

CHILD PROTECTION AND SAFEGUARDING POLICY

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Essential safeguarding contacts

Role or organisation	Responsible person	Contact route
Designated Safeguarding Lead	Deputy Principal	ask@richmonddoha.com
Designated Child Protection Officer	Executive Principal	ask@richmonddoha.com
Deputy safeguarding contact	Member of SLT appointed in writing	ask@richmonddoha.com
Board safeguarding link	Board member appointed in writing	ask@richmonddoha.com
Emergency services	Police ambulance or civil defence	999
Child and family protection support	Aman Protection and Social Rehabilitation Centre	919
MoEHE	Private Schools and Kindergartens Affairs	Use the current official MoEHE channel or 155

The school must complete and verify role-holder names, direct contacts and the current external referral route before this policy is approved and whenever personnel or official channels change.



Immediate response summary

Situation	Required action
A child is in immediate danger or needs urgent medical help	Protect the child, call 999 when necessary, notify the DSL or Executive Principal immediately, preserve evidence and record actions.
A child discloses abuse or a concern is observed	Listen, reassure, do not promise secrecy, ask only minimal open questions, make a factual record and report immediately to the DSL.
Concern or allegation about an adult working with children	Report immediately to the Executive Principal. If it concerns the Executive Principal, report to the Board Chair. Do not investigate or alert the subject yourself.
Concern involves the DSL	Report to the Executive Principal or another trained deputy. A person must never manage a concern in which they are implicated.
The normal reporting person is unavailable	Report to any SLT member immediately. Urgent protection must never be delayed because a named person cannot be reached.



1 Purpose and safeguarding commitment

Richmond International School Doha places the safety, dignity and welfare of every child at the centre of its work. Safeguarding is the responsibility of every adult in the school community and includes prevention, early identification, prompt reporting, proportionate action, support and review. The child's best interests will be a primary consideration in every decision.

RIS maintains a culture in which pupils are listened to, adults remain professionally curious and concerns are acted upon. A concern does not need to amount to proof before it is reported. Staff must share information with the safeguarding lead whenever a child may be at risk; they must not investigate independently or allow fear of being mistaken to delay action.

2 Scope and status

This policy applies during the school day and to all school-controlled activities, transport, clubs, trips, online learning and communication, school events and use of the premises. It applies to all pupils from the Early Years Foundation Stage through Year 6 and to staff, agency workers, volunteers, Board members, visitors, contractors, external activity providers and adults acting on behalf of RIS.

Where another procedure also applies, safeguarding takes priority. A complaint, behaviour incident, attendance matter, staff disciplinary issue or online-safety breach must be referred into safeguarding procedures whenever there is a risk of abuse, neglect, exploitation or significant harm.

3 Regulatory and policy framework

RIS implements this policy in accordance with current Qatar law and binding Ministry of Education and Higher Education requirements. The principal sources informing this version are:

- the MoEHE Student Protection and Care Policy for Private Schools and Kindergartens, First Edition 2025-2026, circulated under Circular No. 15 of 2025;
- the Security, Health and Safety Guide for Private Schools and Kindergartens, Protection and Care of Students, First Edition 2024;
- the Professional and Ethical Charter for Nurseries, Kindergartens and Private Schools, Second Edition 2025, circulated under Circular No. 13 of 2025;
- Law No. 23 of 2025 regulating private schools and its executive requirements, as referenced in Ministry policy;
- applicable Qatar child protection, cybercrime, data privacy, compulsory education, criminal and employment requirements; and
- the latest MoEHE circulars, approved procedures and directions issued to the school.

UK Keeping Children Safe in Education and recognised international safeguarding practice may be used as supplementary guidance where compatible with Qatar law and MoEHE requirements. If requirements differ, Qatar law and current MoEHE directions take precedence.



