



Safeguarding and Child Protection Policy



Policy Name	Safeguarding and Child Protection Policy
Approval	June 2025
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Safeguarding and Child Protection Policy

1. Definitions

We have two clear terms, used throughout this policy, which need to be clearly defined:

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is defined as when a child is suffering or is likely to suffer significant harm. Under **SPS** guidance and policies, action must be taken to safeguard and promote the child's welfare.

2. Purpose

The purpose of this policy is to provide clarity to the commitment by **SPS** to protect students from all forms of child abuse and implement a comprehensive Safeguarding and Child Protection Program designed to keep all children safe. It explains to all staff how they should engage with children, young people and vulnerable adults when working for, or with, **SPS**.

This policy will ensure that students learn in a supportive, caring and safe environment in which they learn about a healthy lifestyle and how to look after themselves without fear of being bullied or harassed. A clear policy on child protection, bullying (including cyber-bullying) and harassment will inform the whole community that, at **SPS**, we have a zero-tolerance for child abuse, and are committed to safeguarding and, through this, acting in all children's best interests to keep them safe from harm.

Any breach of this policy will be treated as a disciplinary matter, which may result in immediate termination of employment or contract, and reporting to the police, relevant regulatory authority or other body.

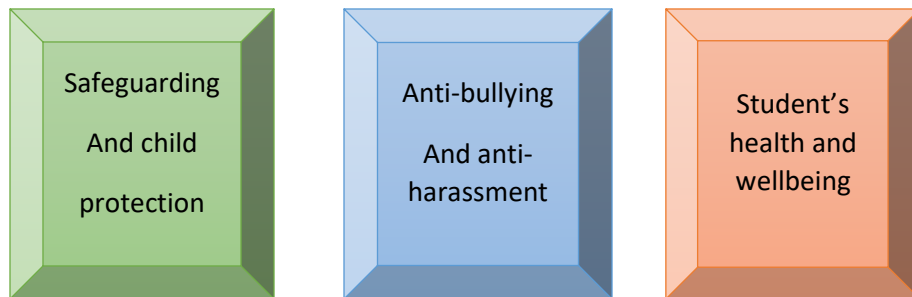
This policy is put in place to:

- Demonstrate the TSPS commitment concerning safeguarding to all students, parents and other partners and to raise awareness of how the organization should be complying with all laws, regulations and standards relevant to child protection.
- Support the development of organization-wide workplace behaviors, work systems and practices (including safer recruitment), policies and procedures that promote safeguarding and child protection within the school.
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide environments in which children and young people feel safe, secure, valued and respected, feel confident and able to approach adults if they need help knowing they will be listened to, and their concerns taken seriously.
- Develop a structured procedure within each school to be followed by all members of the school community in cases of suspected abuse.
- Provide a systematic means of monitoring and supporting students who are known, or thought, to be at risk
- Emphasise the need for good levels of communication between all parents and members of the school staff.
- Describe the school's approach to promoting students' health and wellbeing.
- Protect students from drug abuse.

3. Policy Statements

SPS Safeguarding and Child Protection Policy is an overarching policy that covers three areas depicted below:

TSPS Safeguarding and Child Protection Policy



As a responsible organization, The Sharjah Public school believes everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.:

To promote and consolidate this belief, we will:

- Develop a culture within **SPS** where we will listen to students and respect their views.
 - Appoint a Designated Safeguarding Lead (DSL) in each school.
 - Write, and regularly review, detailed safeguarding and child protection procedures, on an annual basis or as legislation requires.
 - Make sure all staff and volunteers understand and follow the safeguarding and child protection procedures and receive appropriate training with regular updates, at least annually.
- ensure children, young people and their families know about the organisation's safeguarding and child protection policies and what to do if they have a concern. build a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns

4. Duty of Care

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to a child's education as well as to their physical, emotional, and social development.

Sharjah Public School (SPS) has an institutional responsibility to protect children. In this role, we need to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. As educators, we have the opportunity to observe and interact with children over time on a daily basis and are in a unique position to identify children who may be in need of help and protection. As such, we have a professional, moral and ethical obligation to identify children who require protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

SPS will annually carry out training with all faculty and staff on child protection issues and will make every effort to implement hiring practices to ensure the safety of children.

