have adequate and up-to-date knowledge and, along with their deputy, must complete the higher-level (Level 3) NAE training on safeguarding, typically provided at the regional level. This training must be refreshed every two years.
- All staff must undergo a comprehensive induction course, including an overview of what to do and who to contact if concerned about a student.
- Appropriate staff must be trained in safe recruitment. This safe recruitment training must be renewed every five years.
- New employee training must be completed before the new employee has unsupervised contact with students.
- Any student who has experienced or is experiencing any form of harm will receive support from the appropriate agencies.
- H-IS Rosà recognizes its duty of care towards its employees and, in cases where staff have been involved in reporting and responding to abuse, recognizes that it can be very difficult to deal with in isolation. H-IS Rosà will therefore be able to offer or facilitate appropriate external support or advice to any staff member involved in a safeguarding matter.

Note: Unless specifically requested, never conduct an investigation into suspected abuse before clarifying your legal obligations to report (or otherwise) to the local authorities in your country/region, if applicable. This can be highly specialized work and could interfere with a criminal investigation if required and appropriate by local law.

Section 5 – Additional Areas of Concern

5.1 Safe Recruitment and Selection

H-IS Rosà is steadfast in its commitment to ensuring the safety of all those who work with students. Strict recruitment procedures are in place for all staff who work unsupervised with children or young people. These procedures include carefully screening candidates through interviews and application forms, verifying their identity and qualifications, obtaining appropriate references, and conducting criminal background checks. Furthermore, at least one member of each organizational and school-level selection committee applying for roles involving unsupervised contact with children must have completed recruitment safety training. The school must maintain meticulous records of all recruitment checks conducted on its staff, including criminal background checks, qualifications, and prohibition order checks.

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

For staff from partner organizations/third-party vendors, a service contract and a letter of confirmation from the company certifying that all personnel employed by the vendor at the school have passed thorough background checks and completed security training, along with reference numbers, are required. If information is disclosed during the background check, a rigorous risk assessment will be conducted prior to appointment, taking into account any warnings, convictions, or unreliable information.

Section 6 - Procedures, Disclosure, and Reporting

6.1 Procedures to be followed by any staff member or volunteer with concerns about a student

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

Staff must communicate any concerns they have about the possibility of a student being abused or at risk. It is better to share these concerns, which may later prove unfounded, than to withhold 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 Concerns Reporting Form in Appendix 1 and the Body Map in Appendix 2 (if appropriate) to report to the Designated Safeguarding Lead.

If a student makes any form of direct disclosure, the guidelines below in the "Dealing with Disclosure" section must be followed.

6.2 Dealing with Disclosure, Reporting and Further Action

General Principles

Please note that when a student asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the student discloses, or is likely to disclose, concerns abuse suffered by them or another student. Staff should always provide this as a 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 remain calm, non-judgmental, and empathize with the child. Never make promises you can't keep. Offer as much reassurance as possible and explain to the child what your actions will be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open 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

Take brief notes on what the child says during the conversation, but if this isn't possible, take notes as soon as possible and certainly within 24 hours. Be sure to record in writing exactly what the child says, not your interpretation of what is said. Also record the time, date, and place (see the Record of Concern Form in Appendix 2).

Report

When a child discloses something, or when you have concerns for any reason, it is very important that the procedures described in this document are followed. A full account of the concern should be forwarded to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a complete body map (available in Appendix 2).

H-IS Rosà adopts and uses one of two electronic safeguarding software systems to support reporting and monitoring of safeguarding within the school. These systems are the IASM Wellbeing Manager or CPOMs.

If a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or the Head Teacher) must be informed as soon as possible. The Designated Safeguarding Lead will gather all available evidence, ensuring that notes taken by any witnesses are made available to any investigative body. The Designated Safeguarding Lead will then assess and, where necessary, consult the available information. It is the responsibility of the Designated Safeguarding Lead and the Headteacher to decide what action to take and whether to take the matter further, in accordance with local legal frameworks. It is important that a complete record of all information and decisions made be recorded and stored confidentially.

Reporting Obligations to External Services and the Judicial Authority

When, following an initial suspicion, further evidence emerges suggesting the possibility of serious violence, mistreatment, or sexual abuse, the school is required to immediately activate the relevant services and comply with all legal obligations.

1. Main applicable legislation

Criminal Code

- Article 609-bis et seq. → Offences of sexual violence, including those committed against minors.
- Articles 570 and 571 → Ill-treatment within the family or against children
- Article 609-quater → Aggravating circumstances when offences are committed by teachers or individuals in positions of authority over the minor.

Code of Criminal Procedure

- Article 331 of the Code of Criminal Procedure → Public officials and persons entrusted with a public service are required to report any offence prosecutable ex officio of which they become aware in the course of or by reason of their duties.

Law No. 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 No. 66/1996 and Law No. 172/2012 (Implementing the Lanzarote Convention)

Strengthen the protection of children against sexual abuse and sexual exploitation by introducing enhanced criminal law safeguards and preventive measures.

