مدرسة اوريكس العالمية

ORYX

INTERNATIONAL
SCHOOL

Orbitaled

Safeguarding and Child Protection Policy

Academic Year 2021-2022

Safeguarding and Student Protection Policy
Academic Year 2021-2022

TABLE OF CONTENTS

Section	Title	Page
1.0	**Aims, Purpose and Application of the Policy**	**2**
1.1	Partnership with Parents	3
2.0	**Staff Code of Conduct: Safer Working Practice, Roles and Responsibilities**	**3**
2.1	Recognising abuse and forms of abuse	4
2.2	Senior Designated Lead (DSL) for Student Protection	7
2.2.1	Designated Governor for Student Protection	8
2.3	Employees of the School Who Have Contact with Student	8
2.4	Volunteers, Work Experience Students and Other Visitors Who Have Contact with Student	8
3.0	**Safer Recruitment, Selection and Pre-employment Vetting**	**8**
3.1	Visitors to the school with a professional role.	9
3.2	Visitors to the school in a Voluntary Capacity	9
4.0	**Student Protection Procedures**	**9**
4.1	Reporting Safeguarding or Student Protection Concerns	9
4.2	Management of Allegations against Members of Staff	10
4.3	Reports by Parents	10
4.4	Safeguarding Students during Off-Site Activities and on School Journeys	10
4.5	Information Sharing and Confidentiality	10
4.6	Photographing, Videoing and the Use of Mobile Devices	11
5.0	**Design of the School Curriculum**	**12**
5.1	Personal, Social and Health Education	12
5.2	Risk Assessment and Educational Visits	12
5.3	Internet use and E-Safety	12
6.0	**Security of the School Site**	**12**
6.1	Collection of Student	13
7.0	**Golden Rules for Information Sharing**	**13**
8.0	**Safer recruitment**	**14**
9.0	**Whistleblowing**	**14**
10.0	**Safeguarding and Student Protection Policy Review Cycle**	**14**

1.0 Aims, Purpose and Application of the Policy

Safeguarding can be summarised as what we do for all children and it is linked to ‘promoting welfare’.

- Protecting a student from maltreatment.
- Preventing impairment of a student’s health or development.
- Ensuring that a student can grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all students to have the best outcomes.

Child protection refers to the procedures we use to protect children at risk of significant harm or who have been harmed. Child protection therefore forms a small part of safeguarding and promoting welfare, but effective child protection processes are an essential part of the wider work to safeguard and promote welfare; they also reduce the need for action to protect children from harm.

Oryx International School fully recognises its responsibilities for safeguarding. It aims to ensure that students are effectively safeguarded from the potential risk of harm and that the safety and well-being of the student is of the highest priority in all aspects of the school’s work. In addition, it aims to maintain an ethos whereby staff, students, parents and governors feel able to articulate concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

This Safeguarding and Student Protection Policy applies to all adults, including volunteers, working in or on behalf of the school and it is expected that everyone working in or for our school, shares the responsibility to keep student safe from harm and abuse.

We aim to:

- Ensure that all stakeholders are aware of and take seriously their responsibility to promote and safeguard the welfare of students.
- Ensure that all adults who have contact with students in the school have been properly vetted and cleared as suitable to work and support student in our care/charge.
- Have in place clear procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting students where a student protection need has been identified.
- Ensure that all adults who have contact with students in the school have been trained to undertake their safeguarding responsibilities effectively.
- Ensure that students within our school are safe at all times.

These aims will be met through:

- Safe working practice and clearly identified roles and responsibilities.
- Adherence to safe recruitment and selection practices.
- Regular professional development
- Rigorous student protection procedures.
- Effective induction and training.

- The design of the school curriculum to equip student with the skills needed to keep themselves safe.
- The security of the school site.

Legislative Context

Current UK guidance is taken from the UK Department for Education (DfE) document: (1) Working Together to Safeguard Children (2019) and (2) Keeping Children Safe in Education (2021). KCSIE comes into effect from 1st September 2021.

