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## SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE 2020



**Lead: AP INCLUSION**  
**Review: Nov 2020**

### INTRODUCTION

Horizon International School (HIS) takes very seriously its responsibility to protect and safeguard the welfare of children and young people in its care.



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## **SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE 2020**

### **Key Contacts Within the School**

#### **Designated Safeguarding Lead**

Name: Amanda Buckley, Assistant Principal  
Contact Number: 04-348314

#### **Deputy Designated Safeguarding Lead**

Name: Almas Syed, Secondary ACE Teacher  
Contact Number: 04-348314

### **Key Contacts Within the Local Area**

**The CHILD PROTECTION SECTION within the COMMUNITY DEVELOPMENT AUTHORITY** offering confidentiality and advice

CONTACT NUMBER: 800988  
Website: [www.cda.gov.ae](http://www.cda.gov.ae)

**The CHILD PROTECTION CENTRE within the MINISTRY OF INTERIOR** offering confidentiality and advice

Contact Number: 116111  
Website: [www.moi-cpc.ae](http://www.moi-cpc.ae)

#### **AL AMEEN SERVICE**

Contact Number: 800-4-8

#### **Alternative Referrals**

When members of the school have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during school hours they should make an immediate referral to a member of the Safeguarding & Child Protection Team or any accessible member of the Senior Leadership Team.

For all NON-URGENT referrals and enquiries telephone the School 04-348314

### **1. INTRODUCTION**

Horizon International School (HIS) takes very seriously its responsibility to protect and safeguard the welfare of children and young people in its care. We emphasise that our staff are particularly important in the Safeguarding and Child Protection process as they have regular contact with the students in their care and are best placed to identify concerns early. They are able to provide direct help and support to children and should always act to prevent an escalation of events.



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### 2. PURPOSE

2.1 An effective whole-school Safeguarding and Child Protection Policy is one which provides clear direction to staff and others about expected conduct when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and rigorous procedures. This ensures that child protection concerns, referrals and monitoring will be handled sensitively, professionally and in ways which support the needs of the child.

2.2 There are three main elements to our child protection policy:

- a) Prevention through the creation of a positive school atmosphere and the teaching and pastoral support offered to students.
- b) Protection by following agreed procedures, ensuring staff are fully trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Wellbeing support to students who may have been abused or have experienced trauma.

2.3. This policy applies to all students, staff, governors, volunteers and visitors to Horizon International School.

2.4. This school recognizes that it is an agent of referral and not of investigation.

### 3. SCHOOL POLICY

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Horizon International School will therefore:

- a) Establish and maintain an environment where students feel safe and secure, are encouraged to talk, and are listened to.
- b) Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum (particularly through PSHE and Moral Education) activities which equip students with the skills they need to stay safe from abuse. Wellbeing Days, Enrichment Days and assemblies are the key means of delivery currently.
- d) Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information can be obtained from the school's principals.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies.

### 4. FRAMEWORK and DUBAI CONTEXT

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.

4.2 In April 2012, it was reported that Dubai had "embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need." The policy "aims to provide



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protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai." The Dubai Strategic Plan 2015 calls for the provision of "proper social services to meet the requirements of the local community."

4.3 In November 2012, the UAE Cabinet approved "Wadeema's Law" to "protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality."

4.4 As identified on the first page of this policy, there are now several channels through which referrals about abuse can be made.

### **5. ROLES AND RESPONSIBILITIES**

5.1 All adults working with or on behalf of children have a responsibility to protect and safeguard them. There are, however, key people within the school who have specific responsibilities under safeguarding & child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

5.2 It is the role of the Designated Safeguarding Lead (DSL) to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals if practicable. If for any reason the Designated Safeguarding Lead (see cover sheet) is unavailable, the Deputy Designated Safeguarding Lead (see cover sheet) has been identified who will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

5.3 The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes (refer to Safer Recruitment Policy). As part of the school's recruitment and vetting process all possible external agencies and intelligence checks will be sought on all staff that have substantial and unsupervised access to children.

5.4 The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

5.5 The Designated Safeguarding Lead and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

### **6. PROCEDURES**

6.1 All action is taken in line with the following guidance;

- a) Local Safeguarding Guidelines/Child Protection Procedures – UAE Ministry of Interior  
<http://www.moi-cpc.ae/en/default.aspx>  
<https://government.ae/en/information-and-services/social-affairs/children>



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b) "What To Do If You're Worried A Child Is Being Abused" (March 2015) published by HM Government  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

c) DfE (KCSIE) - Keeping Children Safe in Education - Statutory guidance for schools and Schools - (September 2018)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/Keeping\\_Children\\_Safe\\_in\\_Education\\_3\\_September\\_2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

6.2 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Principal will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead. The flow chart in Appendix 1 identifies the pathway for dealing with abuse or disclosures.

