Child Protection and Safeguarding Policy

POLICY CODE	2.9
POLICY NAME	**Child Protection and Safeguarding Policy**
APPROVAL AUTHORITY	Principal
RESPONSIBLE DEPARTMENT(S)	All
REVIEWED ON	Apr 2024
NEXT REVIEW	Apr 2025 (Annual)
DEVELOPED BY/AUTHOR	AD / MSD

At the Prince of Wales Island International Schools, we are committed to providing a safe environment for all children. To keep every child safe, a proactive safeguarding culture is encouraged and all members of our community are expected to share this commitment.

Safeguarding is the action that is taken to promote the welfare of children (everyone under the age of 18) and protect them from harm.

This policy applies to all staff working for POWIIS Tanjung Bungah and includes volunteers, interns, contractors, consultants, board members, guests and visitors. It is the responsibility of every staff member and volunteer to become familiar with this Child Protection and Safeguarding Policy and to know whom to communicate with in case of any concern with regard to the protection of children in the school. In this policy the term 'children' refers to any student in our care. Staff must also undertake the required training in child protection and safeguarding and follow all guidance on raising any concerns about the welfare or safety of any child at the school. Confidentiality is essential and the lines of communication must be followed.

Key Contacts

Contact name	Role	Contact details	Area addressed by member of staff
Amy Dennis	Designated Safeguarding Lead (DSL)	a.dennis@powiis.edu.my	All safeguarding concerns except against members of staff
Marcus Sherwood	Principal	marcus.sherwood@powiis.edu.my	Concerns about member of staff or in the absence of DSL
Anna Glossop	Deputy Principal (DP)	a.glossop@powiis.edu.my	In the absence of Principal or DSL, all concern reported to DP
Elysia Ong	CEO of MTT Learning Academy	elysiaong@powiis.edu.my	Concerns about the Principal

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1. PRINCIPLES

We recognise the need for a child centred and coordinated approach to safeguarding and child protection. We have a duty to protect children from harm and respond to child abuse or neglect effectively and sensitively. We have a responsibility to be aware of changes in relevant laws that relate to safeguarding. We derive the definitions of safeguarding from the *UK Keeping Children Safe in Education 2023* document and the *UN Convention on the Rights of a Child*. In our context as an International School in Penang, we also follow Malaysian law.

Malaysian Law - Child Act 2001
The Child Act 2001 states that any childcare provider should express his/ her concerns, suspicions or beliefs that a child may have been abused or neglected to the relevant child protection authority. Failure to do so can result in criminal charges. The law seeks to protect all children's physical, emotional and sexual well-being. Child Protection Teams and Child Activity Centres have been established for the purpose of coordinating locally-based services to families and children, if children are or are suspected of being in need of protection. Link to Child Act 2001

Cultural Context
We acknowledge that different cultures have different definitions and approaches to Child Protection and Safeguarding. POWIIS Tanjung Bungah does not condone physical punishment in any way and promotes alternative methods such as positive behaviour management.

2. OUR COMMITMENT TO SAFEGUARDING AND CHILD PROTECTION

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from situations or practices that may result in their being physically or emotionally affected. We agree that we have a primary responsibility for the care, welfare and safety of the children in our charge. In order to achieve this, all staff and volunteers in the school, in whatever capacity, will at all times be proactive in child welfare matters, especially where there is a possibility that a child may be at risk of harm.

We have adopted an open and accepting attitude towards children as part of our responsibility for pastoral care. We aim to create an environment where parents and children will feel free to talk about any concerns and will view our school as a safe place.

Children's concerns are at the centre of this Child Protection and Safeguarding Policy and their views will be taken seriously if they seek help from a member of our staff. However, staff cannot guarantee confidentiality if concerns are such that a referral must be made to the appropriate agency or agencies in order to safeguard the child's welfare. If we have concerns about a child's physical, sexual or emotional well-being, or suspect that they are being neglected, we will take appropriate action.