Specifically, the school is required to:

1. Report to the Social Services and/or Local Health Authority (ASL) Juvenile Services

The school must submit a formal report to the competent local services (Municipal Social Services, Child Protection Service, ASL), in accordance with the Guidelines for the Reception and Care of Children and Adolescents Victims of Maltreatment and Abuse issued by the Ministry of Family and Disability in 2017.

This action enables the immediate initiation of child protection interventions and the necessary social and health assessments.

2. Obligation to Report to the Judicial Authority or Police

When school staff become aware of information that constitutes a criminal offence subject to mandatory prosecution (as is the case for most offences against minors), they are legally required to promptly inform the Public Prosecutor's Office or the Police.

This report must be submitted in writing, signed, and formally recorded. It should be addressed to the Headteacher, who is responsible for forwarding it to the competent authority

3. Cooperation with investigative bodies

The school must fully cooperate with the judicial authorities and local services, providing information, documents and witness statements as requested, **whilst complying with regulations on privacy and the confidentiality of the child.**

4. Protection of the child during the investigation phase

While assessments are being carried out by the relevant services and judicial authorities, the school must implement protective and supportive measures to safeguard the child:

- facilitate, where necessary, the child's access to clinics/counselling centres, specialist services or psychological support;
- Ensure that the child does not experience further harm, pressure, or distress.
- Guarantee a safe and protective environment within the school.

These measures remain in place **until the situation has been fully assessed and clarified by the relevant authorities.**

6.3 Recordkeeping

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.

H-IS Rosà must be able to generate and share incident reports with NAE central and, to facilitate this, must adopt one of the recommended safeguarding software systems mentioned above. The central safeguarding team needs to be able to collect safeguarding data from schools for reporting to both the Executive Committee (EXCO) and the Board of Directors. This will enable both the Executive Committee (EXCO) and the Board of Directors to have oversight and perform governance functions regarding safeguarding in our schools.

- Child protection records must be stored within the secure electronic system.
- All information should be accessible only through the Designated Safeguarding Lead (or their deputy) and other senior staff, as appropriate.
- All staff should receive appropriate training to enable them to use any system the school chooses to use and must be supported in making reports until everyone is familiar with it.
- A child protection file should be started for an individual child as soon as the school becomes aware of any child protection concerns about that child. This can occur in several ways, for example:
 - ☐ If a staff member raises a concern about the welfare or well-being of a child, it should be recorded in the system and categorised (and/or escalated if it meets the threshold) according to the criteria set out in Section 3.1 of this document.
 - ☐ If information is forwarded to the school from a school previously 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 school's system. This record will automatically 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.

- If information is removed from the electronic file for any reason, a dated note should be placed on the file indicating who took it, why, and when.

In the event of disclosure, remember that the documentation you prepare should include:

- As full an account as possible of what the child said (in their own words).
- A record of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of disclosure.
- The child's demeanour, where they were taken, and where they were returned to after the disclosure.

6.4 Confidentiality

H-IS Rosà must treat all information relating to individual child protection/safeguarding matters as confidential and treat it accordingly. Information must be disclosed to the appropriate persons only at the discretion of the Headteacher/Head of School/Designated Safeguarding Lead, and this must always be done on a need-to-know basis.

All records relating to child protection should be secured appropriately. This information may be stored electronically, but notes taken at the time must be scanned and retained in their original format.

Never share confidential or personal student information via email.

Section 7 – Review, and Approval

The H-IS Rosà Child Protection Statement and Procedures are the property of H-IS Rosà and are made available to students and parents/guardians in hard copy upon request, as well as via the school website and the Nord Anglia Education website.

This policy and procedures document will be reviewed and updated regularly, at least every two years.

Revised: 4th September 2026

APPENDIX 1

Examples of Forms of Abuse and Areas of Concern

(Please note that this is not an exhaustive list, but merely examples of areas to consider and plan for)

There are numerous ways in which students can be exposed to risks and dangers. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest as itself as direct harm to the child or by a failure to take action to protect a child who is at risk or already experiencing harm.

The most commonly cited types of abuse are:

- **Physical abuse:** A form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
- **Emotional abuse:** The persistent maltreatment of a child in a way that causes severe and adverse effects on the child's emotional development. This may involve conveying to the child the idea that they are worthless, unloved, or valued only in so far as they meet the needs of another person.
- **Sexual abuse:** This involves forcing or enticing a child to participate in sexual activities, whether the child is aware of what is happening or not. This form of abuse can include direct contact activities as well as non-contact activities via social media or the internet.
- **Neglect:** The persistent failure to meet a child's basic physical or psychological needs, likely resulting in serious impairment of the child's health or development.

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

Organizational and school staff must be aware of what to watch for and what actions to take when concerned about any of these issues (or any other concerns).

Internet Filtering and Monitoring

More attention must be paid to online safety, ensuring that school staff understand filtering and monitoring and that these tools are activated to prevent students from accessing inappropriate and harmful content during school hours. This is a clear safeguarding and welfare concern, not just a matter for the IT team. The Designated Safeguarding Lead (DSL), together with the Digital Learning Coach (DLC), should assume primary 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 signs that can 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, alcohol or drug use, unusual eating habits, isolation, or social withdrawal.

