

Safeguarding Commitment

We are committed to protecting and promoting the welfare, wellbeing, health, and safety of all students by fostering an environment that is open, secure, nurturing, and supportive. Safeguarding involves:

- Protecting children from abuse, neglect, and other forms of harm.
- Preventing any adverse impact on their physical, mental, and emotional health and development.
- Ensuring that children are raised in a safe environment where effective care and support are provided.
- Taking appropriate action to help every child achieve the best possible outcomes.

Guiding Principles

Our safeguarding practices are guided by the following principles:

- The welfare and best interests of every child are our highest priority.
- All children have the right to protection, regardless of their age, gender, ability, ethnicity, culture, language, religion, or identity.
- Every member of staff has a responsibility to respond appropriately to concerns, suspicions, or disclosures indicating that a child may be at risk of harm.
- Students and staff involved in safeguarding or child protection matters will be provided with appropriate guidance and support.

Our Objectives

We strive to:

- Equip all staff with the knowledge, training, and resources required to fulfil their safeguarding and child protection responsibilities effectively.
- Promote consistent and effective safeguarding practices throughout the school.
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- Demonstrate our commitment to child protection and student welfare to both students and parents.

How We Achieve These Objectives

We achieve our safeguarding aims by:

- Implementing rigorous recruitment procedures to ensure that all staff are suitable to work with children and have completed all required legal and safeguarding checks before commencing employment.
- Providing high-quality pastoral care and creating a positive school culture where students feel safe, valued, respected, and confident to share concerns or seek support when needed.
- Building and maintaining strong, effective partnerships with parents, carers, and external professionals to support the wellbeing and safety of students.
- Equipping students through PSHCE and a broad curriculum with the knowledge and skills needed to recognize, assess, and manage risks. This includes regular online safety education delivered both internally and by external specialists, promoting the safe and responsible use of digital devices and the internet.
- Protecting students from harmful, inappropriate, or unsafe online content by adopting a whole-school approach to online safety, including clear expectations for device use and the implementation of effective filtering and monitoring systems.
- Ensuring that all employees, both teaching and support staff, receive appropriate training, guidance, and supervision to enable them to identify signs of abuse, neglect, or welfare concerns and respond in a timely, sensitive, and effective manner.
- Encouraging staff to raise and discuss safeguarding, child protection, and welfare concerns confidentially with the WBIS Safeguarding members to strengthen confidence in recognizing and managing safeguarding issues.
- Promoting a culture of openness, trust, and accountability in which concerns regarding the behavior or conduct of staff, visitors, volunteers, or other adults can be reported and addressed fairly, appropriately, and sensitively.
- Adhering consistently to the safeguarding and child protection procedures set out within this policy.

The school's safeguarding responsibilities are led by a designated team of staff members who work collaboratively to ensure the safety, welfare, and wellbeing of all students. The Safeguarding Team consists of:

Name	Position
Ms Ei Phyu Maung	Head of Campus
Ms Khine Khin Yee	Deputy Head of Campus
Ms Amanda	Head of Key Stage 3
Ms Pyae Pyae Win	Mathematics and Learning Aids Coordinator
Ms [Name]	Parent Engagement Coordinator

Recording and Managing Safeguarding Concerns

All safeguarding concerns, discussions, decisions, and the reasons supporting those decisions must be accurately documented and securely stored on the school's shared drive, with access restricted to authorized personnel only.

Records should include:

- **Comprehensive Description of the Concern:** A clear and detailed account of the concern, outlining the circumstances, individuals involved, and any relevant information necessary to provide a complete understanding of the situation.
- **Investigation and Follow-up Actions:** A thorough record of the measures taken to assess and address the concern, including communications, meetings, referrals, and any support or interventions provided.
- **Decisions, Actions, and Outcomes:** Documentation of all decisions made, the rationale for those decisions, actions implemented, and the resulting outcomes to ensure transparency, accountability, and continuity of support.

Any staff member who is uncertain about a safeguarding matter, including how or what information should be recorded, should seek guidance from **Tr Ei Phyu**. She will review the concern, provide advice, and determine the most appropriate course of action.

The Safeguarding Team will ensure that the views, wishes, and feelings of the child are carefully considered throughout the decision-making process. Any actions taken or services provided will be guided by the child's best interests, with their safety, welfare, and wellbeing remaining the primary consideration.

