ISH CHILD PROTECTION & SAFEGUARDING

Version: 1
Last Update: Oct/2024
Next Review: Oct/2026

Table of Contents

ISH Vision & Mission Statement (adopted June 2023) 3
Vision 3
Mission 3
Motto 3
Part 1 – Introduction and Purpose 4
1.1 Guiding Philosophy 5
1.2 Key Principles 6
1.3 Safeguarding Definitions 7
1.4 Key Competencies for all adults within the ISH Community 10
Part 2 – Cultural Context 10
2.1 Our Commitment to Safeguarding 10
2.2 ISH Child Protection & Safeguarding Policy Review 11
2.3 Safeguarding Roles in the school 11
Part 3 – Managing Concerns 12
3.1 Duty to Report 12
3.2 Confidentiality when addressing students 13
3.3 When an allegation of physical or sexual abuse is made 13
3.4 When an allegation is passed on 14
Part 4 – Other related procedures and practices 15
4.1 Safeguarding within Risk Assessments 15
4.2 Record Keeping 15

4.3 Professional and Personal Conduct of Staff 16

4.4 Safe Behaviours Education 16

4.5 Staff Safeguarding Training 16

4.6 Safer Recruitment 17

4.7 Volunteers 17

4.8 Digital Safety/Personal Data Protection 17

Part 5 – Policy Review statement 18

Appendix 1 19

Appendix 2 20

Appendix 3 21

Appendix 4 23

Appendix 5 25

ISH Vision & Mission Statement (adopted June 2023)

Vision

Our school is a community of collaborative life-long learners with shared values and understandings founded in excellence.

Mission

We foster academic excellence and challenge, emphasising empathy, integrity, and ethical problem-solving skills, for all learners.

We communicate clearly, adhering to our established Learner Profile, and Learning and Community Principles.

We learn to make a difference as internationally minded global citizens in a vibrant, creative atmosphere.

Motto

We learn to make a difference.

NEASC: *Schools have a duty of care to protect children and prevent them from harm, and act with a sense of urgency if a child is at risk of harm.*

The ISH Board of Directors and the school leadership team, in keeping with our mission and values, believe that every child and young person, regardless of age, has at all times and in all situations a right to feel safe and protected, and we are committed to safeguarding and protecting students from harm. Please take time to read the following guidelines, which are intended to safeguard all members of the ISH community as well as visitors to our campus.

At ISH, safeguarding policies and procedures encompass: student wellbeing; bullying; harassment and discrimination; use of physical intervention / safe handling; meeting the individual physical, psychological or medical needs of students; drug and substance misuse; educational visits; relationships and sexuality education; online safety; the welfare of learners on school expeditions; as well as safe staff selection processes.

Part 1 – Introduction and Purpose

ISH is dedicated to safeguarding and promoting the welfare of all its students. Keeping our students safe is the responsibility of every adult who works at or visits the International School of Havana. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring this. All members of staff are expected to be aware of and follow the ISH Child Protection & Safeguarding procedures. In particular, they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.

The purpose of this policy is to:

1. Protect children who attend the International School of Havana
2. Provide all adults (staff, volunteers and visitors) with the overarching principles that guide our approach to safeguarding and child protection.

The International School of Havana acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities and requirements, Cuban government guidance, and internationally recognised best practice as recommended by the International Task Force on Child Protection that has set the standards for safeguarding in schools worldwide.

The International School of Havana recognises that:

1. The welfare of the child is paramount as enshrined by the UN Convention on the Rights of the Child (1990).
2. All children, regardless of age, disability, gender, religious beliefs, ethnicity, or socioeconomic background have a right to equal protection from all types of abuse.
3. Some children are additionally vulnerable because of the impact of previous experiences, dependency, communication needs or other issues.
4. Working in partnership with children, young people, their parents, carers and other relevant agencies as much as possible is essential in promoting children's welfare.