At all times, we endeavour to adhere to all relevant Qatari legislation.

1.1 Partnership with Parents

The school shares a purpose with parents to educate students and keep them safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a student. The Oryx International School will share with parents any concerns we may have about their child unless to do so may place the child at risk of harm.

We encourage parents to discuss any concerns they may have with the school and make parents aware of our Safeguarding and Student Protection Policy which is available on the school website and on request from the school reception.

2.0 Staff Code of Conduct: Safer Working Practice, Roles and Responsibilities

All Oryx staff must complete and regularly review the Child Protection in Education online course or any other course considered appropriate by the Executive Principal/ DSL. The certificate of completion of this course must be kept with the staff member's records by the Human Resources Department (or electronically on their HR file on iSAMs).

All members of the school staff have a responsibility to identify and report suspected abuse or neglect and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the DSL.

All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All staff are required to adhere to the policies, protocols, Code of Conduct and the standards in the Staff Handbook

All staff are expected to

- be aware of symptoms of abuse.
- report concerns to DSL as appropriate
- keep clear, dated, factual and confidential records of child protection concerns.

All staff are expected to attend regular and relevant professional development sessions.

We recognise that because of the day-to-day contact with students, members of staff are in a position to identify concerns early and provide help for students to prevent concerns from escalating. It is the responsibility of all adults working in school to:

- Establish and maintain a safe environment in which students can learn, where they feel secure and know and trust that there are adults who will listen to them and whom they can approach if they are worried.

- Identify students who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Take appropriate action, where such a need is identified, working with other services as required.

In addition, adults must comply with safe working practices to ensure that safeguarding is proactive and preventative, that is to:

- Be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incident or decisions made.
- Apply the same professional standards to all colleagues.
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Routinely undertake risk assessment and risk management relating to activities planned for students, the learning environment and people who will have access to students.

2.1 Recognising abuse and forms of abuse

Recognising Child Abuse

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. There are four main types of child abuse. Child abuse can be physical, sexual, or emotional. It can also take the form of neglectful behaviour towards a child.

Physical Abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick, or other object, to shaking, punching, or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in awider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive, and some may be clearly premeditated with an intent to cause harm.

Sexual Abuse

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood.

Emotional Abuse

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important impact on a developing child'smental health, behaviour, and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission, and it is important the problems for a child's parents do not obscure professionals' view of their child's emotional development.

Bullying – serious bullying causing a child to feel frightened or in danger may now be regarded as emotionalabuse.

Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships, and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family.

Peer on Peer Abuse

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and seminude images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Whole school approach to Peer-on-Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

OIS takes all allegations of peer-on-peer abuse extremely seriously. Staff are required to report any allegation of peer-on-peer abuse that is reported to them directly to the DSL. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

OIS recognizes that peer on peer abuse may be taking place within school, even if it is not reported. It is therefore important that all staff recognise the signs of peer-on-peer abuse and remain vigilant when around students.

Online safety and Peer on Peer Abuse

OIS has an Online Safety Policy which is available to both staff (on Canvas) and Parents on the school website. It is important that we are all aware that peer on peer abuse can often take place using social media. Therefore, staff must adhere to the rules on mobile phone use in school which are stated in the Online Safety/Social Media Policy and must bring to the attention of the DSL as well as the Executive Principal any unauthorized mobile phone use in school as soon as it occurs. If a student reports peer on peer abuse which is being conducted via social media but outside of school hours this will be dealt with as a safeguarding issue and parents will be informed. It is important that parents are aware of the risks of internet use and to facilitate this a copy of the school’s Online Safety Policy will be shared with parents at the beginning of the academic year.

Students reporting Peer on Peer Abuse

It is important that our students are aware of the support that is available if they are experiencing peer on peer abuse. As part of the PSHE programme and anti-bullying week students should be made aware of what to do if they experience this, or any type, of abuse, they should also be aware of what constitutes peer on peer abuse and that OIS operates a zero-tolerance policy towards this type of behaviour.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Recognising abuse in students with SEND

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff should be extra vigilant when working with young people with special educational needs and disabilities.