Recognising Abuse and Responding to Concerns

Understanding Abuse and Neglect

To effectively protect students from harm, it is essential that all staff understand how abuse and neglect can present. Abuse and neglect are forms of maltreatment that may occur through direct actions that cause harm, such as physical assault, or through a failure to act, such as neglecting a child's basic care and supervision needs. Individuals responsible for abuse may include adults of any gender, as well as other children or young people.

The four main categories of abuse are outlined in **Part C: Types and Indicators of Abuse and Neglect**.

Bullying

While bullying is not classified as a separate category of abuse or neglect, it can have a significant impact on a child's emotional wellbeing, confidence, and mental health. All forms of bullying, including cyberbullying, discriminatory bullying, and prejudice-related bullying, must be taken seriously, reported promptly, and managed in accordance with the school's **Anti-Bullying Policy**.

Taking Action

Abuse can occur in any setting and may affect any child, regardless of their background or circumstances. For this reason, all staff should adopt the mindset that safeguarding concerns can arise at any time and in any situation.

When a concern is identified, staff should:

- Take immediate action to safeguard the child if there is an emergency, including contacting emergency services (911) where necessary.
- Report concerns to the WBIS safeguarding members as soon as possible, ideally before the end of the working day and no later than 24 hours after the concern arises.
- Avoid conducting their own investigation or seeking additional evidence independently.
- Share information only with those who need to know and maintain strict confidentiality by not discussing concerns with colleagues, friends, or family members.
- Record and report concerns through communicating directly with the WBIS safeguarding team in person or via email.
- Seek appropriate support and guidance if they are affected by or distressed about a safeguarding concern.

Prompt reporting and adherence to safeguarding procedures are essential to ensuring that all students receive the protection and support they need.

Part C: Types and Indicators of Abuse and Neglect

Understanding Abuse and Neglect

Abuse, neglect, and safeguarding concerns rarely occur in isolation. In many cases, multiple issues may be present and can overlap, requiring careful assessment and support.

Abuse is a form of maltreatment that occurs when a child is harmed through the actions of another person or through a failure to act to prevent harm. Harm may be physical, emotional, psychological, or arise from witnessing the mistreatment of others.

Staff should be aware that safeguarding concerns can occur both within and outside the school environment and may involve interactions between children or adults beyond the family setting. When evaluating concerns, the Designated Safeguarding Team and staff should consider whether a child may be vulnerable to harm or exploitation from individuals outside their family. These risks, often referred to as **extra-familial harms**, can include, but are not limited to:

- Sexual exploitation
- Criminal exploitation
- Serious youth violence

- Online abuse and exploitation
- Peer-on-peer abuse

Recognising the Signs of Abuse

One of the most effective ways to protect children is by recognising the potential indicators of abuse and neglect at an early stage. All staff have a responsibility to remain vigilant and be familiar with the signs that may suggest a child requires help, support, or protection.

Indicators of abuse can present in a variety of ways, including:

- Unexplained or concerning physical injuries
- Changes in behaviour, mood, or emotional wellbeing
- Signs of neglect or unmet basic needs
- Patterns of withdrawal, anxiety, fear, or distress

While these indicators often appear in children who are experiencing harm, adults may also display behaviours or signs that raise safeguarding concerns.

The examples provided within this policy are intended as guidance and are not exhaustive. The presence of one or more indicators does not automatically mean that abuse has occurred; however, they may highlight concerns that require further consideration and appropriate follow-up.

It is important to recognise that some children who are experiencing abuse, particularly sexual abuse or exploitation, may show few or no obvious signs. In some cases, children may not understand that what they are experiencing is harmful or abusive.

Staff should also be mindful that distinguishing between injuries resulting from normal childhood activities and those caused by abuse can sometimes be challenging. Where there is any uncertainty, concern, or need for clarification, staff should seek guidance from a member of the school's Safeguarding Team immediately.

Early identification, professional curiosity, and timely reporting are essential in ensuring that children receive the support and protection they need.

Possible Indicators of Concern

Children may display a range of behaviours or experiences that could indicate they are facing difficulties, distress, or potential safeguarding concerns. Common indicators may include:

- Sudden or unexplained changes in behaviour, mood, or personality.
- Noticeable changes in eating patterns or appetite.
- Ongoing sleep difficulties, nightmares, or disturbed sleep.
- Evidence of self-harming behaviours.
- Expressions of suicidal thoughts or feelings.
- Social withdrawal or isolation from peers and trusted adults.
- Increased anxiety, fearfulness, or emotional distress.
- Uncharacteristic aggression, anger, or challenging behaviour.
- Limited social skills or difficulties forming and maintaining friendships.
- Weak, strained, or concerning relationships with parents or caregivers.
- Demonstrating knowledge or understanding of adult matters that is inappropriate for their age or stage of development.
- Running away from home or repeatedly going missing.
- Consistently wearing clothing that conceals most of their body, regardless of weather or circumstances.