1.1 Guiding Philosophy

The primary goal of any safeguarding procedure is to prevent and respond to children experiencing, or at risk of, abuse, neglect, violence, and exploitation. Safeguarding procedures focus on supporting the most vulnerable and high-risk children as well as other vulnerable children within the community, and are not intended to support all children with problems or to address systemic societal issues. The following principles underlie all safeguarding processes at ISH.

Best Interests of the Child: The term "best interests of the child" refers to a student's physical and emotional safety, as well as their right to positive development. At ISH, the best interests of the child provide the basis for all decisions and actions taken with regard to safeguarding and pastoral care.

Creating a safe and caring environment for children to thrive: ISH recognises that safeguarding children and young people is the responsibility of all members of our community including staff, parents, students, volunteers, visitors, and partner organisations. Through this shared commitment, ISH aims to create an environment where everyone feels safe and is able to share concerns related to issues within or outside of the school.

ISH proactively works to prevent child abuse and neglect through our wellbeing programs, pastoral care, and student education. Within the school, best practice is adopted with regards to the supervision of students and a restorative approach to social and behavioural incidents that occur within the student community.

ISH is committed to ensuring, through our recruitment and selection of volunteers and paid employees that all people who work in our schools are suitable to work with children. In keeping with this expectation, applicants for positions at ISH must be willing to undergo child protection screening including checks with past employers.

Confidentiality: ISH accepts its duty to manage sensitive information in a manner that is respectful, professional and that complies with any applicable laws. Staff must keep all information about any suspected or reported safeguarding incidents strictly confidential. Only

those staff who are directly involved in managing the identified risk to a child, young person or the ISH community, shall be privy to this information. It is important to recognise that ISH works within a context of local and international child protection laws and we will share relevant safeguarding concerns with others who need to know, as necessary.

Regardless of the duty of confidentiality, any member of staff 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, to a Designated Safeguarding Lead.

1.2 Key Principles

- Everyone is responsible for keeping our students safe. ISH expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping our students safe. This policy is binding for all who have contact with the school community including staff, service and activity partners, volunteers, associated agencies, interns, contractors, parents, and visitors.
- All adults working at the school are trained in Safeguarding and Child Protection.
- Safe reporting is a key aspect of our school culture.
- This school policy deals exclusively with students' protection from abuse, neglect, violence, and exploitation.
- ISH will ensure, as far as possible, that all enrolled students are protected from abuse and/or neglect.
- All school employees, volunteers and any other person delivering any service to the school will be held accountable under the terms of this policy.
- ISH ensures all students have access to mechanisms to report, in a safe, supportive and protected way, any abuse to which he/she/they have been subjected to.
- Each member of staff is issued with guidelines, has training and receives refresher training at least once every year.
- The designated persons responsible for Safeguarding & Child Protection (DSLs) in each Section, and the Head of School (SSL) have the responsibility for all safeguarding matters at ISH, supported by the Board Safeguarding Lead (BSL).

- Safeguarding is integrated into the School ethos. ISH operates safe recruitment and has myriad well-established procedures.
- Safeguarding procedures need to be applied with common sense and judgement.
- Records are kept of all allegations, but any that are not substantiated, are unfounded or malicious, should not be referred to employer references.

1.3 Safeguarding Definitions

We define safeguarding as proactively protecting our children in every aspect of their *emotional, intellectual, physical* and *moral development* and *welfare*. Keeping our students safe is central to everything that we do.

We aim to comply with local and national legal or other requirements for safeguarding as well as following international best practice. We also aim to meet all standards required for international accreditation.

International school communities have unique characteristics due to their multicultural environment, and transient nature. School personnel must be aware of the risks, conditions and individuals who are around the children that we serve. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimisation they might have experienced, or are experiencing.

For the purpose of this policy, we recognise the following definitions:

Child – any person under 18 years.

Child Protection – Child Protection is the broad term used to describe ethos, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term applies to the protection of all students enrolled at the International School of Havana against harm perpetrated by others as well as self-harm.

Child Protection Policy – describes the policies and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed. Child protection refers to

the reactive measures we take to keep a student safe from serious abuse, neglect, violence, and exploitation.