6.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (see cover sheet) or in their absence, Deputy Designated Safeguarding Lead (see cover sheet). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.4 The Designated Safeguarding Lead or their Deputy will immediately refer cases of suspected abuse or allegations in accordance with the procedures outlined within this policy.

6.5 The school will always undertake to share an intention to refer a child with the parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken.

6.6 Parents can obtain a copy of the school safeguarding and child protection policy on the Horizon International School website or request one directly from the school.

## 7. TRAINING AND SUPPORT

7.1 The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training annually.

7.2 The school will ensure that the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead also undertake training and refresher training at an Advanced Level on a biannual basis to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for safeguarding and child protection and their responsibilities.

7.3 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.



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### 8. PROFESSIONAL CONFIDENTIALITY

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### 9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. Staff might also be asked to complete a body map to show the location of physical abuse (Appendix 3).

9.3 These file notes are stored securely on our Information Management System, they remain confidential and are only viewable by the Designated Safeguarding Lead. In the same way notes must be kept of any student who is being monitored for child protection reasons.

9.4 If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.

### 10. ATTENDANCE AT SAFEGUARDING & CHILD PROTECTION CONFERENCES

10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.

10.2 When a child is subject to a safeguarding or child protection concern at Horizon International School, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation.



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### **11. SUPPORTING STUDENTS AT RISK**

11.1 Horizon International School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

11.2 Horizon International School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

11.3 Horizon International School will endeavour to support students through:

- a) The curriculum which encourages self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behavior is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies who support the students and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

11.4 This policy should be considered alongside other related policies in school; the policy for the teaching of PSHE, the policy for the management of students' behaviour, including our policy on anti-bullying and the health and safety policy.

### **12. SAFE SCHOOL, SAFE STAFF**

12.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

12.2 Only authorised agencies may investigate child abuse allegations; currently, in Dubai this would mean the Police only along with the Ministry of Interior's Child Protection Centre. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

12.3 If for any reason it is decided that a referral is not appropriate, it will be necessary to address matters in accordance with the school's complaints/disciplinary procedures.



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### 13. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

13.1 Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

### 14. WHISTLEBLOWING

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

14.2 All staff are expected to fully comply, at all times, with the School's Professional Code of Conduct.

14.3 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to a member of Horizon International School's Executive Leadership Team.

14.4 If a member of staff has concerns about the conduct of a member of Horizon International School's Executive Leadership Team (other than the Principal) they should contact the Principal.

4.5 If a member of staff has concerns about the conduct of the Principal they should contact the Nominated Governor for Safeguarding & Child Protection or the Chairman of the Board of Governors.

### 15. POLICY REVIEW

15.1 The Designated Safeguarding Lead, or in their absence their Deputy or a member of Horizon International School's Senior Leadership Team is responsible for ensuring the annual review of this policy along with the Nominated Governor for Safeguarding & Child Protection.

15.2 The Designated Safeguarding Lead, or in their absence their Deputy or a member of Horizon International School's Senior Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

### 16. OTHER INFORMATION

16.1 Other staff with Child Protection Responsibilities: The Principal & ELT

16.2 Safeguarding & Child Protection Training: To all staff annually conducted

Policy Details:	Safeguarding and Child Protection Policy
Version Date	November 2020, Amanda Buckley
Last Review	October 2019
Next Review	November 2021
Responsible ELT	Assistant Principal- Designated Safeguarding Lead
Governors Review Date	November 2020



**Appendices**

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**Appendix 1**

**Pathway for responding to a Safeguarding or Child Protection Concern**

**What to do on suspicion or disclosure**

**Stay calm**

(Don't over-react. It is extremely unlikely that the child is in immediate danger)



**Listen, hear and believe**

(Don't probe for more information. Questioning the disclosure may affect how it is received at a later date)



**Give time for the person to say what they want**

(Don't make assumptions, don't paraphrase and don't offer alternative explanations.)



**Reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed**

(Don't promise confidentiality to keep secrets or that everything will be OK – it might not be.)