4 Definitions and forms of harm

Term	Meaning
Safeguarding	The measures used to protect children from maltreatment, prevent impairment of health or development, provide safe care and act so children achieve the best possible outcomes.
Child protection	Action taken for a particular child who is suffering, or may be at risk of suffering, abuse, neglect, exploitation or serious harm.
Physical abuse	Intentional physical force or action that causes, or risks causing, physical injury or pain. Corporal punishment is prohibited.
Emotional abuse	Persistent behaviour, rejection, humiliation, threats, intimidation, isolation or verbal abuse that harms emotional development or wellbeing.
Sexual abuse or exploitation	Forcing, enticing, manipulating or involving a child in sexual activity or sexualised conduct, whether or not the child understands, including contact, non-contact and technology-assisted abuse.
Neglect	Persistent or serious failure to meet a child's physical, health, supervision, educational, emotional or safety needs.
Bullying	Repeated or intentionally harmful behaviour involving an imbalance of power. It may be physical, verbal, relational, prejudicial or online and may become a child-protection concern.
Child-on-child abuse	Abuse or harmful behaviour by one child towards another, including bullying, violence, sexual harassment, harmful sexual behaviour, coercion, exploitation and online abuse.
Grooming	Building trust, influence or dependency with a child or those around the child to facilitate abuse, exploitation or secrecy.
Low-level concern	Adult behaviour that is inconsistent with the Staff Code of Conduct or professional boundaries, even when it does not meet the threshold for an allegation.



5 Safeguarding principles and pupil rights

- The child's welfare, safety, dignity and best interests guide decisions.
- Every child has an equal right to protection, regardless of nationality, sex, language, religion, disability, health condition, attainment, behaviour or family circumstances.
- Children are listened to and their views are considered in ways appropriate to age, understanding and communication needs.
- Reporting is accessible, child-friendly and free from retaliation, blame or disadvantage.
- Information is shared only when necessary for protection, support, lawful investigation or accountability.
- Action is timely, proportionate, documented and reviewed; uncertainty is not a reason to do nothing.
- The school works with parents and relevant authorities unless this would increase risk, prejudice an investigation or conflict with an official direction.

6 Roles and accountability

Role	Core responsibility
Executive Principal and designated child protection officer	Holds overall accountability; ensures implementation; makes or authorises external notifications; leads the response to allegations about adults unless personally implicated; convenes the internal complaints committee; ensures cooperation with authorities.
Designated Safeguarding Lead	Leads day-to-day safeguarding; receives concerns; assesses risk; decides immediate protective and support actions with the Executive Principal; maintains records; coordinates referrals, plans, training and transfer of files; monitors patterns and outcomes.
Deputy safeguarding lead	Acts with delegated authority when required, records decisions and keeps the DSL informed. Availability of a deputy must not create delay or fragmented case ownership.
School nurse and counsellor or pastoral lead	Respond within professional competence; document health or wellbeing indicators; provide support; report safeguarding concerns immediately; do not make independent child-protection decisions.
All staff and adults	Maintain vigilance and professional boundaries; complete training; report immediately; preserve evidence; support pupils; follow confidentiality and never investigate independently.
Pupils	Follow safety expectations, treat others respectfully and report worries about themselves or others. A child is never responsible for preventing abuse.
Parents and carers	Provide accurate information, keep emergency contacts current, work with safety plans and report concerns. Parental cooperation is sought but is not a precondition for urgent protective action.



7 Safer culture and prevention

RIS reduces risk through curriculum, supervision, safe systems and a culture of respectful challenge. Safeguarding education is age appropriate and includes trusted adults, body autonomy and personal boundaries, safe and unsafe secrets, consent, respectful relationships, bullying, road and water safety, fire safety, online safety, privacy, help-seeking and how to report a concern.