Designated Persons for Safeguarding & Child Protection – School Safeguarding Lead (SSL) & Designated Safeguarding Leads (DSLs):

DSL – the senior staff members trained in child protection and responsible for receiving, investigating, and responding to safeguarding concerns within ISH.

SSL – the person appointed to take lead responsibility for child protection and safeguarding issues at ISH. The organisational, operational and strategic responsibilities of the SSL are under the role of the Head of School.

Disclosure – information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.

Physical abuse – includes acts of violence such as punching (hitting with a fist), kicking, whipping, beating with an object, choking, smothering, trying to drown, burning intentionally, or using or threatening to use a gun, knife or other weapon, regardless of whether or not it resulted in obvious physical or mental injury.

Safeguarding – applies to all students at ISH. It is the proactive measures that we take to protect our students from maltreatment; to prevent impairment to their health and development; ensuring they are able to grow up with the provision of safe and effective care; and taking action to enable all children to have the best outcomes *(Keeping Children Safe in Education, 2019)*.

Significant Harm – some children are in need of help and intervention because they are suffering, or likely to suffer, significant harm. This is the threshold that justifies compulsory intervention in family life in the best interests and promotion of the welfare of a child. Significant harm can be considered as the severity of maltreatment, the degree, extent, duration and frequency of abuse and neglect; the extent of premeditation, presence or degree of threat, or coercion.

Sexual abuse – includes any act that involves forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. It is not necessary for the child to be aware that the activity is sexual, and the apparent consent of the child is irrelevant. Sexual abuse can be, but is not limited to:

- **Verbal:** remarks which include sexual threats; solicitation; sexually explicit language (whether in person, on the telephone, or via text messaging or the internet); or any verbal expression with the intent to arouse or stimulate.
- **Non-contact abuse:** exhibitionism**,** indecent exposure of self or others; showing or taking of suggestive pictures; showing or allowing children to view pornographic material; being seen by a child performing or pretending to perform any sexual activity or simulated sexual activity, clothed or unclothed, such as masturbation or intercourse; staring; peeping; leering; upskirting.
- **Contact abuse:** touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution.

Emotional abuse – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:

- Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
- Exposure to family, or intimate partner violence.

Neglect – is the most common form of abuse and it has the potential of seriously impairing the child's health or development. Forms of neglect include:

- Physical – the appearance as though uncared for, dirty, without appropriate clothing, underweight, not providing the necessities of life like a warm place, food and clothing.
- Emotional - not providing comfort, attention and love.
- Neglectful Supervision - leaving children without someone safe looking after them, no safe home to return to.

- Medical Neglect - failure to present child for timely immunization, persistent nappy rash or skin disorders or not taking care of health needs.
- Educational Neglect - allowing chronic truancy.

1.4 Key Competencies for all adults within the ISH Community

- Place students at the centre of everything that you do.
- Understand the possible signs and indicators for abuse and neglect.
- Know how to appropriately communicate with and respond to students.
- Always focus on safeguarding needs and respect the need for confidentiality.
- Understand what may make some children more vulnerable.
- Understand the ISH Child Protection & Safeguarding revised policy, supporting policies and Code of Conduct.
- Know how to share information safely, and with whom to share it.
- Be culturally sensitive.

Part 2 – Cultural Context

2.1 Our Commitment to Safeguarding

At ISH we have a commitment to upholding the principles of safeguarding as outlined by this policy.

To make sure students are safe in our school, we will:

- Protect and value children, listen to them and protect them.
- Create an environment to encourage children to develop a positive self image.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Share information about safeguarding and child protection and good practice with children, parents, staff and volunteers.
- Involve parents and children as appropriate, and share concerns with relevant agencies if deemed necessary.
- Write detailed procedures for protecting students.