SPS's commitment to child protection will be guided by the following:

- I. **Awareness:** we will ensure that all **SPS** staff and partners, as well as stakeholders involved in projects, are aware of the problem of child abuse and the risks to children.
- II. **Prevention:** we will ensure, through awareness and good practice, that **SPS** staff and partners minimise the risks to children.
- III. **Reporting:** we will ensure that TSPS staff and partners are clear on what steps to take where concerns arise regarding the safety of children.
- IV. **Responding:** we will ensure that action is taken to support and protect children where concerns of abuse arise.

Further to the above, **SPS** will:

- Implement safer recruitment procedures so that no person can work for the organisation if they have been identified as posing an unacceptable risk to children's safety or well-being.
- Take seriously all child abuse concerns raised
- Take positive steps to ensure the protection of children who are the subject of any concerns.
- Support children, **SPS** staff, or other adults who raise concerns, or who are the subject of concerns.
- Act appropriately and effectively in instigating, or cooperating with, any subsequent process of investigation.
- Move through the child protection process by the principle of 'best interests of the child'.
- Listen to, and take seriously, the views and wishes of children.
- Work in partnership with parents/caregivers and/or other professionals to ensure the protection of children.

5. Child Protection, Abuse and its Types

Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.

Child protection refers to the processes undertaken to protect children who are identified as suffering or being at risk of suffering, significant harm.

SPS has chosen to follow the World Health Organization's (WHO's) definition of abuse and neglect.

The WHO DECLARES: "*Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power!*"

For this document,

Staff refer to all those working for or on behalf of **SPS**, full-time or part-time, temporary or permanent, in either a paid or a voluntary capacity.

Child is defined as being any person under the age of 18 or any person enrolled at **SPS** as a full-time student, even if that person has reached his/her 18 birthdays

Parents refer to birth parents and other adults who are in a parenting role.

Abuse and Its Types

Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, in a family, in an institutional or community setting, by those known to them or more rarely, by a stranger.

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Child protection refers to the processes undertaken to protect children who are identified as suffering or being at risk of suffering, significant harm it is generally accepted that there are four main forms of abuse:

- a. Physical abuse
- b. Emotional abuse
- c. Neglect and negligent treatment
- d. Sexual abuse

Name	Explanation
Physical abuse	Physical abuse of a child is a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of or deliberately induces illness in a child.
Emotional abuse	Emotional abuse is the persistent emotional maltreatment of a child such as causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on 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 children frequently feeling 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, though it may occur alone. Emotional neglect is a dimension of emotional abuse.
Neglect and negligent treatment	Neglect is the persistent failure to meet a child's basic physical, educational and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver 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.
Sexual abuse	Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. It can be defined as the sexual exploitation of students (under 18 years old) and involves forcing students or misleading students into engaging in sexual activities. Students may be led to engage in such activities knowingly or unknowingly. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of Abuse and Neglect

The following physical and emotional/behavioral indicators may suggest that a child requires support and is potentially at risk of/suffering from some form of abuse. They may also be an indication of something else such as bereavement or other temporary trauma

A) Physical abuse

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones.
- Children with unexplained bruises or cuts; burns or scalds; or bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

b) Emotional abuse

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying - including online bullying through social networks, online games, or mobile phones - by a child's peers.

c) Sexual abuse

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong.

d) Neglect

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol, or violence
- Children who are often angry, aggressive, or self-harmed.
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured

Children who are neglected often also suffer from other types of abuse. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritizing buying drugs, or alcohol, over food, clothing or warmth for the child.

6. Guidelines on Child Safe Principles and Values

The school's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

- All members of staff play an active role in safeguarding students.
- Safeguarding students is recognized as an important task and completely harmonious with the school's academic responsibilities.
- All members of staff (including support staff) receive training to understand how students may be at risk of harm.
- All members of staff safeguard and protect the welfare of students while they are in school against all bullying and where this is accentuated by sexual or racial factors, disability or special education needs, or cyberbullying.
- All members of staff are aware of child protection and safeguarding procedures. They know the procedures for reporting concerns and adhere to them.
- The selection and recruitment of staff includes a thorough background check to make sure that candidates are suitable to work with students in schools.
- Immediate action and appropriate steps are taken when an accusation is made that a member of staff has committed an offence against a student, harmed a student, or behaved in a manner that brings into question their suitability for working with students.
- All members of staff in the school (including support staff) develop their understanding of the signs and indicators of abuse.
- All members of staff (including support staff) know how to respond to a student who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members concerning student protection and safeguarding procedures.
- All new members of staff are given a copy of the **SPS** Safeguarding and Child Protection Policy as part of their induction into the school.