It is important to note that the presence of one or more of these signs does not necessarily mean that a child is experiencing abuse or neglect. Such behaviours may arise from a variety of circumstances or challenges in a child's life. However, these indicators should never be ignored. Any concerns should be taken seriously, monitored appropriately, and reported in line with the school's safeguarding procedures to ensure that children receive the support and protection they may need.

1. Physical Abuse

Physical abuse occurs when a child is deliberately harmed through physical actions or treatment. This may include acts such as hitting, shaking, pushing, throwing, poisoning, burning, scalding, drowning, suffocating, or any other behaviour that causes physical injury or harm.

Physical abuse can also occur when a parent, caregiver, or another responsible adult intentionally fabricates, exaggerates, or induces symptoms of illness in a child. This form of abuse is commonly referred to as **Fabricated or Induced Illness (FII)**.

All allegations or signs of physical abuse must be taken seriously and reported in accordance with the school's safeguarding procedures to ensure the safety and wellbeing of the child.

While children may occasionally sustain injuries through normal play and everyday activities, concerns should be raised when injuries occur frequently, follow a recurring pattern, or when the explanation provided does not adequately account for the nature or severity of the injury. Such situations should be carefully considered and, where appropriate, investigated in line with safeguarding procedures.

Possible indicators of physical abuse may include:

- Injuries occurring in areas of the body where accidental harm is less common, such as the thighs, abdomen, back, or upper arms.
- Breathing difficulties or respiratory problems that may result from attempted drowning, suffocation, or poisoning.
- Injuries that have not received appropriate medical attention or appear to have been inadequately treated.
- Bruising that resembles the shape of hands, fingers, belts, or other objects.
- Unexplained burns, scalds, bite marks, cigarette burns, or visible scarring.

The presence of these indicators does not automatically confirm that abuse has occurred. However, they should be treated seriously, recorded appropriately, and referred to the Safeguarding Team for further assessment and action where necessary.

2. Emotional Abuse

Emotional abuse is the ongoing emotional mistreatment of a child that negatively affects their emotional wellbeing, self-esteem, and overall development. It may involve making a child feel unwanted, unloved, inadequate, or valued only for what they can provide to others.

Emotional abuse can occur when a child is consistently denied the opportunity to express their thoughts and feelings, is ignored, belittled, mocked, or made to feel insignificant. It may also include placing unrealistic expectations on a child that are inappropriate for their age or stage of development.

This form of abuse can involve:

- Exposing a child to demands or interactions beyond their developmental capabilities.
- Excessive control or overprotection that restricts exploration, learning, and independence.
- Preventing a child from forming normal social relationships or participating in everyday social activities.
- Witnessing or hearing the abuse or mistreatment of others.
- Experiencing persistent bullying, including cyberbullying.
- Being subjected to intimidation, manipulation, exploitation, or circumstances that regularly cause fear or distress.

Emotional abuse is often present alongside other forms of maltreatment, although it can also occur on its own.

Possible Indicators of Emotional Abuse

The effects of emotional abuse are often reflected in a child's behaviour rather than through physical signs. Potential indicators may include:

- Frequent aggressive, disruptive, or attention-seeking behaviour.
- Requiring an unusually high level of discipline or intervention.
- Showing fear of specific adults or becoming anxious around certain individuals.
- Displaying anger, apathy, or a lack of interest in activities they previously enjoyed.
- Reduced confidence, creativity, or engagement in learning.
- Appearing withdrawn, isolated, unhappy, or depressed.
- Experiencing sleep difficulties, insomnia, or recurring nightmares.

The presence of these indicators does not necessarily confirm that a child is experiencing emotional abuse. However, any concerns should be taken seriously, carefully monitored, and reported in line with the school's safeguarding procedures to ensure that appropriate support and protection can be provided.

- Displaying sexualised behaviour or becoming involved in sexual activity that is not appropriate for their age or stage of development.