As part of our child protection and safeguarding procedures, we will:

- Provide children with a safe environment where the children can learn.
- Appoint a senior member of staff as the Designated Safeguarding Lead (DSL) with the knowledge and skills to recognise and act on child protection concerns. He or she will act as a source of expertise and advice and is responsible for leading action within the school with regard to child protection issues.
- Ensure that adults on site receive appropriate safeguarding training including information about different forms of abuse and how to identify signs of abuse as well as other safeguarding concerns. Be aware that mental health issues can be a significant indicator of abuse or neglect.
- Be aware that safeguarding concerns can be linked to or caused by factors on a child's wider environment outside the family, often referred to as contextual safeguarding.
- Make it known that safeguarding and promoting the welfare of children is the responsibility of everyone who comes into contact with children and their families.
- Ensure that safeguarding children is the responsibility of all staff, volunteers and visitors to our school.
- Ensure that all staff, volunteers, parents and visitors know how to report concerns or suspicions and who to go to seek assistance.
- Ensure all adults working or volunteering at POWIIS Tanjung Bungah know how to approach a disclosure from a child – listening, no leading questions and not promising confidentiality. Staff will be able to reassure victims that they will be taken seriously and supported.
- All staff should never give the impression that reporting abuse causes a problem and victims should feel ashamed.
- Ensure all adults on site know how to share concerns and that they are addressed in a timely manner.
- Ensure, through our recruitment and selection of volunteers and paid employees that all people who work in the school are suitable to work with children.
- Ensure all staff are aware of the Child Protection and Safeguarding Policy and kept up-to-date with any changes made.

3. DEFINITIONS

3.1 Definition of Safeguarding

Safeguarding is the action that is taken to promote the welfare of children (everyone under the age of 18) and protect them from harm.

- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education 2023 Part 1)

3.2 Definition of Child Protection

Child Protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. (https://learning.nspcc.org.uk/safeguarding-child-protection/)

3.3 Definition of abuse

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

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

b) **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 11 opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

c) **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is

happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

d) **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
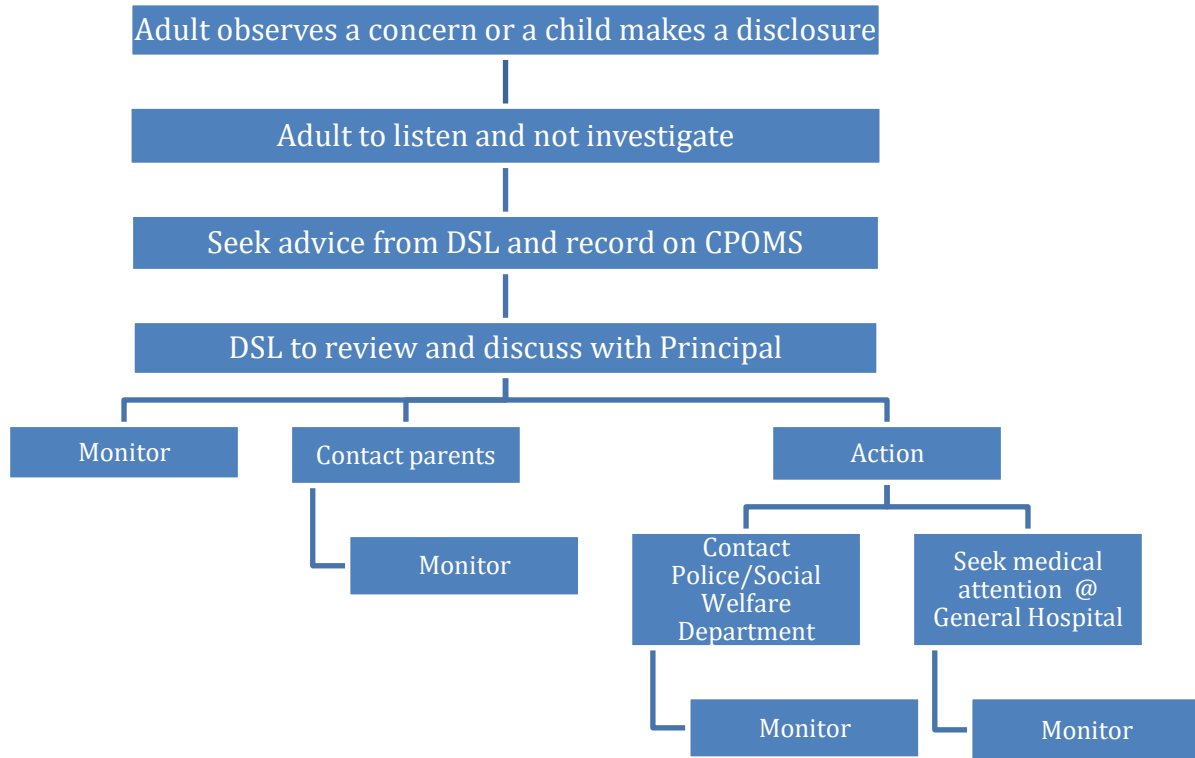
(Keeping Children Safe in Education 2023)

We understand this is a guidance for abuse and that this is not exclusive. Additional types of abuse can be found on the NSPCC website (https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/). We understand the need to keep up-to-date with training and relevant developments with regard to safeguarding and child protection.