- Enforce safeguarding procedures for all adults working in or visiting our school.
- Train all adults working in our school.
- Prevent the employment of unsuitable individuals through our Safer Recruitment process.
- Deliver a safeguarding curriculum to ensure that students can recognise and speak out about unacceptable behaviour from adults or peers.
- Support the needs of the individual child and recognise that some children are more vulnerable.
- Develop and maintain a mapping tool that identifies external sources of support.
- Encourage a culture of safe reporting for all members of the school community.
- Establish clear lines of communication to report concerns

All staff are required to read and sign the ISH Child Protection & Safeguarding policy and the ISH Staff Code of Conduct before being allowed to work with children. Failure to comply with the policy will be addressed without delay and may ultimately result in dismissal from the school.

2.2 ISH Child Protection & Safeguarding Policy Review

The ISH Child Protection & Safeguarding Policy Review should be managed by the SSL and DSLs with the Board Safeguarding Lead (BSL). Their role is to:

- Monitor safeguarding practices within the school.
- Develop an action plan encompassing operational practices and strategic development relating to the annual safeguarding review.
- Oversee professional learning and development with regards to safeguarding.
- Review the ISH Child Protection & Safeguarding Policy and Code of Conduct, plus associated documents and materials, regularly taking into account any changes in guidance (either from NEASC or other national/international agency).

2.3 Safeguarding Roles in the school

Child Safeguarding is integrated into all facets of school operations in order to create a culture of awareness and vigilance. Child protection measures are included in processes such as strategic planning, budgeting, recruitment, trip management, curriculum development, staff performance management, procurement, partner agreements, risk management, and communications. As such, there are key roles with specific safeguarding responsibilities throughout the organisation.

Within ISH, we have the following specific safeguarding roles:

Board of Directors' Safeguarding Lead (BSL)	Nico van Dijk
School Safeguarding Lead (SSL)	Chris Lynn (Head of School)
Designated Safeguarding Lead (DSL)	Karen McNeely (Primary School)
Designated Safeguarding Lead (DSL)	Rebecca Collyer (Middle School)
Designated Safeguarding Lead (DSL)	Crystal Barnes (High School)
Safeguarding Trainer	Olga Betancourt
e-Safety Lead	TBA
Social & Emotional Counsellor (Secondary)	Ailemys Rodriguez Chinnea
Social & Emotional Counsellor (Primary)	Olga Betancourt

Part 3 – Managing Concerns

3.1 Duty to Report

Any member of staff who either knows of, is told of, or strongly suspects any incident of abuse, neglect, violence, and exploitation occurring in the School, or to a student of the School at home or outside the School, must report the information the same day to the Designated Person, unless it involves an allegation against a member of staff in which case it should be reported directly to the Head of School. In the absence of the Designated Person, the immediate report should be made to the relevant Head of Section.

If the allegation or suspicion is about the Head of School the report should be made to the Board of Directors' Safeguarding Lead (BSL) directly.

Child abuse to be reported includes abuse of a student by a staff member or other adult, abuse at home which a student reports to staff, abuse by a stranger outside school, and abuse of one student by another student. In the case of abuse by a student, or group of students, the key

issues evolved in identifying the problems as abuse (rather than an isolated instance of bullying which might be considered within normal bounds in the school community) are:

- The frequency, nature and severity of the incident(s).
- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

3.2 Confidentiality when addressing students

Adults at ISH should never give absolute guarantees of confidentiality to students or adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that they will personally take whatever steps that they can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

3.3 When an allegation of physical or sexual abuse is made

Any staff member to whom an allegation of physical or sexual abuse has been made should;

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the student or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do NOT ask questions like 'Did he/she do x to you? Use instead a minimum number of questions of the 'Tell me what happened' type.)
- Stop asking any more questions as soon as the student or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else.
- Tell the informing student or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up.
- Ask the informing student or adult what steps they would like to be taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes.
- Refer the matter the same day, with all relevant details, to the relevant DSL, or the SSL.
- Make a handwritten record as soon as possible of what they have been told, and make a copy of this available to the DSL and SSL.