- Demonstrating sexual knowledge, language, or behaviours that are unusual or inappropriate for their age, including during interactions or play with peers.
- Reluctance or refusal to change clothes for Physical Education (PE) lessons or participate in physical activities.
- Developing unhealthy attitudes towards food, including signs of eating difficulties or eating disorders.
- Engaging in self-harming behaviours.
- Avoiding school attendance, regularly refusing to attend, or running away from home.
- Exhibiting low self-confidence, poor self-esteem, or feelings of worthlessness.
- Misusing substances such as drugs, alcohol, or other harmful substances.

These behaviours do not necessarily indicate that a child is experiencing abuse; however, they may signal underlying emotional, physical, or safeguarding concerns. Any such indicators should be carefully observed, appropriately recorded, and reported in line with the school's safeguarding procedures.

3. Sexual Abuse

Sexual abuse occurs when a child or young person is coerced, manipulated, or encouraged to participate in sexual activities. These activities may take place with or without physical force, and a child may not always understand or recognise that abuse is occurring.

Sexual abuse can involve direct physical contact, including penetrative acts such as rape or oral sexual activity, as well as non-penetrative behaviours such as inappropriate touching, kissing, rubbing, or other forms of sexual contact.

It can also occur without physical contact. Examples include:

- Exposing children to sexual images, videos, or material.
- Involving children in the creation or sharing of sexual content.
- Encouraging or pressuring children to engage in sexually inappropriate behaviour.
- Exposing children to sexual acts or activities.
- Grooming a child, either in person or online, with the intention of exploitation or abuse.

It is important to recognise that sexual abuse can be perpetrated by adults of any gender, as well as by other children and young people.

Possible Indicators of Sexual Abuse

Children who have experienced sexual abuse may display one or more of the following signs:

- Pregnancy, particularly at an early age.
- Sexually transmitted infections (STIs) or sexually transmitted diseases (STDs).
- Pain, itching, bleeding, bruising, soreness, or unusual discharge in the genital or anal area.
- Recurrent urinary infections or other unexplained genital health concerns.
- Difficulty walking, sitting, or participating in normal physical activities.
- Persistent or recurring sore throats that cannot be readily explained.

These indicators do not automatically confirm that sexual abuse has occurred. However, they should be treated as potential safeguarding concerns and reported promptly in accordance with the school's safeguarding procedures so that appropriate support and protection can be provided.

4. Neglect

Neglect is the ongoing failure to meet a child's basic physical, emotional, educational, or developmental needs, resulting in, or likely to result in, significant harm to the child's health, wellbeing, or development.

Neglect may begin before a child is born, for example when a mother's substance misuse during pregnancy adversely affects the child's health and development. After birth, neglect may occur when a parent, caregiver, or responsible adult fails to:

- Provide adequate food, clothing, and safe accommodation, including situations involving abandonment or exclusion from the family home.
- Protect the child from physical, emotional, or environmental harm.
- Ensure appropriate supervision and care, including the use of suitable caregivers.
- Obtain necessary medical treatment, healthcare, or professional support when required.
- Respond consistently to the child's emotional needs, comfort, affection, and sense of security.

Possible Indicators of Neglect

Children experiencing neglect may display one or more of the following signs:

- Appearing underweight, malnourished, or significantly smaller than expected for their age.
- Frequently wearing inappropriate or inadequate clothing that does not provide sufficient protection from weather conditions.
- Repeated or unexplained absences from school.
- Being regularly left unsupervised or expected to care for younger siblings without appropriate adult support.

Staff Responsibilities

It is important for all staff to understand that their role is to recognise, record, and report concerns, rather than to investigate or determine whether abuse or neglect has occurred. The responsibility for investigating safeguarding concerns rests with the appropriate safeguarding professionals and relevant authorities.

Individual signs or indicators rarely provide definitive evidence of abuse or neglect when viewed in isolation. Instead, each concern should be considered as one part of a wider picture. By gathering and recording information accurately, staff contribute vital pieces of the safeguarding "jigsaw," enabling the Safeguarding Team to assess concerns effectively and determine the most appropriate course of action.

Domestic Abuse

Domestic abuse refers to a pattern of controlling, coercive, threatening, violent, or abusive behaviour between individuals who are, or have been, in a personal relationship. Domestic abuse can have a profound impact on children, and witnessing or being exposed to such behaviour is recognised as a form of child abuse.

It is important to understand that domestic abuse:

- Can occur both within and outside the family home.
- May take place through digital platforms, including phones, the internet, social media, and messaging applications.

- Can happen in any type of relationship and may continue even after a relationship has ended.
- Can affect people of any gender, with both men and women potentially being victims or perpetrators.