4. MANAGING CONCERNS ABOUT CHILDREN

If any member of staff or volunteer receives information about a child, observes injuries that appear to be non-accidental, has any suspicions that a child may be at risk of harm or where a child makes a direct allegation or discloses that she or he has been abused, the DSL must be informed and observations recorded on CPOMS. This should be reported immediately, maintaining confidentiality. All records need to include facts and be as accurate as possible and generally should not include opinion. If appropriate, photos should be included in the CPOMS report. The DSL will then take the concern to the Principal and in his absence, the Deputy Principal.

4.1 Reporting and Recording concerns

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│   Adult observes a concern or a child makes a disclosure  │
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                            │
┌─────────────────────────────────────────────────────────┐
│            Adult to listen and not investigate            │
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┌─────────────────────────────────────────────────────────┐
│          Seek advice from DSL and record on CPOMS         │
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                            │
┌─────────────────────────────────────────────────────────┐
│           DSL to review and discuss with Principal        │
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- Monitor
- Contact parents
  - Monitor
- Action
  - Contact Police/Social Welfare Department
    - Monitor
  - Seek medical attention @ General Hospital
    - Monitor

In all cases where action is required, support and guidance will be provided for the child. DSL and Principal to have an understanding of the impact safeguarding issues can have on a child.

4.2 Procedure Following a Disclosure

In cases of serious or sexual abuse (consultation with DSL/Principal), the child should be taken to a hospital. If the child is Malaysian, Malaysian Law should be strictly adhered to and the above procedure should be followed. In some cases it may be necessary to take the child immediately to the hospital, this should be done under the guidance of the DSL and a representative of SLT. In these cases the child should be taken to General Hospital and the following procedures should be followed:

- Present the child at the Emergency Department and register them (Priya, HR Manager to be present - higher level safeguarding trained. If Priya is unavailable, an alternative Malaysian Speaker must be taken)
- A doctor will be assigned to assess the child

- The doctor should then advise the accompanying adult of the correct procedure following
- this. This should include making a call to the police, the doctor may want to do this.
- The recommended Emergency Department is located at General Hospital.
- Staff member to remain with child until responsibility is passed over to another adult, as per instructions from the police

For safeguarding concerns, we can contact the Social Welfare Department for advice and support understanding that *our actions must be in the best interest of the child.* If required, Athyira Marshwood, a local member of staff is available to advise on local systems regarding safeguarding.

Office: Pejabat Kebajikan Masyarakat Daerah Timur Laut (Social Welfare Department, North East District). Kompleks Masyarakat Penyayang, Jln. Utama, 10460 George Town, Pulau Pinang. (Map)

Person In Charge: Request to talk or meet with Pegawai Pelindung Kanak-kanak (Child Protection Officer)

Contact Numbers: +604-2264531 / +604-2277412

We are committed to the concept of Early Help. This is the process of taking action early and as soon as possible to tackle problems and issues emerging for children and their families. Effective help may be needed at any point in a child's life. The DSL and Principal, working together, will identify vulnerable learners and a child in immediate danger or at risk. They will distinguish between 'concern' and 'immediate danger or at risk of harm' through risk assessment and the involvement of staff working closely with a particular child to develop a broad perspective on the child's wellbeing. In cases of 'immediate danger or at risk of harm' they will follow the process stated above.

Where a child makes an allegation against a member of staff, his/her concerns must be recorded immediately, including what s/he has seen, heard or has knowledge of at the time the event occurs using CPOMS. This is a category which only the Principal has access to. This concern should go directly to the Principal. In the absence of the Principal, the member of staff should inform a Deputy Principal or a member of SLT. In the case of an allegation against the Principal the CEO, MTT Learning will be informed directly.

Any adults within the community who don't have access to CPOMS should report directly to the DSL/Principal/CEO (according to the concern). Together the incident or observation can be recorded.