3.4 When an allegation is passed on

On receiving an allegation of physical, emotional or sexual abuse, the DSL or SSL should:

1. Take steps needed to protect any student involved from risk of immediate harm. (This may involve allocating an appropriate member of staff, as far as possible a person chosen by the student him/herself, to stay with them.)
2. The SSL and DSL should together with the Leadership Team decide what action to take and agree next steps, including:
    - Informing a student's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made).
    - Once appropriate permissions have been given medical examination or treatment for the student (again, there are circumstances where medical evidence may be needed).
    - Arranging immediate protection that may be needed for a student who has been the victim of abuse.
    - Informing other people at the school and external parties, including any other relevant member of staff of the allegation and its investigation.
3. Inform the student or adult who made the initial allegation of what the next steps are to be, having agreed these with the SSL.
4. Inform the Board of Directors' Safeguarding Lead (BSL) of the allegations and the action taken as above, and agree necessary further action in line with these standards.
5. The Head of School makes the decision whether to suspend from duty, pending investigation, any staff member who is alleged to have abused a student or students.
6. Take any steps for the longer-term protection and support of each student who has made allegations abuse, or is alleged to have suffered from abuse, taking his or her wishes into account.
7. Take any necessary steps to protect and support a student who is alleged to have abused another.

Disciplinary action

The School should consider taking, and as necessary should take, disciplinary action against any member of staff or agent of the School where it believes students are at risk of abuse from that member of staff.

"Low-Level" Concerns

Where the School has 'low-level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Head of School should discuss these with the relevant people. Low-level concerns could also include

'inappropriate' interactions with students. These might have taken place socially out of school or through social media sites.

There may be times when staff, in the course of their duty, use physical intervention to restrain children, either to stop them from harming themselves or others. Should this occur the Head of School or Head of Section will make a record of the incident, in case the action is later questioned.

Professional Statement

Staff are reminded that they must not communicate with students for personal reasons via any method. Staff may only communicate through School-controlled systems and for academic purposes only.

All School staff should be guarded about images and materials they or others post on social media or the internet that could be used potentially to professionally discredit them.

Part 4 – Other related procedures and practices

4.1 Safeguarding within Risk Assessments

Staff undertake safeguarding risk assessment in relation to all ISH events and activities involving children. A risk assessment takes into consideration the student group profile; the hazards/risks identified; the likelihood of the risk occurring; and the consequences of the risk. This information is used to determine the level of safeguarding measures that are necessary to make the event safe. All these records are stored securely.

4.2 Record Keeping

All student safeguarding files should be stored securely by the school. Safeguarding Leads are responsible for ensuring all case documents are complete and factual. When entering case notes, staff should be careful to distinguish between facts and professional judgment, and to ensure that a clear rationale is provided for all professional judgments.

Case files pertaining to safeguarding allegations against ISH staff, volunteers, or partner organisations will be kept as paper files and stored securely by the School Safeguarding Lead. The School Safeguarding Lead will keep a central record of all such cases.

4.3 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. The ISH Staff Handbook details school expectations of adult behaviour around children and young people.

4.4 Safe Behaviours Education

ISH has a comprehensive Guidance program that includes formal teaching and learning opportunities related to child protection such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behaviour, neglect and negligent behaviour, self-harm, and disclosing abuse. Teachers receive training to support the delivery of these lessons.

4.5 Staff Safeguarding Training

ISH will ensure that staff induction, education and training programmes are a vital part of our commitment to safeguarding children and young people from abuse and neglect. The school has a scheduled programme of regular, systematic professional safeguarding training for safeguarding leads, school leadership, teaching and non-teaching staff, and volunteers.

All new members of staff will receive an induction to Safeguarding, which will give an overview of child abuse as well as explaining the systems for reporting concerns. During induction staff will receive a copy of the Safeguarding Policy. In addition, all new staff at the school (including any ECAP, casual, part-time or full-time teaching and administrative staff) will be expected to complete Safeguarding/Child Protection training. Advanced child protection training will be offered for SSL, BSL, DSLs and counsellors.