Domestic abuse may involve a range of harmful behaviours, including:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial or economic abuse
- Emotional abuse

Possible Indicators of Domestic Abuse

Children affected by domestic abuse may display a variety of emotional, behavioural, and physical signs, including:

- Increased anxiety, worry, or social withdrawal.
- Sleep disturbances, nightmares, or difficulty sleeping.
- Bed-wetting or regression to earlier developmental behaviours.
- Frequent complaints of physical symptoms, such as headaches or stomach aches, without a clear medical cause.
- Behavioural difficulties, including aggression, anger, or acting significantly younger than their age.
- Low self-confidence, poor self-esteem, or feelings of worthlessness.
- Self-harming behaviours.
- Misuse of drugs, alcohol, or other substances.

Impact on Children

Children may be negatively affected by domestic abuse even if they are not the direct target of the abuse. Exposure to domestic violence between family members can have serious and long-lasting effects on a child's emotional wellbeing, mental health, development, and sense of security.

In some cases, children may incorrectly blame themselves for the abuse occurring within the home. Others may experience significant disruption to their lives, including being forced to leave their home or family environment as a result of the abuse.

All concerns relating to domestic abuse should be taken seriously and reported in accordance with the school's safeguarding procedures to ensure that appropriate support and protection are provided to children and their families.

Mental Health and Wellbeing

All staff should recognise that concerns relating to a child's mental health may sometimes indicate that they have experienced, or are at risk of experiencing, abuse, neglect, exploitation, or other safeguarding concerns.

While the diagnosis of mental health conditions should only be undertaken by appropriately qualified professionals, school staff are often in a strong position to identify early signs of emotional distress or changes in behaviour. Through regular contact with students, staff can observe patterns of behaviour that may suggest a child is facing mental health challenges or may be vulnerable to developing them.

Children who have experienced abuse, neglect, trauma, or other adverse childhood experiences may experience long-term effects that continue throughout childhood, adolescence, and adulthood. These experiences can significantly influence their emotional wellbeing, behaviour, relationships, and educational progress. It is therefore essential that staff understand the potential impact of such experiences and remain attentive to signs that a student may require additional support.

Where a member of staff has concerns regarding a student's mental health that also raise safeguarding concerns, immediate action must be taken in line with the school's safeguarding and child protection procedures. This includes reporting the concern without delay to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) so that appropriate support, intervention, and protection can be considered.

Individual Risk Assessments

Individual risk assessments are conducted for students who are identified as being at increased risk or requiring additional safeguarding support. The purpose of the assessment is to identify, evaluate, and manage potential risks to the student's safety, welfare, and wellbeing.

The risk assessment process includes:

- Collecting relevant information about the concern, including who may be at risk, the nature of the risk, and the circumstances in which concerns have arisen.
- Assessing the likelihood and potential severity of harm, as well as considering any factors that may increase the student's vulnerability.
- Reviewing existing safeguarding measures and evaluating their effectiveness in reducing identified risks.
- Determining the remaining level of risk and identifying any additional actions required to enhance the student's safety and wellbeing.
- Assigning clear responsibilities, actions, and timescales to ensure that support measures are implemented effectively.

Where there is an immediate risk of harm, urgent safeguarding measures will be taken without delay. This may include notifying relevant authorities, informing the DSL and senior leadership team, and implementing appropriate protective measures to ensure the student's safety.

Risk assessments are reviewed regularly and updated as necessary to ensure that safeguarding arrangements remain effective and continue to meet the changing needs of the student.

Nude and Semi-Nude Images and Videos

The sharing of **nude or semi-nude images and videos** involves the creation, sending, posting, or distribution of sexually explicit, nude, or partially nude images of individuals under the age of 18 through mobile devices, digital platforms, or the internet.

Such sharing may be either **consensual** or **non-consensual**. While consensual image sharing between young people of a similar age may require a different safeguarding response, it is important to emphasise that the creation, possession, or distribution of these images involving anyone under 18 is

unlawful. Non-consensual sharing is both illegal and abusive and must be treated as a serious safeguarding concern.

The **Ministry Of Education and Myanmar Cyber law** provides comprehensive guidance on responding to incidents involving the sharing of nude and semi-nude images and videos.

Responding to Incidents

Any incident involving the sharing of nude or semi-nude imagery, whether consensual or non-consensual, will be managed through the school's safeguarding procedures and assessed on a case-by-case basis.