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**Record in writing as near verbatim as possible and as soon as possible on the nearest piece of paper; do not paraphrase. This will be transferred to the confidential information management system once the DSL has been notified in person.**

(Don't make negative comments about the alleged abuser)



**Act immediately in accordance with the procedure in this document: Inform the safeguarding or deputy safeguarding leader in person. Do not send information via email.**

(Don't try to deal with it yourself)



**Report to the person designated for Child Protection who will inform the Principal and external agencies as required.**

(Ensure that this is done immediately. Don't gossip with colleagues about the matter)



**Record your report on the Information Management System and pass it back to the designated safeguarding leader who will take a lead from here.**

(Don't make a child repeat an allegation unnecessarily)

### Appendix 2

#### Identifying signs of child abuse

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death of the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

#### Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life.

Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.



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The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises – in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather Depression
- Withdrawn behaviour
- Running away from home

### Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs.

There may be a development delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parents being approached regarding their behaviour
- Development delay in terms of emotional progress

### Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to be concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.



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It is also important to remember that it is not just men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

### **Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

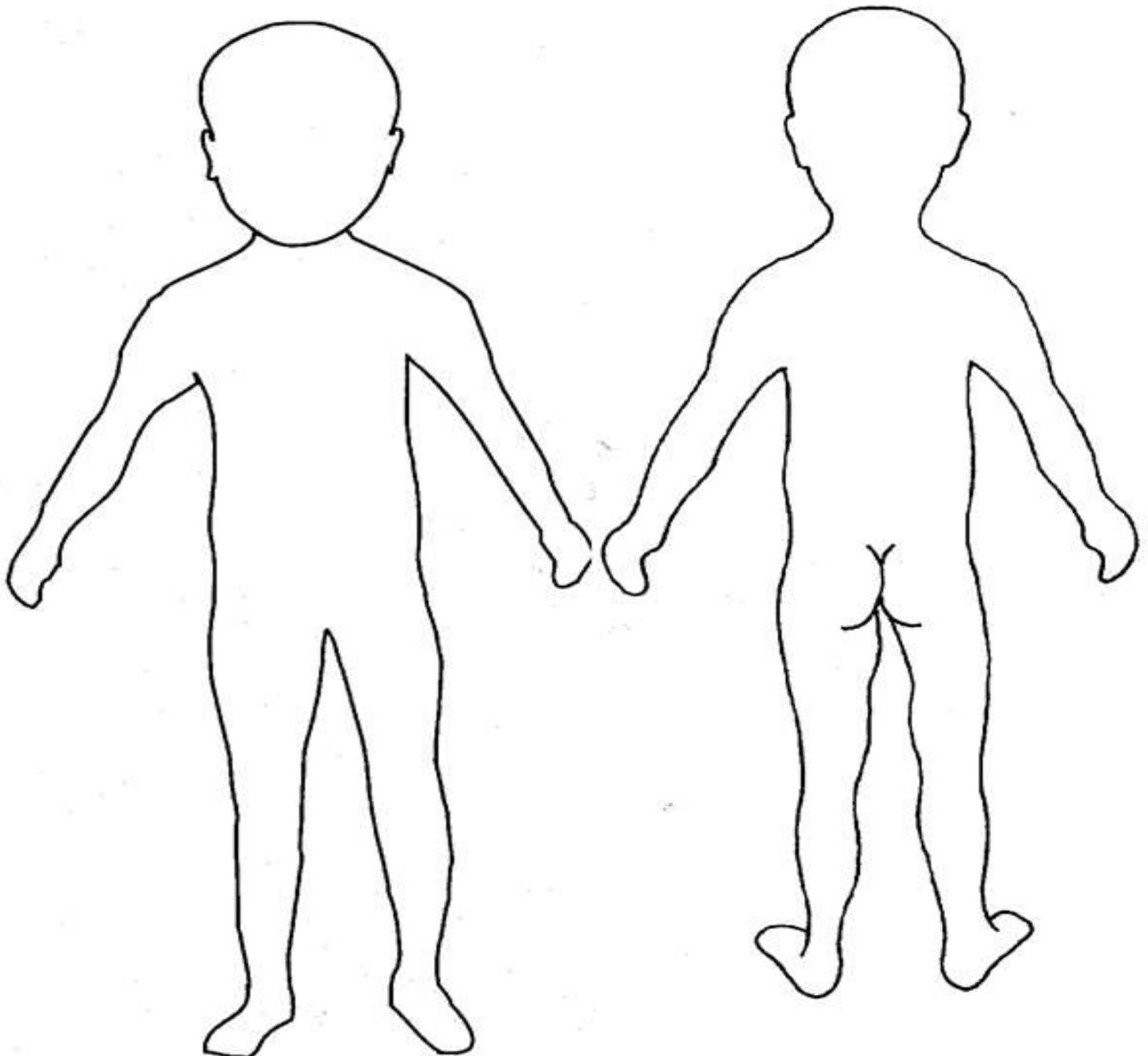
The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised

**Appendix 3- Body map**





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**Appendix 4**

***Safeguarding Best Practice Do's and Don'ts for Staff***

Do	Don't
Ensure you know who the designated safeguarding officer is and who the safeguarding team are	Investigate any concerns yourself
Respond immediately-report any issues verbally to the DSL and then in writing	Email any safeguarding concern forms
Always listen to and make time for a child who wants to make a disclosure	Ignore or dismiss any child
Always believe that a child is telling the truth	Examine a child yourself or take any photographs of injuries that are reported to you
Be aware of the indicators of the four categories of abuse	Look shocked or distasteful about what a student is telling you and do not speculate or make negative comments
Challenge people around school who are not wearing their lanyards/people with red lanyards who are alone	Promise confidentiality
Remember that students from any background at any age can suffer from any type of abuse	Make any other promise
Understand the importance of e-safety and the responsible use of social media	Keep concerns about other adults to yourself
Make yourself aware of the indicators of FGM, child sexual exploitation, drug abuse and radicalisation/extremism	Judge or condemn the alleged abuser
Password protect your laptop/mobile phone	Assume that everyone that works with children is safe and will do them no harm



**Appendix 5  
Guidance on Intimate care and toileting**

All children in FS are expected to be 'bathroom independent' before starting school. All parents accepting a place for their child in Foundation 1 or 2 will have had the following paragraph included in their offer letter to ensure they are clear on this expectation.

*"Please be aware that it is a condition of this offer that your child is fully toilet trained and bathroom independent before they start school in (This means we expect the children to know when they need the bathroom, be able to go to the toilet independently including using paper or the spray, pull up their clothing and wash their hands)."*

The main reason for this is to enable the staff to focus on supporting children's learning rather than providing intimate personal care.

There will however, be occasions when children require support with changing or toileting and it is part of our duty of care to ensure that this is provided in a manner that respects their right to privacy whilst meeting appropriate standards for hygiene and safe guarding children. In such an event the following should be followed:

- Another adult (usually the class teacher or teaching assistant) is informed that a child needs changing and/or assistance in the bathroom
- The child is taken to the nearest bathroom and all doors to the bathroom should remain open at all times enabling the second adult to check on progress as appropriate
- The child should be encouraged to carry out all tasks independently as far as possible
- The adult assisting the child must only physically support the child in these tasks if absolutely necessary and all physical contact must be kept to an absolute minimum. Gloves should be worn if there is any risk of cross-infection from bodily fluids
- Parents must be informed of the incident and the action taken. This will normally be communicated by the class teacher or the school nurses in cases of illness
- When changing for swimming the children will change in groups. At the discretion of the teacher in foundation stage they may be split into boys and girls with at least one adult in each room. No adult should be left alone with a single child changing. All primary and secondary children are split into boys and girls changing facilities
- All children's toilets without exception must only be used by the children. All adults are to use the toilets in the reception areas, a sign indicating this must be outside each toilet
- All cleaning staff are expected to ensure that the toilet area is empty of children before entering to clean. If a child is in the toilet the cleaning staff must wait until the toilet area is empty
- Cleaning staff must ensure that when they are in the bathroom cleaning, the yellow 'cleaning in progress' sign is placed outside of the bathroom area thus allowing children to be aware that a member of cleaning staff are in the bathroom at that time. Children are educated to wait until the area is clear of staff before entering to use the bathroom.

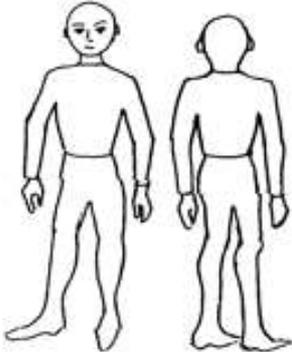
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**CHILD PROTECTION INCIDENT REPORTING FORM**

This form must be completed, dated and signed by members of staff who identify child protection concerns.

All child protection concerns must be reported immediately to the designated safeguarding officer. This document must be completed after.

<b>Student Name</b>	
<b>Student's DOB</b>	
<b>Students Year and Class</b>	
<b>Name/Title of person raising concern</b>	

<b>Date</b>		<b>Time</b>	
<b>Details of Concern</b>			
<b>Action Taken (if applicable)</b>			
<b>Indicate position of any marks (if applicable)</b>			
<b>(To be completed by the DSO) Action Taken</b>			
<b>Outcome</b>			
<b>Further Action</b>			

<b>Signature</b>		<b>Name</b>	
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