The designated safeguarding lead should liaise regularly with the Head of Inclusion, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

A one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

2.2 Designated Senior Lead (DSL) for Student Protection

The DSL for safeguarding and student protection is Chris Cundall, the Deputy Designated Senior Leads (DDSL) are Derek Laidlaw, Oluwabunmi Tobun, Andrea Smith, Ken Haggarty, and Nick Pinks. The role and responsibility of the designated person is to:

- Ensure that proper procedures and policies are in place and are followed with regard to student protection and safeguarding.
- Ensure regular training and updates are provided to all staff/ volunteers
- Ensure that all members of staff and other adults who have contact with students in the school and members of the Operating Committee know the name of the designated senior person and her/his role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for student protection.
- Act as a source of advice and coordinate action within the school over student protection cases
- Refer cases of suspected abuse or allegations of abuse to the relevant agencies and in adherence to national guidelines/ legislation
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding student protection matters.
- Keep detailed accurate secure written records of referrals / concerns and ensure that these are held in a secure place.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure that this policy is monitored and reviewed in accordance with the review cycle and work with the designated governor regarding this.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for student protection by setting out its obligations and publishing our policy on the school website.
- When a student leaves the school, ensure any student protection file is transferred to the new school as soon as possible separately from the main file, and addressed to the designated person for student protection.

2.2.1 Governance for Student Protection

This is to:

- Ensure that a safeguarding audit is undertaken annually, including review of this policy and practice and actions prioritised, addressed and reviewed as a rolling programme.
- Contact the DSL to monitor the policy and safeguarding in the school.
- Receive training where appropriate.
- Ensure safe recruitment practices (following the Safer Staff Recruitment Policy) are always followed so that only persons suitable to work with students shall be employed in the school or work here in a voluntary capacity.

2.3 Employees of the School Who Have Contact with Students

It is the responsibility of all employees of the school to:

- Be alert to signs of abuse and neglect and report concerns immediately to the designated person. An allegation against the Executive Principal, Designated Safeguarding Lead or the Deputy Safeguarding Lead must be reported to Mr Michael William Clack, Regional Head of Schools, michael@orbital.education or by calling +44 161 485 7091.
- Make accurate dated notes of first-hand information received and give to designated person.
- Take further action, e.g., conversation with a student or parent, only as advised by the designated person.

2.4 Visitors Who Have Contact with Students

Visitors are expected to:

- Provide documentation on request to confirm their identity.
- Agree to, or provide evidence of, suitable checks (Disclosure and Barring Service (DBS)or International Child Protection Certificate ICPC https://www.acro.police.uk/icpc/
- equivalent), as appropriate before commencing work in the school.
- Have only supervised access to the student unless full DBS or equivalent checks are in place.
- Report any concerns immediately to a member of staff who will direct them to the Executive Principal if necessary.

3.0 Safe Recruitment, Selection and Pre-employment Vetting

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Derek Laidlaw and Andrea Smith are Safer Recruitment trained from the UK (2019). The RHoS has undergone comprehensive Safer Recruitment training 2021.

Specifically, the school will carry out the following pre-appointment checks:

- Verify identity from current photographic ID.
- Obtain evidence of suitable checks (DBS/ ICPC or equivalent), as appropriate before commencing work in the school.

- Check that a candidate to be employed as a teacher is not subject to a prohibition order.
- Verify the candidate’s mental and physical fitness to carry out their work responsibilities.
- Verify the person’s right to work in Qatar.
- Verify professional qualifications as appropriate.

Our recruitment practice includes scrutinising applicants, checking academic or vocational qualifications, obtaining written professional references and checking previous employment history. It also includes undertaking interviews and providing honest and accurate references when individuals move on. The school keeps an up-to-date record of checks carried out on our staff, volunteers and governors detailing when these checks were completed.