- Pupils are regularly reminded of several safe adults and reporting routes, including a route outside the class team.
- Supervision arrangements cover lessons, transitions, playtimes, toilets and changing areas, arrival, dismissal, clubs, transport and events.
- Risk assessments consider age, environment, visibility, staffing, medical needs, communication needs and known vulnerabilities.
- No form of corporal punishment, degrading treatment, intimidation, humiliation, discriminatory treatment or collective punishment is permitted.
- Safeguarding messages and reporting routes are communicated to parents and displayed in child-friendly form.
- Pupil voice, incident patterns, attendance, behaviour and wellbeing information are reviewed to identify hidden or emerging risk.

8 Recognising concerns and indicators

Abuse may occur inside or outside school, in person or online, and may be committed by an adult or child. A single sign does not prove abuse and an absence of visible signs does not mean a child is safe. Staff consider changes, combinations, patterns, explanations and the child's presentation.

- unexplained or repeated injuries, pain, hunger, poor hygiene, unsuitable clothing or untreated medical needs;
- sudden changes in mood, attendance, attainment, sleep, eating, friendships, behaviour or engagement;
- fear of a person, place, journey home, device or collection arrangement;
- sexualised behaviour or knowledge not expected for age, sexual harassment, coercion or concerning images;
- withdrawal, anxiety, aggression, persistent sadness, self-harm indicators or statements of hopelessness;
- frequent absence, unexplained lateness, going missing, repeated collection failures or signs of inadequate supervision;
- online secrecy, distress after device use, unwanted contact, grooming, threats, blackmail or harmful content; and
- a disclosure, allegation, concerning drawing, written work, play, comment or credible report from another person.



9 Responding to a disclosure

The adult receiving a disclosure must give the child calm attention and allow the child to speak at their own pace. The purpose is to understand enough to identify an immediate safety need and pass the information on, not to establish proof.

1. Listen without shock, interruption, judgement or criticism.
2. Reassure the child that they did the right thing by telling and are not to blame.
3. Do not promise secrecy. Explain that the concern will be shared only with people who need to help.
4. Use minimal open prompts such as "Tell me what happened" or "Is there anything else you want me to know?" Do not ask leading, repeated or "why" questions.
5. Check whether the child is in immediate danger or needs urgent medical care. Do not conduct a physical examination beyond the normal role of the school nurse.
6. Explain what will happen next in language the child can understand.
7. Record promptly, distinguishing the child's exact words, observations and facts from professional opinion.
8. Sign, date and time the record and report it immediately to the DSL or Executive Principal. Do not wait until the end of the day.



10 Reporting and decision making

All concerns must be reported through the school's safeguarding reporting system. Verbal reporting is required immediately where risk may be urgent and must be followed by a written record. The DSL will acknowledge receipt, check immediate safety, review relevant history and decide the response with the Executive Principal where appropriate.

Level	Examples	School response
Immediate danger	Serious injury, active threat, suspected serious crime, child cannot safely leave, urgent medical need	Protect and supervise the child; call 999 or the approved emergency service; alert the Executive Principal and DSL; preserve evidence; notify relevant authorities.
Child-protection concern	Disclosure, suspected abuse or neglect, grooming, serious child-on-child harm, credible allegation	Immediate DSL assessment; safety plan; authorised external referral or notification; parent contact only when safe and appropriate; documented review.
Early or emerging concern	Pattern of absence, wellbeing change, unmet need, lower-level online or peer concern	Record; assess; speak with the child appropriately; agree support and monitoring; escalate if risk increases or support is ineffective.
Behaviour or pastoral matter	No indication of abuse or significant safeguarding risk	Apply the relevant school policy while retaining a record and remaining alert to patterns or new information.

If a member of staff believes that action has not adequately protected a child, they must escalate to the Executive Principal, Board safeguarding link or appropriate authority. The duty to safeguard is not discharged merely by passing information to one person.



11 Immediate danger and external referral

Where a child is suffering severe harm or is at immediate risk, RIS will act without delay. This may include emergency medical treatment, police assistance, contact with the Child Protection Programme at the relevant medical centre, Aman support, MoEHE notification and other authorised child-protection services. The school will follow the current official referral route and any Ministry direction.