If staff suspect a student is self-harming, they should report it to the Designated Safeguarding Lead (DSL), who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree on a course of action or possible referral to an organization that can support the student.

Mental Health / Well-Being

The COVID pandemic has brought greater attention to student well-being than ever before. Data shows that more and more children are reporting significant well-being and mental health issues.

Our schools must be able to recognize and intervene appropriately for students whose well-being is suffering, especially when this negatively impacts any student.

Training and support are available to all schools through NAU, much of which are provided by specialized organizations. Additional suicide prevention training will also be available to designated staff in all schools.

Furthermore, all staff should be aware that mental health issues can, in some cases, indicate that a child has experienced or is at risk of experiencing abuse, neglect, or exploitation.

School staff are uniquely positioned to observe children on a daily basis and identify those whose behavior suggests they may have mental health issues or be at risk of developing them.

When children have experienced abuse, neglect, or other potentially traumatic adverse experiences during childhood, this can have a lasting impact throughout childhood, adolescence, and even adulthood. It is important for staff to be aware that for some children, these experiences can affect their mental health, behavior, and education. Schools may not have the expertise or resources to address any mental health issues, and unless this puts the child at increased risk, early contact with the child's family is always recommended and, where possible, access to an appropriate external professional body is arranged.

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 identify, as the type of neglect experienced by children and young people in these circumstances is often emotional in nature.

There are many risks that affect children of all social backgrounds, and being a child in a wealthy family is often perceived as a protection from some of these dangers. In reality, children from wealthy families are not as immune to neglect as one might think.

In wealthy families, parents may work long hours, leaving their children in the care of paid caregivers. 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, in addition to not spending quality time with their children, wealthy parents may put a lot of pressure on their children to succeed academically, which can sometimes lead to psychological and emotional problems.

There are several obstacles that can prevent children from wealthier families who experience this type of neglect from accessing the support they need. First, the symptoms of neglect can be more difficult to spot. The nature of emotional neglect can make it much more difficult to identify than other types of neglect. For example, because the family may have staff hired to care for the children, they may appear clean, tidy, well-dressed, and adequately nourished, when in reality they are experiencing emotional neglect.

Furthermore, staff training often focuses on case studies involving children from poor or working-class families, so school staff may not be adequately trained to identify and intervene in cases of neglect among wealthier families.

Often, when working with poorer families, they are already known to external agencies, so it is easier to know who to look out for. The same is not true for wealthy families, who are often not "on the radar" of external services (when these exist). Even where external agencies do exist, there may be greater hostility toward them from wealthier families, making it more difficult to improve the conditions of children in these circumstances.

The role of unconscious bias must also be considered when working with children from wealthier families. Schools and school staff may miss important pieces of the picture, assuming that children from wealthy families are less at risk than those from poorer families. These children may arrive at school wearing new clothes and luxury brands—not signs you'd normally associate with parental neglect.

It can be even more difficult to identify and address neglect when a child attends a boarding school, or when parents live out of the area or even abroad. This adds another layer of complexity and can be challenging, not only to identify problems at home, but also to communicate with parents to improve the child's condition.

What is the potential impact?

The emotional neglect and lack of supervision that children from affluent families sometimes experience are considered Adverse Childhood Experiences (ACEs). ACEs can affect brain development and change the way a person's body responds to stress. They have a lasting impact on the 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 that school staff are trained to identify neglect in affluent families and have the appropriate tools to report, record, and manage these concerns, schools can proactively improve the conditions of this often overlooked group of young people.

By preventing the occurrence of ACEs, schools can reduce the risk of serious, long-term health conditions, such as depression and cancer in adulthood. They can also intervene to reduce behaviours such as smoking and excessive alcohol consumption, improve the child's ability to thrive in school and ultimately prevent the passing of ACEs from one generation to the next.

Some key steps to ensure that no child (regardless of their background) remains invisible:

- Ensure that staff regularly receive up-to-date, high-quality, and thorough safeguarding training.
- Encourage staff to identify and challenge their own unconscious biases.
- Implement robust and user-friendly safeguarding reporting systems.
- Create a culture that puts safeguarding first.

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 involves sharing sexual, naked, or semi-naked images or videos of oneself or others, or sending 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 might want to send someone else a naked or semi-naked photo, video, or message:

- To join in because they think "everyone is doing it."
- To boost their self-esteem.
- To flirt with others and experiment with their sexual identity.
- To explore their sexual feelings.
- To gain attention and connect with new people on social media.
- They may find it difficult to say no if someone asks for an explicit image, especially if the person asking is persistent.

Students often don't realize that by creating and sending these images they are potentially committing a crime. Ideally, we don't want to treat these situations as criminal acts. Learning and support can be a more effective way to manage sexting.

Note:

The above is not an exhaustive list of all possible forms of abuse staff may face. For more information, see "Keeping Children Safe in Education" (2023 version). This is a UK publication, but the types of abuse discussed are valid and applicable anywhere in the world.