The school's response will include the following actions:

- The incident must be reported immediately to the **Designated Safeguarding Lead (DSL)** or **Deputy/Assistant Designated Safeguarding Lead (DDSL/ADSL)**. An initial safeguarding assessment will be undertaken, which may involve consultation with relevant staff and, where appropriate, discussions with the students involved.
- Parents or carers will normally be informed at an early stage, unless there is a clear safeguarding reason to believe that doing so could place the child or young person at greater risk of harm.
- If there is any indication that a child has suffered harm or may be at risk of harm, an immediate referral will be made to the appropriate safeguarding agencies, social services, and/or the police, in accordance with statutory safeguarding procedures.
- In some circumstances, the matter may require direct referral to law enforcement agencies. Once formally reported, the police will assume responsibility for any criminal investigation and determine the appropriate course of action.
- Investigations may involve the examination or seizure of electronic devices and interviews with those involved in order to establish the facts, assess risks, and identify any required safeguarding, welfare, or legal interventions.

The primary focus in all cases will be to safeguard the wellbeing of the child or young person, minimise further harm, and provide appropriate support to everyone affected.

Good Practice Guidelines and Staff Code of Conduct

All staff members are required to act professionally, responsibly, and in the best interests of children at all times, particularly when supervising students in their care. Adherence to the Staff Code of Conduct is expected in every interaction with students.

Key good practice principles include:

- Treating every student with dignity, fairness, and respect.
- Demonstrating appropriate behaviour and serving as a positive role model.
- Involving students in decisions that affect their wellbeing and learning where appropriate.
- Promoting a culture of positive, respectful, and safe behaviour among students.
- Listening attentively to students and taking their views seriously.
- Remaining vigilant to changes in students' behaviour and recognising potential signs of abuse, neglect, or exploitation.
- Understanding that difficult or challenging behaviour can sometimes indicate underlying safeguarding concerns.
- Familiarising themselves with and complying with the school's child protection and safeguarding policies, Staff Code of Conduct, and other related procedures.
- Recognising that certain personal, family, or social circumstances may increase a student's vulnerability to harm.
- Reporting any concerns regarding a student's safety or welfare to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (ADSL), and, where necessary, directly to the police or children's social care services.

The **Rooms Without Windows in Doors Protocol** provides clear procedures to maintain transparency, safety, and accountability when using spaces that lack visible access from outside. The protocol sets out expectations and best practices for staff and students to reduce potential risks and support a safe learning and working environment.

The key requirements are as follows:

- Wherever possible, staff should avoid being alone with a student in a room.
- Before entering a classroom, staff should, where feasible, ensure that another student or adult is present.

- If one-to-one work with a student is an essential part of a staff member's role, a comprehensive risk assessment should be completed and agreed upon with a senior colleague.
- Doors should remain open during lessons or meetings, and a colleague should be informed that the session is taking place.
- Meetings should be arranged during normal school hours when other people are nearby. If a meeting must take place outside school hours, a member of the Senior Management Team should be notified.
- Sessions should only last for the time necessary to achieve their intended purpose.
- Staff should maintain appropriate physical distance from students, except when closer proximity is required for educational purposes, such as reviewing work.
- Signs indicating privacy, such as "engaged" notices, should not be displayed on doors or windows.
- Conversations should remain focused on the purpose of the meeting and avoid unnecessary or unrelated discussion.
- Unnecessary physical contact must be avoided. Any accidental contact should be acknowledged and apologised for immediately.
- Staff must not engage in any behaviour that could be interpreted as a sexual or inappropriate advance.
- Any incident that raises safeguarding concerns should be reported to the Designated Safeguarding Lead (DSL) in accordance with the school's child protection procedures, and documented in a signed and dated written record.
- Any situation in which a student becomes distressed, upset, or angry should be reported promptly to a senior colleague.

Conclusion

Safeguarding is a shared responsibility that requires a proactive, consistent, and child-centred approach across all areas of school life. Effective safeguarding goes beyond compliance with policies and procedures; it depends on the commitment of all staff to promote the safety, welfare, and wellbeing of every student. By adhering to the Staff Code of Conduct, implementing appropriate risk management measures, maintaining professional boundaries, and fostering a culture of vigilance and respect, the school can provide a secure and supportive environment in which students can learn, grow, and thrive. As the needs and challenges facing children continue to evolve, safeguarding practices must remain responsive, collaborative, and embedded in everyday practice to ensure the continued protection and success of all students.