- Call 999 where there is immediate danger, a serious injury, a violent intrusion, kidnapping concern or other emergency.
- Keep the child supervised and away from an alleged perpetrator where this can be done safely.
- Do not confront a suspected perpetrator, conduct a search beyond school authority or compromise potential evidence.
- Preserve original messages, images, devices, clothing, notes or CCTV in accordance with lawful instructions; do not copy or circulate indecent images.
- Record who made each decision, the time, information considered, advice received, notifications and protective action.
- Follow emergency, crisis-management and continuity procedures when the incident affects wider school safety.

12 Child-on-child abuse bullying and harmful behaviour

RIS recognises that children can abuse or seriously harm other children. Reports will not be dismissed as joking, friendship problems, “part of growing up” or mutual behaviour without assessment. The school will consider power imbalance, coercion, age and developmental difference, repetition, prejudice, online reach, impact and risk of recurrence.

- The affected child and the child whose behaviour caused harm will be spoken with separately and supported through individual safety and support plans.
- Parents will normally be informed separately when safe and appropriate. Confidential details about another child will not be disclosed.
- Consequences under the Behaviour and Anti-Bullying Policy may be applied alongside safeguarding, counselling, supervision and restorative work where safe.
- Serious violence, sexual harm, coercion, exploitation, threats, image sharing or repeated targeted abuse will be escalated to the DSL and relevant authorities.
- Transport, toilets, changing spaces, play areas and online communication will be included in risk assessment and safety planning.
- The school will review wider peer dynamics, supervision, curriculum and environmental factors rather than treating the matter only as an individual incident.



13 Online safety mobile technology and inappropriate content

RIS maintains a comprehensive e-safety approach addressing content, contact, conduct and commercial or exploitation risks. School systems use proportionate filtering, monitoring, account controls and technical security. Effectiveness is reviewed, and pupils, staff and parents are taught how to recognise and report online harm.

- Pupils may not use personal mobile phones or wearable communication devices in school unless the Executive Principal has approved an exceptional health, safety or access arrangement in writing. Any authorised device must follow the agreed storage and use plan.
- Staff must use school-approved accounts and systems for communication with pupils and families. Personal social-media contact, private messaging and sharing personal contact details with pupils are prohibited.
- Images or recordings of pupils may be created only for authorised school purposes, on approved devices or systems, and in accordance with consent and data-protection procedures. Personal devices must not be used to photograph, film or store pupil information.
- Suspected indecent or sexual images must not be viewed, copied, forwarded, printed or deleted by staff. The device or account should be secured and the DSL informed immediately for an authorised response.
- Cyberbullying, grooming, impersonation, coercion, hate content, threats, blackmail and harmful content are safeguarding concerns even when activity occurred off site if a pupil is affected.
- Remote learning must use approved platforms, professional accounts, appropriate visibility and recording rules, attendance controls and clear reporting routes.

14 Mental health self-harm and wellbeing concerns

Mental health concerns may be an indicator or consequence of abuse, neglect, bullying, trauma or unmet need. Staff report marked or persistent changes and all references to self-harm, suicidal thoughts or inability to remain safe. The DSL coordinates risk assessment, parental communication where safe, school support and referral to qualified health or protection services.

School staff do not diagnose mental-health conditions. A pupil at immediate risk is supervised continuously, dangerous items are removed only when safe, urgent medical or emergency help is obtained and the response is recorded. Support is respectful, private and adapted to the pupil's age and communication needs.



15 Pupils with additional vulnerabilities

Children with disabilities, learning or communication needs, chronic health conditions, limited English, family disruption, frequent absence, social isolation or other vulnerabilities may face increased risk or additional barriers to reporting. Staff must avoid attributing all changes to a diagnosis, language level or behaviour and must give the child an accessible way to communicate.