Additional Safeguarding issues

It is crucial for schools to understand emerging AI-related risks, such as AI-driven misinformation, privacy concerns, biased or unethical outputs, and the rise of deepfakes. It is important that schools spend time to understand these online risks to young people and ensure that staff receive proper training. Equally, curricula should be developed to help students navigate the online environment safely.

- Deepfakes and Misinformation: Deepfake technology can create highly realistic, but fake, videos and audio recordings. These can be used to spread false information, leading to potential harm to

students, such as reputational damage or emotional distress. For example, a deepfake video could falsely depict a student in a compromising situation, which could lead to bullying or emotional harm.

- **AI-Generated Grooming and Predation:** AI can be used to create convincing fake identities or chatbots that mimic real people. This can lead to the grooming of students online, where predators use AI to manipulate or exploit young people. For instance, an AI-driven chatbot could engage a student in seemingly harmless conversation, gradually leading them into risky situations

Online Safety (E-safety)

The continued growth of electronic media in everyday life and the constant evolution of devices create additional risks for children. The 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 debt accumulation.
- Cyberbullying

Cyberbullying

Cyberbullying is an increasingly common form of bullying, most often involving social media and cell phones.

H-IS Rosà believes that the best way to protect our students is to teach awareness and understanding of risks, particularly through personal, social, and health education, sexuality and relationship education, or wellness programs. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they or others are at risk, and equips them with the skills, strategies, and language needed 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 prepare students to use these technologies safely, H-IS Rosà educates students on the safe use of technology, both through the school curriculum and through external or specialized interventions. It also informs students that if they have concerns about any disturbing content encountered on social media, they should report it to school staff.

H-IS Rosà has its own social media policy, which is considered a guideline for the safeguarding of both staff and students, and must be followed at all times.

Communicating with current students via personal social networking sites or other non-school channels, such as personal emails and text messages, can expose staff to serious child protection charges. All communication with students via personal pages or other means should be avoided and, in exceptional cases, must be agreed upon with a member of the school's Senior Leadership Team (SLT).

Adults working in this area must therefore ensure that they establish safe and responsible online guidelines and acceptable user policies. H-IS Rosà has a policy for the acceptable use of digital tools.

This policy/guidelines contain information on how all technologies can and cannot be used and identify potential sanctions for misuse.

Various learning platforms are now widely used, and a clear agreement between all parties regarding acceptable and responsible use is essential.

For our students, this means they must:

- not join age-restricted social media sites until they reach the appropriate age;
- not post anything offensive to other students, parents, or staff, either in their own name or anonymously;
- refrain from sending friend requests to staff members;
- receive guidelines and training on the safe use of social media and other technologies;
- report any concerning content sent to them via social media (or other technologies).

H-IS Rosà must:

- have an ICT E-Safety Policy
- regularly review e-safety policies in light of new and emerging technologies;
- have a clear policy specifying acceptable and permissible modes of communication;
- ensure that communication between students and adults, whatever the method used, occurs within clear and explicit professional boundaries. This includes the broader use of technologies such as cell phones, text messaging, email, digital cameras, videos, webcams, websites, and blogs.
- Not request or respond to personal information from children/youth beyond what is appropriate as part of their professional role;
- ensure that all communications are transparent and subject to verification.

Adults should:

- ensure that their personal social networking sites are set to private and that students are never listed as approved contacts;
- not use or access students' social networks unless requested by a member of the SLT;
- not provide students with their contact details or other personal information, including their mobile phone number;
- use only school-approved equipment (Seesaw, Electronic Register) to communicate with students, ensuring that parents/guardians have given permission for this type of communication;
- contact students only for professional purposes using school-approved platforms;
- recognize that text messaging should only be used as part of an agreed-upon protocol and when other forms of communication are not possible;
- not use web-based or other communication channels to send personal messages to a child/youth or their families;
- ensure that all communications are transparent and subject to verification;
- always maintain a professional demeanor in communications with students to avoid possible misinterpretations of intentions or behaviours that could be misinterpreted;
- Above all, do not do anything that might call into question your suitability to work for H-IS Rosà.

Note: In the context of this policy and related procedures, the term "adult" is used rather than "employee" because the policy must apply to all adults in schools, whether employees, volunteers, or external contractors.

Mobile Phone and Photographic Images

- At H-IS Rosà, if personal devices are used to capture images of children, this must be an exception, and such images must be uploaded to the school system as soon as possible and deleted from the personal equipment immediately.
- Permission to capture images, videos, or audio recordings must be requested from the Designated Safeguarding Lead or the Headteacher.

Student Photographs:

- Student photographs used by staff for learning, marketing, or any other purpose must be taken only with school cameras/devices (any exceptions must be approved by a member of the SLT).
- Photographs must be saved on the school server/database and never uploaded to personal devices.
- Staff personal phones must not be used in classrooms or learning spaces when students are present, except when required by an emergency plan.
- Visitors and parents/guardians must be asked not to use mobile devices on the school premises and/or in the school grounds unless permission has been granted to take images of their children.
- All parents/guardians must give permission for the use of photographs (via the registration form completed annually) for any purpose and sign a disclaimer if they do not wish their child's image to be used.