The following values reflect SPS stance on child protection:

Zero tolerance of child abuse

SPS does not tolerate any form of child abuse, nor does it tolerate possession or access to any material that is abusive towards children. **SPS** will not knowingly engage anyone who poses a direct risk to children. The following list outlines our zero tolerances:

- Abusive behavior (verbal or physical) towards a student or adult.
- Use of, or possession of, drugs/ alcohol.
- Deliberate damage to property.
- Carrying an offensive weapon.

Recognition of children's interests

SPS recognizes that some children are at a greater risk of abuse. Of vulnerability are children with disabilities, children in conflict situations as well as migrant children or children without parents.

Sharjah public School expects that all members of the community apply this policy consistently, fairly and without prejudice to all students in our schools. Our schools must not discriminate against, harass or victimise students because of their gender, race, religion, belief, or disability.

7. Procedures for developing structured Safeguarding Child Protection

Child protection is everyone's responsibility. At **SPS**, all staff members have a shared responsibility for contributing to the safety and protection of children. **SPS** has Safeguarding and Child Protection Committees in place at each level of the system to safeguard and protect staff and students.

Every staff member must submit signed Appendix 1 - Code of Ethical Practice for School Staff to HR to acknowledge their awareness of duty to safeguard and promote children's welfare. Employees will be expected to sign Appendix 2 - Confirmation of Receipt of the Safeguarding and Child Protection Policy, confirming that they have received and read the Safeguarding and Child Protection Policy and confirming that the procedure for reporting concerns about a child has been explained to them by the school-based DSL.

All adults who are regularly on **SPS** campuses will be expected to undergo appropriate regular training, dependent on their level of engagement with students and their roles concerning child protection.

8. Roles and Responsibilities

Committee Name	Members
School-Based Safeguarding and Child Protection Committee (SBSCPC)	The DSL, the Principal, and the Senior Leadership Team

The DSL, the Principal, and the Senior Leadership Team

Each school should have at least one Designated Safeguarding Officer (DSL), as well as a Deputy DSL, to cover during times of the DSL's absence from school. Both should have received Level 3

Safeguarding Training

Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.

Activities include the management of work undertaken by any Deputy DSLs

- The DSL works with the principal, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college
- Manages early identification of any potential safeguarding issues from staff, through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Works with others - acting as a point of contact for outside agencies about safeguarding
- Supports and advises other staff in making referrals as necessary.
- Coordinates safeguarding training and raises awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Helps promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic development and maintain a culture of high aspirations for this cohort.
 - are supported to identify the challenges that children in this group might face.
 - provide additional academic support or make reasonable adjustments to help children who may be at risk.

- Ensures appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.
- Attends relevant training so that they are aware of their respective duties and responsibilities.
- Supports all the stakeholders (students, academic & non-academic staff, etc.) in keeping them safe and secure.
- Coordinates regularly with the principal for effective compliance with this policy and keeping a written record of the meetings.
- Organizes training for all staff (whole school training) and ensures they are aware of **SPS**

Safeguarding and Child Protection Policy.

- Maintains records of all child protection concerns.
- Keeps the principal informed.
- Ensures the confidentiality of the written records.
- Regularly coordinates with the School's Health and Safety Officer to mitigate any possible health and safety hazards.
- Ensures everyone connected with the school is aware of this policy.

The principal's responsibilities:

- Ensuring that the **SPS** Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- Constituting SBSCPC as per the given criteria.
- Allocating sufficient time and resources to enable the DSL to conduct their roles effectively.
- Regular coordination with the DSL for effective compliance with the policy.
- Attending and/or contributing to child protection conferences.
- Regular review of the implementation of **SPS** Safeguarding and Child Protection Policy at School, preferably once per term. Identified areas should be included in the School Improvement Plan.
- Ensuring that only suitable people (cleared rigorous background check) to work in schools are employed, or engaged to work with the system - see Safer Recruitment.
- Including child protection as an agenda item in INSET and General Staff Meetings.