- Use visuals, a trusted adult, interpreter or other communication support where appropriate, without using a person implicated in the concern.
- Consider intimate-care, medication, transport, toileting, sensory and dependency risks in individual plans.
- Record the child's communication preferences and how their voice was obtained.
- Maintain equal protection even where RIS provides only limited learning-support provision; admission or support arrangements do not reduce safeguarding duties.
- Coordinate medical, pastoral and educational plans so that important information is not fragmented.

16 Attendance children missing education and collection

Regular attendance is a safeguarding responsibility. RIS records attendance daily, follows up unexplained absence promptly and analyses repeated absence, lateness, truancy and withdrawal patterns. Prolonged or unexplained absence is escalated to the Executive Principal and reported to MoEHE or other authorities in accordance with current requirements.

- A pupil who goes missing during the school day triggers an immediate search, leadership notification, parent contact and emergency escalation where needed.
- Pupils are released only through the approved dismissal and collection arrangements. Changes must be verified through authorised parent channels.
- Repeated late collection or unsafe collection arrangements are recorded, discussed with parents and escalated when they create neglect or supervision concerns.
- A child must not be removed from roll or treated as withdrawn without authorised procedures, verified destination information and required Ministry action.



17 Professional boundaries and staff conduct

Every adult must maintain relationships that are caring, transparent and appropriate to their role. An adult must never use their position, knowledge, authority or access to create secrecy, dependency, favouritism or personal benefit.

- Avoid unnecessary one-to-one isolation. Use observable spaces, open doors or agreed safeguards and record unavoidable exceptions.
- Use touch only when appropriate to the child's needs, role and safety; never use corporal punishment, degrading treatment or unnecessary restraint.
- Do not exchange gifts, money or personal favours in ways that create special relationships or obligation.
- Do not transport a pupil alone in a private vehicle except under an authorised emergency arrangement with leadership and parent knowledge where practicable.
- Do not meet pupils privately outside authorised school activity, invite them to a private home or establish personal online relationships.
- Maintain professional language, dress, conduct and digital boundaries. Sexualised, discriminatory, humiliating or suggestive comments are prohibited.
- Report any accidental boundary breach, situation open to misinterpretation or low-level concern promptly so it can be addressed transparently.

18 Allegations and concerns about adults

Any concern that an employee, supply worker, volunteer, contractor, visitor or Board member may have harmed a child, posed a risk, committed an offence involving a child, breached professional boundaries or behaved in a way indicating unsuitability to work with children must be reported immediately to the Executive Principal. Concerns about the Executive Principal go directly to the Board Chair. Concerns about the Board Chair go to another authorised Board member and MoEHE as appropriate.

The person receiving the report must not promise confidentiality, interview witnesses in detail, alert the subject or begin an informal investigation. Immediate action may include separating the adult from pupils, changing duties, preserving records or considering precautionary suspension. Suspension is a neutral protective measure, not a finding of guilt, and alternatives should be considered where safe.



18.1 Internal complaints committee and investigation

In accordance with the MoEHE Student Protection and Care Policy, an incident of suspected abuse or neglect attributed to school staff requires the internal complaints committee to initiate an administrative investigation immediately, document procedures and prepare reports for relevant authorities. Criminal or externally referable matters will be handled in accordance with prior Ministry approval or direction where required, without delaying emergency protection or police contact in immediate danger.

- The committee will be appointed by the Executive Principal or Board, be free from relevant conflicts of interest and include appropriate safeguarding and HR expertise.
- Safeguarding fact-finding and employment investigation will be coordinated so that neither prejudices official enquiries.
- The child and family receive appropriate support; the adult receives procedural information and support without access to confidential child information beyond lawful entitlement.
- The outcome, rationale, actions, referrals and learning are recorded. Unsubstantiated, unfounded, false and malicious outcomes are distinguished and handled fairly.
- Where a staff member leaves during a live safeguarding process, the school will continue action and make required reports or professional notifications; a resignation will not be used to avoid safeguarding accountability.
- References and disclosures will be accurate, lawful and consistent with findings and official requirements.