Allegations against Staff and Volunteers

An allegation may be made against a staff member or volunteer at any time. It is important that any allegation be treated seriously and that appropriate procedures be followed.

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

- When someone has behaved in a way that has harmed or may have harmed a child.
- When someone may have committed a criminal offence against a child.
- When someone has behaved towards a child or children in a way that poses a risk to them.
- When someone has behaved or may have behaved in a way that indicates they may be unfit to work with children.

If an allegation is made against a school staff member (or volunteer), it will always be reported and investigated by the Head of School, unless a criminal offence has been committed, in which case the matter must be reported to the relevant local authorities.

If the Headteacher believes the allegation to be of a safeguarding nature (whether criminal or not), the matter must be reported to Nord Anglia's Group Head of Safeguarding, along with the Group Head of Communications, as soon as possible, and certainly within 24 hours. HR must also be informed by contacting the Regional HR Director and/or Chief HR Officer as soon as possible.

If the allegation concerns the Headteacher, the Regional HR Director, the Regional Managing Director, as well as the Group Head of Safeguarding and the Chief HR Officer must be informed.

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

No action to investigate the concern should be taken until consultation with the Group Head of Safeguarding, HR colleagues, the Regional Managing Director, and, where appropriate, Group Legal (to determine whether legal privilege should be maintained) has been conducted and an agreement reached on how best to address and investigate the matter.

If after these initial consultations, it is deemed that further investigation is necessary, the staff member may be suspended under certain circumstances. Suspension is a neutral act and in no way implies that the individual is guilty of misconduct. It is recognized that this may cause distress to the individual involved, and the school will do everything possible to balance the individual's interests with the need to ensure the safety of children. The school will seek advice from the Regional HR Director/Head of Safeguarding before taking action and will comply with agreed national and local guidelines on these matters. Each school must have analyzed and mapped local procedures and guidelines for handling allegations.

National and Local Guidelines

When a suspicion or complaint concerns a teacher as the perpetrator of abuse, the protection of the child and the school environment become even more delicate. The operational steps differ from those for general cases because the child must be immediately separated from the adult involved and an impartial investigation must be ensured.

Reporting the Suspicion or Report

A suspicion or report of abuse by a teacher may come from:

- a child who speaks up spontaneously;
- a parent;
- another teacher or staff member;
- physical or behavioral signs of the minor.

What to do immediately:

- Write down only objective facts (the child's exact words, what you saw, dates and times).
- Do not interrogate the child, ask for details, or ask leading questions.
- Do not confront the child with the accused teacher.

Immediate Reporting to the School Headteacher

The teacher who receives the suspicion must immediately report it to the Headteacher, preferably in writing.

The Headteacher:

- records and files the report;
- urgently activates the protection protocol to ensure the child's physical and emotional safety, avoiding further trauma.

Urgent Protection Measures (Teacher Removal)

In cases of credible suspicion or a complaint, the Headteacher must take measures to protect minors, even prior to legal proceedings.

The most common measures:

- precautionary suspension from teaching;
- assignment to duties that do not involve contact with minors;
- temporary ban from entering school.

These measures do not constitute a conviction: they serve to protect the minor, not to punish.

Reporting to the Competent Authorities

If the suspicion concerns a crime, the Headteacher is required to:

- report to the Public Prosecutor's Office (or Juvenile Prosecutor's Office);
- activate social services.

The Headteacher cannot "internally manage" the case: it is not a disciplinary matter, but potentially a serious offense.

Support and Protection of the Minor

The school:

- must not question the minor;
- must ensure a protected environment;
- must refer the case for possible protected interviews by psychologists or law enforcement.

It is essential that the minor is never confronted with the accused teacher.

Communication with the Family

The minor's family is informed sensitively, unless there are suspicions that they may be involved. The following should be communicated:

- what has emerged, in a neutral manner;
- that the school has initiated the child-protection procedure;
- that the case will be handled by the competent authorities.

Unnecessary details or personal opinions are not shared.

Internal Disciplinary Investigation

In addition to the judicial investigation, the school initiates a disciplinary procedure (in accordance with the National Collective Bargaining Agreement for Schools or the applicable contract).

This may include:

- precautionary suspension,
- transfer,
- dismissal in the event of serious evidence.

However, a disciplinary investigation does not replace a formal complaint.

Documentation

Everything must be recorded:

- reports,
- minutes,
- measures taken,
- communications to the family,
- communications to the authorities.

Documentation is essential both for the protection of the minor and to avoid omissions.

Privacy Protection

Until the facts are established:

- the names of the minors involved must be protected;
- information must not be shared with other parents or teachers who are not involved;
- any form of "school gossip" must be avoided.

Whistleblowing

Nord Anglia Education and our schools recognize that we cannot expect children to raise concerns in an environment where adults do not. All staff and volunteers must be aware of their duty to report concerns about the actions or attitudes of colleagues.