3.1 Visitors to the School with a Professional Role

When individuals make visits to the school, they will be accompanied by a staff member at all times and are not allowed to have any unsupervised access to students. No examination/medical treatment of any student will be allowed unless the professional has suitable clearance prior to their visit. It is recognised that in emergency situations e.g., when a member of the Emergency Services is called, it may not be possible to confirm their identity before access to the school site is allowed. The Executive Principal will use his/ her professional judgement to effectively manage these situations.

3.2 Visitors to the School in a Voluntary Capacity

We welcome volunteers, such as parents, into school, but at all times we ensure that such volunteers are suitable to work with students. Those who volunteer time with students are not required to undergo checks before they do so unless the volunteer will be working unsupervised. Where the school is satisfied that there is an adequate level of supervision by a suitably checked person (e.g., class teacher), the school will not request a barred list check, but will confirm identity. Volunteers are not able to have unsupervised access to a student unless a full DBS/ ICPC or equivalent disclosure has been obtained.

4.0 Student Protection Procedures

4.1 Reporting Safeguarding or Student Protection Concerns

Members of staff and volunteers must not investigate suspicions. Any concerns should be referred immediately to the DSL. Concerns include action, observation or discussion that makes a member of staff or volunteer feel anxious or worried about the well-being or safety of a student so that he/she believes that a student may be suffering or may be at risk of suffering significant harm.

If the DSL is unavailable, the referral should be made to the DDSL or the Executive Principal. If neither is available, a team leader should be informed.

Following verbal referrals, a Safeguarding & Incident Concern Form should be completed, and returned as soon as possible to the DSL. The DSL (or person acting in their absence) will decide on the appropriate course of action and inform the person making the referral of the action taken, and outcomes.

If a decision is taken to make a referral to the relevant authorities, this is done by telephone call by the DSL after consultation with the Executive Principal in the first instance. In most cases the school will inform parents if a referral is to be made, and endeavour to seek their agreement for this to happen. The school will not inform parents if they believe such a discussion would place the student at risk of significant harm.

If a decision is made not to make a referral, a ‘vulnerable student’ file is raised. This will include the Safeguarding & Incident Concern Form and basic information about the student and his/her family including any siblings. Other members of staff are made aware that a vulnerable student file has been raised, as appropriate. Any further discussions, telephone calls or meetings in relation to the student must then be noted in written records.

Depending on the age and capacity of the student to understand the implications, the school will endeavour to ensure that a student's wishes or feelings are taken into account when determining what action to take to protect the individual student, through ensuring that there are systems in place for the student to express their views and give feedback.

The DSL will hold a meeting with relevant parties at least each term to discuss and review all students on the vulnerable students' file. This provides the opportunity for the teachers to monitor and evaluate the impact of any actions that have taken place and agree next steps, which may include a decision to remove a student from this file.

4.2 Management of Allegations against Members of Staff, Allegations of suspected abuse by a member of staff must be made to the DSL. If they are unavailable, the referral should be made to the DDSL or most senior member of staff on site. An allegation against the Executive Principal, Designated Safeguarding Lead or the Deputy Safeguarding Lead must be reported to Mr. Michael William Clack, Regional Head of Schools, michael@orbital.education or by calling +44 161 485 7091.

Under no circumstances should an accused member of staff be informed by a colleague that an allegation has been made against him/her.

4.3 Reports by Parents

If a parent has a concern about a child other than their own, they are asked to inform the DSL directly. If the school already has concerns about the student, the DSL will decide who needs to be informed when information is obtained in this way.

4.4 Safeguarding Students during Off-Site Activities and on School Journeys

The duty of care means that any leader of a school journey or off-site activity must act in the same manner that a reasonably careful parent would act. All reasonable steps are taken to ensure that the students in the care of staff are safe and protected from unacceptable risks.

A school journey or off-site activity (e.g., field trip) may present opportunities for student protection matters to arise. Before any such activity is undertaken, staff will be reminded of precautionary measures and actions to be taken in the event of an incident by a senior member of staff.