18.2 Low-level concerns

Low-level concerns are recorded and reviewed for patterns even where no allegation threshold is met. The Executive Principal determines proportionate action, which may include clarification, guidance, training, supervision, management action or formal investigation. No person may manage a concern about themselves.

19 Safer recruitment induction and training

- RIS completes identity, qualification, employment history, reference, criminal or police clearance, suitability and Ministry approval checks required for the role before unsupervised access to pupils.
- At least one appropriately trained person participates in recruitment decisions for roles involving children. Gaps, discrepancies and safeguarding concerns are explored and documented.
- All adults receive safeguarding induction before or at the start of duties, including this policy, the Staff Code of Conduct, reporting routes, professional boundaries, online safety and site procedures.
- All staff complete safeguarding and child-protection refresher training at least annually, with updates during the year when risks or requirements change.
- The DSL and deputies receive role-specific training and regular professional updating; Board members receive training suitable to their governance responsibilities.
- The school maintains a central record of required checks, induction, training dates, role approvals and renewal requirements and audits it at least termly.



20 Visitors contractors external activities and site security

- Visitors sign in, verify identity, state purpose, wear identification and remain supervised according to risk. Access is limited to authorised areas and times.
- Contractors and external providers receive relevant safeguarding information and provide required suitability assurances. Their own procedures do not replace RIS reporting duties.
- Guest speakers, photographers, coaches, therapists and activity providers require prior leadership approval and an appropriate risk assessment.
- Private extracurricular activities using RIS premises must identify a safeguarding lead, follow agreed reporting arrangements and notify RIS immediately of any concern involving an RIS pupil or the site.
- Security and reception staff control access, challenge unidentified persons and report unauthorised entry, suspicious behaviour or collection concerns immediately.
- CCTV, access records and visitor logs are managed lawfully and preserved when relevant to a concern.

21 Transport trips and off-site safeguarding

Safeguarding responsibilities continue during school transport, trips, visits, sports, events and off-site provision. Planning includes approved staffing, supervision ratios, named leaders, attendance checks, medical and communication information, emergency contacts, transport checks, separation and collection arrangements and location-specific risks.

- Bus attendance and handover records are completed; pupils are checked on and off the vehicle and the vehicle is checked after each journey.
- Transport concerns, bullying, unsafe conduct, missing pupils, unauthorised collection and allegations involving drivers or attendants are reported through safeguarding procedures.
- Trip leaders carry only the information needed for safety, keep it secure and return or dispose of copies through approved arrangements.
- No adult is placed alone with a pupil without an assessed, authorised arrangement. Changing, toileting and overnight arrangements, where applicable, protect privacy and visibility.
- A serious incident activates the Trips and Visits Emergency Plan and the school Crisis and Emergency Management Plan.

22 Parents carers information sharing and consent

RIS works openly with parents and carers and normally discusses concerns and support. The school may delay or withhold parent contact where informing them could increase danger, lead to evidence being lost, place another person at risk, obstruct an investigation or conflict with advice from an authority. The reason and decision-maker must be recorded.

Consent is sought where required for routine support and information sharing. Consent is not required before sharing information necessary to protect a child, respond to an emergency, comply with law or follow an authorised official direction. Staff share the minimum relevant information with the appropriate people and record what was shared, why, when and with whom.



23 Confidentiality records and transfer

Safeguarding information is confidential but not secret. Access is restricted to those who need the information for protection, lawful decision-making or oversight. Paper records are stored securely and electronic records use controlled access, secure transmission and audit arrangements. Safeguarding files are separate from routine educational records but linked so authorised staff know a file exists.