Appropriate concerns, raised for good reason, are considered protected disclosure, and even if they prove to be unfounded, no action will be taken against the whistleblower.

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

Anti-Bullying

Bullying is a safeguarding issue and, if left unresolved, can become a more serious child protection issue. Staff at all levels will take any concerns raised regarding student bullying seriously. Action will always be taken to investigate concerns and prevent repeated incidents or behaviors.

Bullying may involve the misuse of social media or other technologies and/or be directed from student to student.

Each school must have its own anti-bullying policy and approach to restorative practices, and all our schools will demonstrate a genuine commitment to helping address specific issues.

Children with Special Educational Needs or Disabilities

All staff must recognize that children with special educational needs and disabilities may present additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers may exist that make it more difficult to identify and recognize signs of abuse.

For example, it is easy to assume that a child's mood, behaviour, or any injuries are related to their disability, rather than to the fact that they may be a victim of abuse. It must also be recognised that children with disabilities can be disproportionately affected by behaviours such as bullying, even without showing any outward signs.

In particular, communication difficulties can make it very difficult for a child to report what is happening to them and, therefore, can make it difficult to overcome this barrier. Staff must be particularly vigilant and report all concerns, avoiding making assumptions about the causes of any injuries or behaviours.

Protecting Students Vulnerable to Extremism

Nord Anglia Education schools value freedom of speech and the expression of beliefs/ideologies as fundamental rights that underpin the values of our society. Both students and teachers have the right to express themselves freely and express their opinions.

However, freedom brings responsibility, and free speech that aims to manipulate vulnerable groups or leads to violence and harm against others violates the moral principles underlying the value of free speech. Freedom of expression is not an unlimited privilege: it is subject to laws and policies that regulate equality, human rights, safety, and community cohesion.

Any form of free speech that promotes violence against anyone or anything will not be tolerated.

Physical Interventions/Controls

There may be times when adults in schools, 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.

The Head Teacher must request any adults involved in such incidents to report the matter as soon as possible. The staff member is required to document the incident fully, providing a description and detailed account. Where possible, any witnesses to the incident should be identified.

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

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

Domestic Violence

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 Abuse and Harmful Sexual Behavior (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 online behavior.

Reports of harmful sexual behavior should never be ignored or dismissed. It is essential that all victims be reassured that they are being taken seriously and will be supported and protected.

A victim should never be made to feel like they are creating a problem by reporting incidents of sexual violence or sexual harassment, nor should they ever be made to feel ashamed for reporting.

Students who are victims of sexual violence and/or harassment, wherever it occurs, will find the experience stressful and distressing, which can negatively impact their academic performance. This can be exacerbated if the perpetrator or perpetrators attend the same school.

Staff must understand that safeguarding incidents or behaviours may be linked to factors outside of school, including intimate relationships.

School staff must be able to identify concerning sexualized behaviors and know when to report such concerns to the Designated Safeguarding Lead (DSL). Schools must ensure that staff know how allegations of peer abuse will be recorded, investigated, and addressed in the same manner as any other safeguarding or bullying concerns.

All schools must have clear procedures for how victims, perpetrators, and any other child affected by harmful sexual behaviour will be supported, as well as a clear statement that abuse is abuse and will never be tolerated or justified as a "joke," "just for laughs," or "part of growing up."

School staff must understand the different forms that peer on peer abuse can take, such as:

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

All schools must understand that, in the event of sexual assault or harassment between students, local procedures (where they exist) must always be followed:

Actions must be made in accordance with local legislation, as well as the principles and practices outlined in these procedures.

Never share confidential or personal information about students via email.

APPENDIX 2

Types of Information to Record – Guidelines for Schools

Ideally, body maps should be stored within CPOMS or ISAMs and used to document and illustrate visible signs of harm and physical injuries, and uploaded to the system if possible. Even if the child's injury has a plausible explanation, a completed body map helps trace the history or any patterns of repeated injuries.

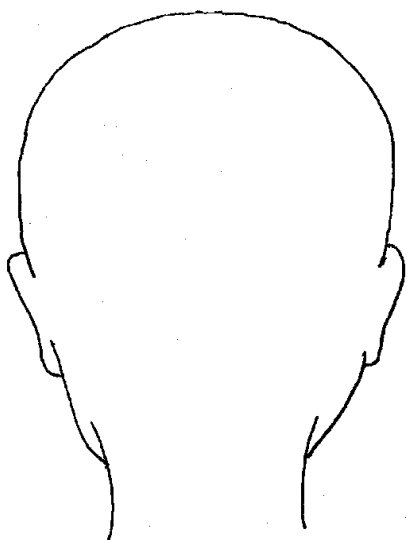
Do not remove clothing for examination unless the injury site is already exposed for treatment purposes. Under no circumstances should staff attempt to record injuries using photographic equipment. Body maps such as those shown below should be used.