Staff Members

- All staff members are required to be familiar with the content of the **SPS** Safeguarding and Child Protection Policy and their legal obligations concerning the reporting of child abuse
- It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with the School's DSL.

Safeguarding and Child Protection Committees

- School-Based Safeguarding and Child Protection Committee (SBSCPC) is responsible for the effective Implementation of the **SPS** Safeguarding and Child Protection Policy. The SBSCPC ensures that:
- All necessary steps are taken to safeguard and protect students.
- This policy is complied with in letter and spirit.
- Information to parents and students regarding the measures the school takes to protect and safeguard students is disseminated effectively and regularly.
- Effective records are kept of all cases of abuse to be maintained in the Safeguarding and Child Protection Folder.

Regional Human Resource Manager Responsibilities:

- Collaborating with the Principal to ensure that all staff members are carefully selected, screened, trained and supervised.

Students must be made aware of:

- Basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- Keeping themselves safe. This is addressed in the form of regular assemblies.

Parents are:

- Asked to collaborate hard with the school to establish excellent home-school relationships; aware that we have a responsibility for the welfare of all our students.
- Aware they will be informed of our actions.

On a termly basis during Parent Teachers Meetings (PTMs), we will ask parents if:

- They have any concerns about the safety of their child when in school; they feel enough time is given for children to learn how to keep safe; they know whom to approach if they have any concerns.
- They feel their views are listened to and acted upon
- They are aware of this policy.

9. Safer Recruitment Practices

SPS places safeguarding and child protection at the front and Centre of its priorities TCS recognizes the importance of safeguarding and protecting all children and young people by implementing robust safer recruitment practices.

Through these practices and associated procedures, we will identify and reject applicants who are unsuitable to work with, or may pose a risk to, children and young people.

Our practices will allow us to respond to concerns about the suitability of applicants during the recruitment process and to respond to concerns about the suitability of employees and volunteers once they have begun their role.

To support this, we will ensure that all new staff and volunteers participate in an induction which includes safeguarding and child protection awareness. We also expect that schools will require all employees to sign Appendix 1-Code of Ethical Practice for School Staff and participate in mandatory child protection training.

The relevant authorities will be contacted pertinent to the candidates' prior employment to ascertain that there is no reason which would prevent employment with children. An example of this is a Police Check to ensure that there are no previous convictions related to children.

We will seek external validation of all CVs. Referees provide a hugely valuable source of information about a person's skills, attitudes, values, and past behaviors. They are also able to corroborate information given by candidates on CVs or application forms.

To corroborate the accuracy of the candidate's CV, a minimum of two referees should be contacted. They should be contacted in person - usually by telephone. If this is not possible immediately, questions may be given to a referee to be answered in writing and then followed up by telephone (or other technology that enables the referee to discuss the candidate).

The HR department in schools and offices should hold one central record, whereby all information that is collated during the recruitment process is collated and centralized for easy access.

10. Induction and Training

Training and education are important to ensure that everyone understands that child safety is everyone's responsibility.

SPS is committed to in-service training for its entire staff. Each member of staff will receive general training including child abuse prevention, recognition, intervention and reporting with some members of staff receiving more specialist training in line with their roles and responsibilities as per the CP Training Calendar.

All members of staff including the principal and School-based DSL attend Safeguarding and Child Protection training every year. The school Safeguarding and Child Protection training register provides evidence of training for each member of staff.

Initial training will be delivered in-house, normally during the orientation process. Thereafter, staff will be expected to undergo refresher training at least every year. Staff members will verify that they have read **SPS** Safeguarding and Child Protection Policy and understand how to report concerns.

When new members of staff join the school, during Induction and Orientation they are briefed on the school's Safeguarding and Child Protection Policy and Code of Conduct and given copies of these policies.

11. Procedures for Record Keeping of Safeguarding and Child Protection Concerns

Staff are expected to treat the information they receive about children and young people discreetly and confidentially in line with guidelines.