4.5 Information Sharing and Confidentiality

The school respects the right of all members of its community to confidentiality. All school records as well as verbal information given about the student, their families, members of staff or others are treated in strict confidence by members of staff and governors who may become party to it. All such information is only shared with other professionals, including colleagues, on a 'needs to know' basis. The school recognises that sharing information to facilitate integrated working across services is important with the aim of delivering more effective intervention at an earlier stage. It is critical where there is reasonable cause to believe a student may be suffering or at risk of suffering significant harm and such concerns may justify sharing information without parental consent.

If an adult becomes aware that a student wishes to disclose or has disclosed information of a sensitive nature, he/she should remind the student that confidentiality will be respected, but that in certain cases information may have to be shared with 'another adult who can help'. It is important that promises are not made 'not to tell anyone' that cannot be kept. Similarly, if personal or sensitive information is given by an adult to a member of staff, the adult should be told that the DSL may have to be informed.

Written records which contain sensitive information, such as those referring a student to outside services, are secured in locked filing cabinets and should not be removed from the school premises except for professional purposes, with express permission of the Executive Principal. If the information needs to be shared within school, student protection records should be read only in the Executive Principal's office.

The Golden Rules for Information Sharing are listed in Section 7.0 of this Policy.

4.6 Photographing, Videoing and the Use of Mobile Devices

At the Oryx International School, we acknowledge the value of photographs and video images as a tool for learning and as a way of recording student's achievements and promoting success. The need to safeguard the privacy, dignity, safety and wellbeing of students is paramount. Adults need to remain sensitive to any student who appears uncomfortable, may that be for cultural or other reasons, and should recognise the potential for the taking of photographs to raise concerns or lead to misunderstandings. It is **not** appropriate for adults in school to take photographs of students for their personal use on any form of device.

The following safeguards are in place:

- Written permission is sought from parents when their student joins the school, for photographs taken of their child to be used in the school newsletter or on the school website, subject to the condition that names are not published alongside photographs without the parent's express permission.
- There should be no unauthorised use of mobile phones or cameras in the Early Years area/ setting.
- Student's full names are not attached to photographs either on the network or on display.
- Digital images/video of students are only stored in password protected areas on the school's computer network and images are deleted when student leave the school – unless an item is specifically required e.g., to demonstrate activities undertaken by Year 6 students on a school trip.
- Specific parental permission is sought if images are taken by other parties and may be used for publicity purposes e.g., in newspapers or brochures.

In particular members of staff and any adults working in the school in any capacity must:

- Abide by the policy that mobile telephones are not to be used whilst supervising student, except as a means of emergency contact.
- Ensure any student photographed understands why the images are being taken.
- Take photographs only on equipment provided or authorised by the school.
- Download images from the camera as soon as possible after the pictures have been taken and then delete them from the camera's memory.
- Report immediately any concerns about any inappropriate or intrusive photographs found.
- Avoid making images in one-to-one situations or which show a single student with no surrounding context or take images in situations that may be construed as being secretive.

We understand that parents like to take photographs or video of their child at school events and this is only acceptable with the understanding that these are for private family use only and not published on the Internet. The school cannot however be held accountable for photos or video footage taken by parents and family members at school functions.

5.0 Design of the School Curriculum

5.1 Personal, Social and Health Education

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe is recognised as a key feature of the school's proactive and preventative approach to safeguarding. In Personal, Social and Health Education (PSHE) teaching units around related issues take place with the students. Topics include such themes as E-Safety issues and other aspects of the SEAL (social and emotional aspects of learning) programme.

Students are encouraged to explore and discuss these issues in a safe environment. However, the school also recognises that opportunities to help students develop skills to keep themselves safe occur beyond the planned curriculum. Discussions at Circle Time or after playtimes are often guided by concerns the students raise themselves. Students are supported to find solutions to problems and to develop positive strategies to use in their dealings with others.

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

5.2 Risk Assessment and Educational Visits

The curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE, design and technology and science. Generic risk assessments are available to staff for these activities and staff are expected to assess and manage risks as part of ongoing practice.