4.6 Safer Recruitment

The school applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. All prospective staff are required to undergo appropriate background screening checks before commencing employment.

4.7 Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children. Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one-to-one contact with children. All volunteers must complete the necessary ISH documentation with safeguarding and child protection aspects before having contact with students.

4.8 Digital Safety/Personal Data Protection

The school is committed to creating a safe digital learning community through the curriculum, professional development, auditing of systems, working with parents, and developing detailed policies. The IT Department is responsible for monitoring IT usage by both students and staff, and reporting any safeguarding concerns immediately to school's Senior Leadership or any of the school's Designated Safeguarding Leads (DSLs).

ISH will have (by end of 2024 – it is part of the SIP) a Data Protection Policy which governs the collection, use and disclosure of personal data, in a way that recognises both the needs of individuals and organisations, and an eSafety Lead (eSL). Staff and children are expected to engage in safe and responsible use of digital communications and social media as per the school's IT Acceptable Use Policy.

Part 5 – Policy Review statement

It is the responsibility of the School Safeguarding Lead, the Board of Directors' Safeguarding Lead, and Designated Safeguarding Leads, to ensure this policy is fully implemented. This policy, and all of the related procedures and practices, will be reviewed and updated regularly.

This policy was last reviewed on: _____

Signed:

_____ _____

Head of School Board of Directors

Appendix 1

Roles and Responsibilities

People with Specific Responsibility for Child Protection and their Roles.

The SSL and DSLs are responsible for:

- Holding and being conversant with child protection procedures.
- Keeping themselves up-to-date through training. It is a requirement that this takes place annually.
- Reviewing and updating the ISH Child Protection and Safeguarding Policy. Any deficiencies or weaknesses in the policy and procedures must be remedied without delay.
- Liaise where relevant over safeguarding matters with the relevant authorities of international repute, through embassies, for example.
- Raising awareness of safeguarding issues.
- Briefing and guiding teaching and non-teaching staff on Safeguarding matters. This includes the briefing of new staff as part of their induction, as well as part-time, visiting and voluntary staff.
- Ensuring all staff receive Safeguarding training at least once a year.
- Keeping close contact and maintaining Safeguarding awareness with all staff.
- Ensuring that the Safeguarding procedures are followed within the school, and that each member of staff has access to the procedures and an understanding of them.
- Receiving reports of alleged or suspected child abuse within the school, or reported by a student relating to incidents at home or outside the school, and taking any other action in response, as set out below:
    - Keeping records.
    - Passing on information to a new establishment when a child leaves the school.
    - Liaising with staff.

Appendix 2

School Guidelines

The School issues guidelines to all staff on the prevention of abuse covering:

- Staff supervision of high-risk situations.
- Avoidance of inappropriate physical contact between staff and students.
- Avoidance of inappropriately spending time alone with individual students.
- Avoidance of personal contact with students through social media sites.
- The need for all staff to be vigilant in spotting and reporting clear suspicions that abuse may be occurring.

All staff should be aware of the basic procedures to be followed should a situation arise in which a student wishes to confide in them.

REMINDER: What to do when a student wants to tell you about something that has happened:

- Listen very carefully.
- Do not promise confidentiality.
- Ask 'open' questions like 'Tell me what has happened', and avoid any leading questions like 'Did he/she do *!??**! to you?'
- Make written notes as soon as possible, including anything that you have said.
- Do not take it upon yourself to investigate what the student has told you.
- Do not tell the person about whom the student has complained.
- If you think that a child is at risk, contact either the relevant DSL or the SSL.

Writing a report about what you've been told

- Note the date, time and your name.
- Note the who/what/where/when of the accusation.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Hand the report to the specific DSL.

Appendix 3

Recruitment Procedure (managed by the HR Director)

As a school we regularly review our recruitment procedure to ensure the safety of all students by preventing as far as possible, unsuitable people from working here. The following elements are part of the routine recruitment procedure for all teaching and non-teaching staff (including support staff) who may have substantial unsupervised access to students.