The DSL should be available to support the write up on and CPOMS incidents if the adult is unsure or requires support.

The school will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents. Any physical notes made must be shredded.

Members of staff and volunteers should not investigate suspicions; staff or volunteers who believe that a child may be at risk will immediately refer concerns to their DSL.

Staff or children must report any concerns about child on child abuse (formally known as peer on peer abuse), relating to activities either online or in person. Regular learning opportunities are created to minimise child on child abuse. SLT and teaching staff must also ensure that children know how to recognise unacceptable behaviour from adults or peers and feel confident to report any concerns they may have. Victims will be supported through the school's pastoral system. Child on Child Abuse Policy

4.3 Physical intervention

There may be times when adults in schools have to physically intervene in order to restrain students and prevent them from coming to harm. The UK Department of Education has produced guidance which has been issued in relation to the use of reasonable force and can be used as best practice advice (link). This guidance is shared with staff on an annual basis. Should any adult be involved in any such incident, the staff member is required to document the incident in full giving a description and full account and notify the Principal or Deputy Principal at the earliest opportunity. This can be done through CPOMS. Witnesses to the incident should be identified where possible. Parents/carers should always be informed when an intervention has been necessary.

4.4 False or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will decide the appropriate disciplinary action to take. This may result in parents being asked to withdraw their child, a period of exclusion and/or the involvement of external professional help. All decisions will be guided by the School's behaviour policy as well as the school Safeguarding Team, as appropriate. Where a parent has made a deliberately invented or malicious allegation the Principal and CEO of MTT Learning Academy will consider whether it is required to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.
Details of allegations found to be malicious will be removed from staff personnel records and will not be referred to in employer references.

5. ROLES AND RESPONSIBILITIES

5.1 Principal

The Principal will also:
- Ensure this and any relevant safeguarding policies and procedures are shared with staff and ensure the outcomes are monitored.
- Take part in any Safeguarding Professional Learning.
- Appoint Designated Safeguarding Lead for the school and ensure all staff are aware of the role. Ensure the DSL has time, funding, training and resources for them to fulfil their role.
- Meet with the DSL to support and monitor safeguarding concerns.
- Implement a clear framework of communication for reporting and information sharing for child protection. Ensure that all staff understand that sharing information is the key to providing effective early help where there are emerging problems.
- Ensure that assessments of all Safeguarding situations are child-centred, that information is shared and that decisions are made in the child's best interests, rooted in child development and informed by evidence.
- Ensure that Safeguarding is an ongoing part of the development and action planning of the school.
- Ensure key Safeguarding staff are replaced on departure and new key Safeguarding staff receive appropriate training to ensure that they can carry out their roles.
- Ensure safer recruitment procedures are in place and that every employee, volunteer and contractor of the school has appropriate safety checks and references.
- Be the first line of communication in any allegation against an adult in the school unless the allegation is against the Principal.
- Where possible, be a part of the Penang Schools network and share information about significant safeguarding concerns when requested.

Principal: Marcus Sherwood

5.2 Designated Safeguarding Lead (DSL)

The DSL will be a member of staff who has the capacity to develop the role to lead any and all child protection issues, to audit child protection records on an annual basis and to be a member of the Safeguarding Committee. The DSL should have authority and be accessible to teachers and other staff in their school and lead child protection concerns if called upon to do so, keeping the appropriate people informed. Allegations against an adult in the school will be referred to the Principal, or CEO MTT Learning if the allegation involves the Principal.

The DSL will also act as the resource available for other staff and volunteers. The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to Safeguarding issues.

The school recognises that:
- The DSL should be an experienced member of staff in the school.
- All members of staff must be made aware who the Designated Safeguarding Lead (DSL) is and what their role is.
- The DSL will need to build effective working relationships with colleagues.
- The DSL should possess skills in recognising and dealing with child safeguarding and welfare concerns.
- The DSL is not responsible for dealing with allegations made against members of staff; these should only be reported to and dealt with by the Principal. An allegation can be taken directly to the CEO MTT Learning if the allegation involves the Principal.