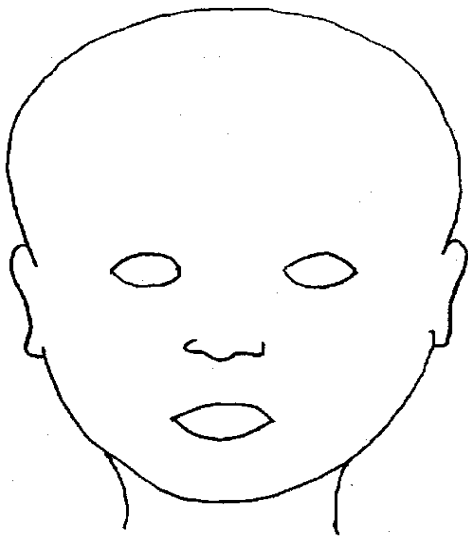
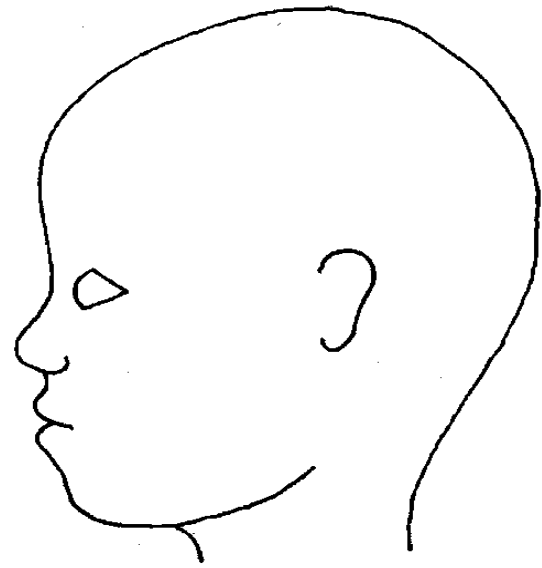
If you notice an injury to a child, try to record as much of the following information as possible for all visible injuries:

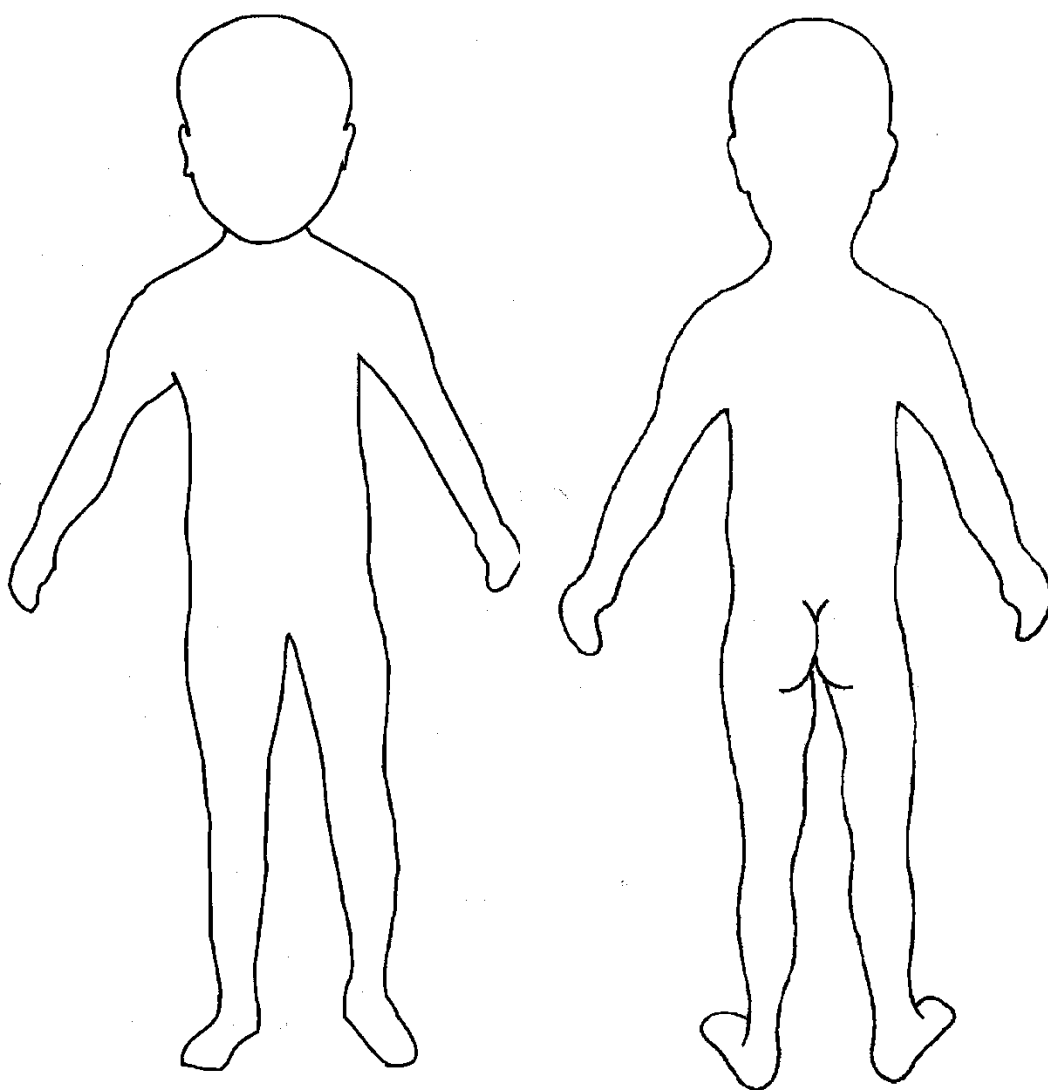
- Exact location of the injury on the body, e.g., outer upper arm/left cheek.
- Size of the injury, in centimeters or inches, as needed.
- Approximate shape of the injury, e.g., round, square, or straight line.
- Colour of the wound – if there are multiple colours, indicate them.
- Is the skin broken?
- Is there swelling at the site of the wound or elsewhere?
- Is there a scab, blister, or bleeding?
- Is the wound clean or does it contain 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?