5.3 Internet use and E-Safety

Students are encouraged to use the Internet in a safe way at all times. On entry to the school and periodically, parents and students are required to sign a Student ICT Acceptable Usage Agreement to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. Members of staff are also required to sign a Staff ICT Appropriate Usage Agreement on taking up employment at the Oryx International School.

Students are not allowed to use mobile telephones in school. Students are specifically taught about e-safety and issues such as cyber-bullying, messaging and use of chat rooms, using age-appropriate material. The school's computer system has filtered access to the Internet. If students or adults become aware of misuse, either by an adult or a student, the issue must be reported to the DSL, who has overall responsibility for Internet safety with access to all email addresses and passwords provided. The DSL will also address any issues that come to him/ her attention that may relate to use outside school, e.g., of online pornography or cyber-bullying where these jeopardise the safety and wellbeing of students. Further details are available in the school's E-Safety Policy.

6.0 Security of the School Site

The Oryx International School aims to provide a secure school site but recognises that the site is only as secure as the people who use it. It is recognised that laxity can cause potential problems to safeguarding. At all times, reception staff and security personnel are required to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of visitors to the school.

Therefore, the school ensures that:

- Gates to the playground are locked except at the start and end of each day and in the event of an emergency.
- Access to the school after hours is by prior arrangement only.
- Outside doors are kept locked to prevent intrusion.
- Entrances/exits to the building are monitored by CCTV and the boundary is regularly checked to ensure it inhibits easy access/egress.
- Visitors and volunteers are expected to enter through the main entrance and must sign in at Reception.
- The school community is made aware of the importance of keeping the site secure, i.e., not admitting entry to unknown persons unless authorised to do so and immediately reporting any unknown or suspicious persons on the premises.

6.1 Collection of Students

It is vital that teachers and teaching assistants recognise the parents or named carers (including nannies and drivers) of the students in their class and members of staff seek to do this as soon as possible when taking on a new class. Any person arriving to collect a student without authorisation must be referred to a member of the SLT. Parents wishing someone else to collect their child must themselves inform the teacher, or the Administration Office, in advance. Any student who has not been collected by **2.15 pm** is taken by a member of staff to the Front Entrance where he/she waits whilst an administrator contacts parents.

A list of such students is kept at the Front Desk so that immediate action can be taken if a student fails to arrive at school without notification of absence having been received. Names of approved drivers will be kept on the iSAMS system. Students are not allowed to leave the school site alone during school hours and, if collected by an adult, must be signed out at the Front Desk.

In the event of a student being unaccounted for, the Executive Principal, or the most senior member of staff available, and DSL must be informed immediately and members of staff will be organised to search for the missing student. If the student is suspected of leaving the school premises, the Executive Principal/senior member of staff or DSL will inform parents and/or the local police of the circumstances, without delay.

7.0 Golden Rules for Information Sharing

- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being. Base your information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared

only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

8.0 Safer Recruitment

- The School will comply with the guidance set out in Keeping Children Safe in Education 2021 and our Safer Staff Recruitment Policy Version 7.

- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. At Oryx International School we always ensure that at least one panel member has up to date 'Safer Recruitment training' via EduCare.

9.0 Whistleblowing

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

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should contact the Executive Principal. An allegation against the Executive Principal, Designated Safeguarding Lead or the Deputy Safeguarding Lead must be reported to Mr Michael W. Clack, Regional Head of Schools, michael@orbital.education or by calling +44 161 485 7091.

Policy Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in safeguarding and child protection arrangements will be remedied without delay. The Executive Principal and Regional Head of Schools (on behalf of the Operating Committee) will undertake an annual review of the school's Child Protection/ safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

Linked Policies:

- Safer Recruitment Guidelines
- Orbital Safer Staff Recruitment Version 7
- Staff handbook - Code of Conduct
- Acceptable Use Policy (AUP)

This policy should be read in conjunction with the following documents

KCSIE 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

CIS Code of Ethics
https://www.cois.org/about-cis/code-of-ethics

UNCRC Code of Ethics
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Reviewed 04.06.2021	**Derek Laidlaw**
Reviewed 30.07.2021	**M W Clack RHoS**