All child protection records, information and confidential notes are kept in separate files in a locked cupboard. These records are kept separate from any other file that is held on the child or young person and is only accessible by members of the safeguarding team.

The Principal, DSL, Teachers, and Members of Safeguarding and Child Protection Committees within **SPS** will disclose information about a student or a student's family on a need-to-know basis only.

Concern Report Form - See Appendix 3

This record should be made as soon as possible after the disclosure has been reported to the DSL.

The facts, not opinions, should be accurately recorded in a non-judgmental way and should include:

- The child's name, gender, and date of birth.
- Date and time of the conversation.
- What was the context and who was present during the disclosure?
- What did the child say? - verbatim if possible?
- What questions were asked? - verbatim?
- Responses to questions - verbatim
- Any observations concerning the child's demeanor and any injuries.
- The name of the person to whom you reported the disclosure.
- The signature of person disclosed too.
- Date.

Pass all of this to your Designated Safeguarding Lead

Guidelines for Recording Concerns

Any adult, to whom a student makes a disclosure, must: LISTEN carefully to what is said. Do not interrupt or prompt. let the child tell the story in his/her own words.

Use TED questions:

- TELL me what happened.
- EXPLAIN what happened.
- DESCRIBE what happened.

REASSURE the child that they are right to speak up. Be calm, attentive, non-judgmental. Don't show any emotion other than sympathy.

CONFIDENTIALITY - Make it clear that this cannot be kept a secret and that you have a duty to report it to someone who is professionally trained to help students in this situation.

QUESTION the child only if necessary to clarify something that is unclear such as when and where Do not ask leading questions.

ACTION - contact the DSL and complete Appendix 3 - Report of Concern Form before you leave school that day.

WRITE IT DOWN - use the child's words as far as possible and record anything else that concerns you.

DO NOT:

- Investigate yourself.
- Ask the child to write down what they said or repeat it to another adult.
- Record the conversation on any device.
- Ask another adult to witness their disclosure -the child has chosen to tell you.

12. Types of Disclosures

Disclosure Against Any School Personnel or Another Student

All staff should be aware of their duty to communicate any concerns they may have to the DSL.

If a disclosure against any member of staff is made in terms of harming a student or putting a student in harm's way or behaving in a manner that is inappropriate and raises questions about their suitability to work with students. The disclosure will be managed in line with TSPS Procedures for managing a disclosure.

The principal, rather than the DSL, will manage all disclosures against staff unless the disclosure is against the principal, in which case the Regional HR Manager will manage the response.

The principal will collect information about the disclosure, and share this with the Regional HR Manager, who will advise and guide us on the steps that need to be taken. Where the disclosure is against the principal, the Regional HR manager will collect information about the disclosure and will advise and guide on the steps that need to be taken.

Member of the School Staff Suspects that a Child May be a Victim of Abuse

If a member of the school personnel suspects that a child may be a victim of abuse, then they must record accurately and factually what they have seen; and submit the Concern Report Form (Appendix 3) immediately to DSL.

The DSL will then:

- Inform the principal.
- Further, investigate and keep records of this investigation.
- Decide whether to take this referral further or to monitor the situation; inform the person making the initial referral of his/her decision.
- On the basis of the collected information arrive at a judgement as to whether there is reasonable cause to suspect or believe that a child is at risk of harm and in need of protection.

If s/he concludes that the student may need protection, s/he will:

- Consider whether immediate action is necessary to protect the child.
- Consider whether parents should be notified at this stage.
- In consultation with the SBSCPC, they agree on how - or if at this stage - parents are to be advised of the identified concerns.
- Escalate the case to the Regional HR Manager if the situation requires it.
- Maintain a written record of concerns raised even if no steps need to be taken.
- Ensure the student is informed by the most appropriate person of what is going to happen.

Parent or a Visitor Makes a Disclosure to School

If a parent or a visitor makes a disclosure to school, then the DSL:

- I should meet with the parent/visitor taking down all details.
- Will assure the parent/visitor that the school will take the matter seriously and investigate it and that he/she may have to seek advice from the Regional Office about the disclosure.
- Will get back to the parent/visitor when a decision has been taken on how to proceed and assure them that the matter is/has being/been addressed.