It is important to note the date of the recording, as well as the name and title of the person making the recording. Add additional comments if necessary.

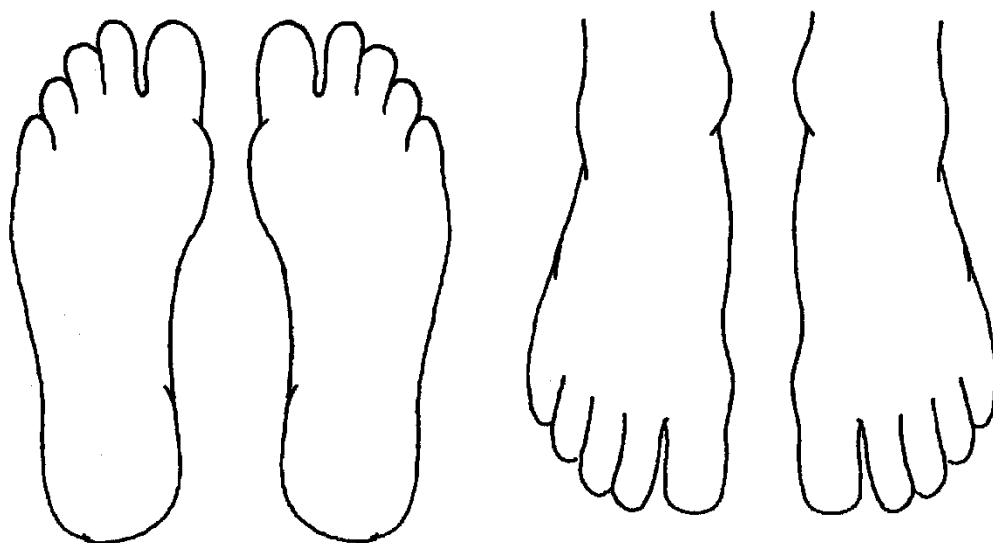
If any child has a wound requiring attention, ensure first aid is administered if necessary.



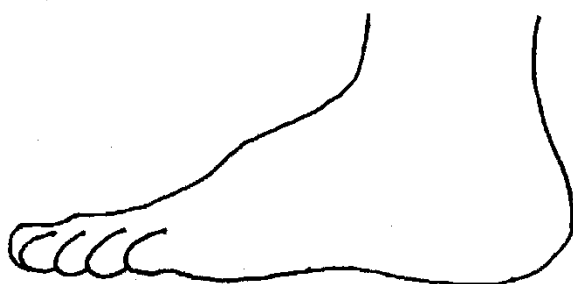




Pianta dei piedi



Parte superiore dei piedi

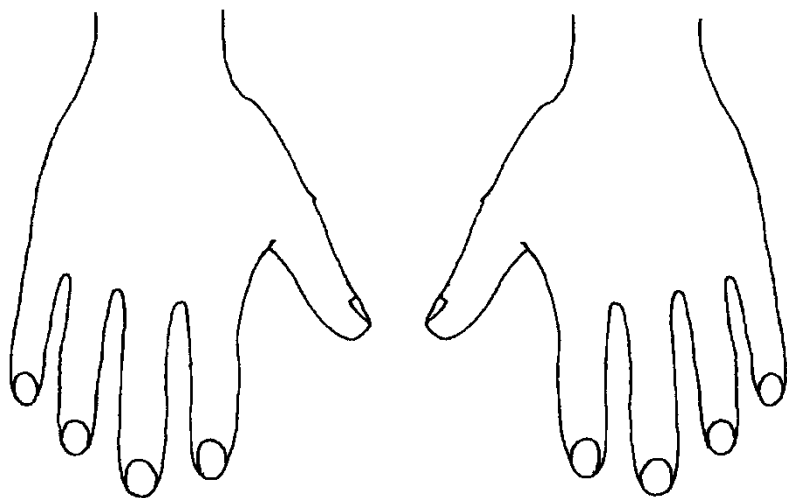


Piede sinistro



Piede destro

Parte superiore della mano



Palmi