Criminal Records Checks: All successful applicants are required to complete a disclosure application and receive satisfactory clearance, in order for both employment and residency application.

Identity: Check the identity against an official document such as a passport or birth certificate.

References: At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misstatement or omission relevant to the suitability of the applicant.

Veracity of References: Direct contact by the School with each referee to verify the reference.

Interview: A personal interview, with a written record of issues covered and the assessment by the interviewer(s).

Veracity of Qualifications: Verification of any qualification submitted by the candidate.

Full Employment History: Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school.

Exploration of Reasons for Termination of Previous Employment: Contact by the School, where feasible, with each previous employer involving work with children to check the reasons the employment ended.

Explanation of Gaps in Resume: Explanation of any gaps, with a written record by the school explaining the reasons for any gaps and that the reasons have been sought and are satisfactory. These are also challenged at interview.

Appendix 4

ISH Visitor on Campus Safeguarding Form

This form should be read and signed when any visitor on campus collects their Visitor Pass badge.

Welcome to ISH

Throughout your visit, safeguarding students and your safety is our priority.

Visitors to ISH must:

- Have a clear purpose for their visit.
- Present valid ID at security upon arrival.
- Remain easily identifiable by a visitor sticker or lanyard (received from security) throughout the time on campus.
- Read and follow the Visitor Agreement (see below)

ISH VISITOR AGREEMENT

We hope you have an enjoyable and rewarding time whilst in our school. In keeping with our mission and values, we believe that every child and young person, regardless of age, has at all times and in all situations a right to be safe and protected, and we are committed to safeguarding and protecting students from harm.

Visitor Guidelines for Conduct

ISH supports a culture of respect; all communications should be positive, respectful and invitational.

Visitors must display their visitor's pass prominently at all times.

Please ask for permission from ISH before taking any photos or videos; any images of students must be deleted after the permitted purpose is complete and any images from the school may only be used for personal purposes, no images may be posted publicly via social media or other channels without express permission form the school.

Visitors may use toilets designated for adults or visitors only.

Visitors must not take personal information from any student nor give personal information to any student including contact details and social media profile. Any other personal or sensitive information that visitors may become privy to during their visit must not be taken away or used in any form.

Visitors must not be alone with any student.

Visitors may not touch any student or invade their personal space.

Visitors must not respond to physical contact from any student; if contact occurs, visitors must report it immediately to an ISH staff member.

Visitors must report any suspicious or unacceptable behaviour including physical or verbal abuse by and/or between any student or adult.

These guidelines apply in an online virtual setting too.

FIRE/EMERGENCY – in the event of an emergency, all visitors must leave the buildings immediately via the nearest safe exit and report to the designated assembly point outside – you will be directed. Do not re-enter the premises until you are advised it is safe to do so.

ACCIDENTS/INCIDENTS–all accidents, injuries and near-misses must be immediately reported.

FIRST AID – please ask a member of staff who will assist you.

The Deputy Child Protection Officers are Ms Karen McNeely (Head of Primary School), Ms Rebecca Collyer (Head of Middle School), and Ms Crystal Barnes (Head of High School). The Child Protection Officer is Mr Chris Lynn (Head of School).

Appendix 5

Student Safety and Welfare Concerns Form (Confidential)

Student's Name: _____ Homeroom: _____

Date/Time of Incident: _____ Date of writing: _____ Staff Name: Print: _____ Signature: _____ Position: _____
Record factually: Concerns? Who? What (If recording a verbal disclosure by a child, use their words)? When (date and time of incident)? Any witnesses?
Student's account/perspective?
Professional opinion where relevant.
Any other relevant information (distinguish between fact and opinion). Previous concerns, etc.

Actions? Include names of anyone to whom your information was passed and when.

* Please use the back of this page or attach a separate sheet if you need to write additional information.

Check to ensure your report is clear to someone else reading it. Please return to the relevant DSL in confidence. If it is extremely urgent inform the SSL immediately.

Date/time delivered: _____ Received by: _____