To be effective, the Designated Safeguarding Lead will:
- Act as sources of expertise within the school and be responsible for leading action regarding referrals by liaising with relevant agencies over cases of abuse and allegations of abuse, involving both children and members of staff.
- Be available in term time to provide advice and support on child welfare, safeguarding and child protection matters.
- Ensure all adults working within the school, parents and children know who the DSL is and how they can communicate with them. Ensure all understand the importance of reporting concerns and how this might contribute to a 'bigger picture' with regard to safeguarding issues.
- Identify ways to support staff who may be involved in a Safeguarding issue.
- Liaise with the Principal to support any issues and ongoing investigations and ensure there is always cover for the role.
- Create a supportive relationship with parents/carers around safeguarding and child protection and consider the wider context and circumstance when deal with safeguarding concerns.
- Ensure that issues are explained in connection with disclosure to parents if the situation arises and clarify the parent's responsibility to address those concerns.
- Consider how safeguarding issues can impact children and what support needs to be in place to help them.
- Be clear about the barriers inhibiting children from disclosing abuse and know how to respond effectively to children who do disclose.
- Keep detailed, accurate, up-to-date and secure written records of referrals/concerns using CPOMS. These need to be monitored and reviewed regularly and ensure actions are taken and recorded. Advise on matters of confidentiality and record keeping.
- Have sound knowledge of the policies and procedures linked to safeguarding.
- Ensure that any weaknesses in child protection arrangements are remedied without delay.

- Where possible, be a part of the Penang Schools network and share information about significant safeguarding concerns when requested.

The DSL also has an important role in ensuring that all staff and volunteers receive appropriate training.

- The DSL, Principal, Head of HR and Deputy Principal should receive Safeguarding training (previously known as level 3 training) every 2 years or when a new appointment is made. DSL will keep up to date with developments within safeguarding.
- All members of the senior leadership team, teachers, teaching assistants, admin/finance/HR staff, peripatetic teachers should receive appropriate safeguarding training including the correct procedures used within POWIIS Tanjung Bungah. Staff will be required to complete training, both general safeguarding and POWIIS Tanjung Bungah's policy and procedures when they start and then every year in term 2.
- All cleaners, guards, ECA providers, meal providers, bus monitors will be required to read and sign the Safeguarding and Child Protection Refresher for adults working with children at POWIIS Tanjung Bungah (*document*). Record of this will be held in the Single Central Record.
- All members of the board will complete a basic international schools safeguarding course and will sign the Safeguarding and Child Protection Refresher document annually.
- Parents/carers are required to attend a Safeguarding workshop run by the DSL if they wish to support activities within the school (for example helping on school trips or supporting productions). The parents are required to complete the refresher form which provides them with updated information regarding safeguarding annually. If this form is not complete, the parents will be removed from the list of parent helpers.
- Visitors to the site will be asked to read a basic safeguarding notice prior to being signed in and given a lanyard which must be worn at all times when on the school site.

Advice, updates and developments will be delivered in staff meetings or via email. Additional courses will be provided throughout the year. Records to be kept of adults safeguarding training.

Designated Safeguarding Lead: Amy Dennis

5.3 Safeguarding Committee

The school will have a Safeguarding Committee made up of volunteers from each area of the school (Principal, DSL, Deputy Principal, Nurse, Head of Human Resources). This group will meet at least once a term. The role of the group is to monitor the implementation of the action plan and ensure that all recommendations in the annual audit are acted upon as agreed. Child on Child Abuse will be reviewed as a part of these meetings.

5.4 Board of Governors

The Principal will provide a safeguarding update in every board report and highlight developments.

6. CONFIDENTIALITY

The school and all members of its staff will ensure that all data relating to children is confidentially managed in accordance with the requirements, applicable national or local guidance, laws or regulations (Data Protection Policy).

Those reporting any safeguarding concerns will adhere to the lines of communication, ensuring confidentiality. Regular reminders to staff about the use of CPOMS and shredding confidential notes will be made.

Any member of staff who has access to sensitive information about a child and/or the child's family must take all reasonable steps to ensure that no disclosure of this is made under any circumstances, save with the express approval of the DSL or Principal.

Regardless of the duty of confidentiality, any adult within POWIIS Tanjung Bungah who has reason to believe that a child may be suffering harm, or be at risk of harm, has a duty to forward this information without delay.

7. STAFF AND VOLUNTEERS

7.1 Safer Recruitment

To ensure that children are protected while at school, safer recruitment trained SLT will carefully select, screen, train and supervise our staff and volunteers. The school will follow the Safer Recruitment Policy. All records for adults working within the school will be held in the Single Central Record which can be accessed by HR and the Principal.