Peer on Peer Abuse

All members of staff at **SPS** recognize that children can abuse their peers. **SPS** recognizes that peer on peer abuse can take many forms, including but not limited to:

- bullying (including cyberbullying).
- physical abuse which can include, but is not limited to, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

All allegations of peer-on-peer abuse will be recorded, investigated and dealt with in line with the settings associated with policies, including child protection, anti-bullying and behavior

13. Procedures for managing allegations against members of staff

Any allegation or concern that a staff member has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly.

An inquiry into allegations against members of staff may result in one of the following possible outcomes:

- Substantiated - The event was found to have occurred.
- Unsubstantiated - The event could not be evidenced to have occurred.
- Unfounded - Event proven or acknowledged to have occurred but was misunderstood or misinterpreted or the allegation is proven not to be true, but there is no malicious intent on the part of the student.
- Malicious - A proven intentional lie or malign intent.

In case it is proved that a person did not commit the alleged act, and they were not guilty, the person should be notified in writing of the decision and no further action should be taken with a copy placed on the person's personnel file

Where it is proved that a person did not commit the alleged act although he/she was an accomplice, the person should be notified in writing of the decision and taking into consideration the level of involvement. In case it is proved that a person's actions were irresponsible or negligent, disciplinary action should be considered in line with **SPS Service Rules**.

Where it is found that the allegations were malicious, the relevant child protection committee should take disciplinary action as laid out or described in the **SPS Service Rules**.

Appropriate counselling and support should be offered to the students or students who made the allegations and, where appropriate, their parents, by the time the member of staff returns to school.

Appendix 1 - Code of Ethical Practice for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their performance and confidentiality, to work as part of a team and to be an excellent role model for our children.

All school staff and visitors should:

- Place the safety and welfare of children above all other considerations.
- Treat children with respect regardless of race, color, sex, language, religion, political or other opinions, national, ethnic, or social origin, property, disability, birth or other status.
- Not using language or behavior towards children that are inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Wherever possible, ensure that another adult is present when working in proximity of individual children.
- Treat all members of the school community, including children, parents, colleagues with consideration and respect.
- Adhere to, and follow, the principles and procedures contained in the SPS Safeguarding and Child Protection Policy.
- Treat each child as an individual and adjust to meet individual needs.
- Demonstrate a clear understanding of and commitment to nondiscriminatory practices.
- Understand that school staff are in a position of trust.
- Never condone inappropriate behavior by children or staff.
- Refrain from any action that would bring the school into disrepute.
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- Maintain the confidentiality of personal information.
- Interact with children in open, public spaces. If one-on-one meetings are necessary for educational or emergency purposes, they should also be conducted in a public area, in a room where the interaction can be (or is being) observed, or in a room with the door left open and another adult is notified about the meeting. The child should always be given the option of having another adult present.

I confirm that I have received and read the **CODE OF ETHICAL PRACTICE FOR SCHOOL STAFF**. I have been made aware of my duty to safeguard and promote children's welfare.

Name: _____

Signature: _____ **Date:** _____

Please sign and return this form to HR.

Appendix 2 - Confirmation of Receipt of Safeguarding and Child Protection Policy

Name	
Date of joining the school:	
Post:	
Date of induction:	
Name and designation of the staff member responsible for induction:	

I confirm that I have received and read the Safeguarding and Child Protection Policy. I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a child has been explained to me.

Name: _____

Signature: _____

Date: _____

Please sign and return this form to HR.

Appendix 3 - Concern Report Form

Name of person making the report:	
Date of Report:	
Name of the member of the DSL to whom the report is submitted:	
Nature of Concern:	

Date, Time and Location of Incident/ Observation:	
Name of Student (if known):	
Details of Concern: Concerns or alerts may be because of: • Observed behaviour in a child (physical, emotional, change in behaviour) • Hearsay (third party disclosure) • Disclosure (specific report made by a • the student directly or via a trusted adult) • Observed behaviour in an adult (breach • of Code of Conduct) Provide full detail only. State whether you witnessed the incident or if it was reported to you. If there is any conversation with the child, report his/her own words as closely as possible. (Continue overleaf if necessary)	
Follow up Action by DSL (if any):	
Signed by (Reporter):	
Signed by (DSL/Recipient of the report):	