7.2 Volunteers and Visitors

We recognise that some people who may be unsuitable for working with children may use volunteering as an opportunity to gain access to children. For this reason, all regular volunteers in the school, in any capacity, will be required to complete safeguarding training. A record of this is kept on ISAMs. Visitors are required to complete a 'sign in' sheet which states their purpose for the visit and where they will be located.

Parents or other volunteers who have not received safeguarding training and who help on an occasional basis must work under the direct supervision of a member of staff and may at no time have unsupervised contact with children.

All adults on the school site must wear a visible lanyard. These are colour coded according to the adult's school role (link).

7.3 Professional and Personal Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. As part of the induction process, all staff will sign the school Safeguarding Code of Conduct for Staff. This will be held in the Single Central Record.

7.4 Allegations Against a Member of Staff, Volunteer or Board Member

If anyone makes an allegation that a member of staff, a contractor or a volunteer has put a child or young person at risk and acted inappropriately, this will be handled by the Principal unless the allegation is against the Principal, in which case the CEO of MTT Learning will investigate and handle the matter.

When an allegation is made by one staff member against another, the procedure for managing allegations will be followed as outlined in the Concerns and Allegations about the Conduct of Staff Policy.

7.5 Safeguarding Whistleblowing Guidance

Our whistleblowing system provides staff with an avenue to raise awareness and concern if they feel that a colleague or manager is engaged in conduct that is causing a negative effect upon the welfare and safety of any children in one of our schools. This could also refer to a situation where a staff member considers that behaviour by another member of staff is not being addressed by the management of the school. (Whistleblowing Policy)

7.6 Self-reporting

Occasionally a member of staff may have a personal difficulty that they know is impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager/HR and or the Principal so that professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children in the school.

8. DIGITAL SAFETY

In an ever-developing digital world, online safety is an integral part of the curriculum. The use of ICT equipment and systems are well monitored and appropriate actions are taken where issues are identified. We are committed to ensuring that our school is a safe digital learning community through the curriculum, professional development, auditing of systems, working with parents and developing detailed e-policies. (Online Safety Policy).

9. CHILD ON CHILD ABUSE POLICY

At POWIIS Tanjung Bungah, we recognise child on child abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse (Child on Child Abuse Policy).

10. OPPORTUNITIES TO TEACH SAFEGUARDING

POWIIS Tanjung Bungah will ensure that children are taught about safeguarding, including online safety. This may include covering relevant topics through learning in general but is covered particularly through PSHE lessons and age appropriate assemblies. We recognise that a 'one size fits all' approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse, and some AEN children might be needed. The school understands that our responsibility extends to helping students keep themselves safe outside of school, and this includes both online and outside of the school campus, where specific dangers exist.

11. EARLY HELP (Keeping Children Safe in Education 2023)

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

12. STUDENTS WITH ADDITIONAL NEEDS

Children with additional needs, such as those with Special Education Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges.
Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's condition without further exploration.
- The fact that these children are more prone to peer group isolation or bullying (including
- prejudice- based bullying) than other children.
- The fact that these children are at increased risk of abuse and exploitation whether from
- peers, those who seek to harm children, or criminal gangs.
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The school therefore looks to address this issue through raising awareness amongst staff, offering tailored pastoral support, and ensuring communication with children in these groups is effective.

13. THE AUDIT PROCESS

The action plan resulting from the annual internal audit will be agreed and signed by the following persons:
- The Principal
- The CEO, MTT Learning
- The Designated Safeguarding Lead

The Safeguarding Committee will review the action plan at three meetings per year. The Principal will report progress to the Board at each meeting.

14. SAFEGUARDING – POLICY LINKS

In addition to addressing child protection concerns, we will ensure that children who attend school are kept safe from all types of harm while they are in our charge. To this end, each school's Safeguarding Policy must be read in conjunction with the following mandatory policies, which are taken from the Safeguarding Checklist. They are stored on Google Drive in the policy section:

- Safer Recruitment Policy
- Safeguarding Off-Site Education Trips and Visits Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safeguarding Management of Concerns and Allegations Policy
- Behaviour Management Policy
- Fire Alarm Procedure Policy
- Lockdown Policy
- Critical Incident Policy
- Online Safety Policy
- Whistleblowing Policy
- Data Protection Policy
- Child on Child Abuse Policy