- Records are factual, dated, timed, signed or attributable and include the concern, the child's words, observations, decisions, rationale, advice, notifications, action, support and review.
- Opinions and third-party information are clearly identified. Corrections preserve the original record and create an auditable amendment.
- Images, recordings, messages and CCTV are preserved securely without unnecessary duplication or circulation.
- Access or disclosure requests are referred to the Executive Principal and DSL so the rights, safety and confidentiality of all involved are considered.
- When a pupil transfers, the safeguarding file is sent securely and promptly to the receiving setting where lawful and appropriate, separate from the general file, with receipt confirmed.
- Records are retained and destroyed in accordance with Qatar law, MoEHE requirements and the school retention schedule. A file is not destroyed while a case, complaint, investigation or legal hold remains active.

24 Complaints whistleblowing and Ministry grievance

Concerns about the way safeguarding has been handled may be raised under the RIS Parent Concerns and Complaints Policy, but any current risk to a child must be reported immediately through this policy rather than waiting for a complaint stage. Safeguarding complaints about staff that may require a child-protection investigation follow Section 18.

Staff and volunteers must raise concerns about unsafe practice, concealment, retaliation or leadership inaction. They may use the Whistleblowing Policy and escalate to the Board or appropriate authority. A person raising a genuine concern in good faith will not be disadvantaged, even if the concern is not substantiated.

A parent or concerned party who believes the Student Protection and Care Policy has been applied unjustly may submit a grievance to the MoEHE Administration of Private Schools and Kindergartens in accordance with Law No. 23 of 2025 and the current official process. The school will cooperate with authorised review and preserve all relevant records.



25 Related policies

- Staff Code of Conduct and Professional and Ethical Charter
- Safer Recruitment Policy and central record procedures
- Behaviour and Anti-Bullying Policy
- E-Safety and Acceptable Use Policy
- Attendance and Punctuality Policy
- Parent Concerns and Complaints Policy
- Whistleblowing and Staff Disciplinary procedures
- Health and Safety Policy
- First Aid and Sickness Policy
- Crisis and Emergency Management Plan
- Trips and Visits Policy and Trip Emergency Plan
- Transport and Bus Safety Policy
- Data Protection and Records Retention Policy
- Social Media Policy
- Intimate Care and Medical Needs procedures
- Admissions and Inclusion procedures

26 Monitoring review and assurance

The DSL maintains a safeguarding action plan and reports at least termly to the Executive Principal and Board using anonymised information. Reporting includes concerns by type and location, response times, referrals, allegations and low-level concerns, attendance patterns, bullying and online-safety trends, training completion, safer-recruitment checks, pupil and parent feedback, record quality and completion of agreed actions.

A serious incident, recurring pattern, complaint, regulatory change or review finding triggers an earlier policy and practice review. Lessons are translated into supervision, training, curriculum, environmental or procedural improvements. The full policy is reviewed at least annually by RIS and published or communicated through school channels as required. Ministry-led review requirements, including the broader periodic review cycle in the Student Protection and Care Policy, will also be followed.



Appendix A Staff response flow

Step	Required action
1 Notice or receive	Take the child seriously. Check immediate danger and urgent medical need.
2 Protect	Keep the child safe and appropriately supervised. Call 999 when necessary.
3 Listen	Do not investigate. Use minimal open prompts and do not promise secrecy.
4 Report	Tell the DSL or Executive Principal immediately. Use an alternative senior route if the usual person is implicated or unavailable.
5 Record	Write the facts, the child's words, observations, date, time and actions. Sign or submit through the approved system.
6 Decide	DSL assesses risk, history, support, parent contact and external referral with the Executive Principal as appropriate.
7 Act and review	Implement safety and support plans, record notifications and review until risk is reduced and actions are complete.

Appendix B Safeguarding concern record

Field	Information to record
Pupil	Name, year group, class, date of birth if known
Recorder	Name, role and contact
Date and time	When the concern arose and when it was recorded
Location	Where the incident, observation or disclosure occurred
Nature of concern	What was seen, heard, reported or disclosed
Child's words	Exact words where possible; identify questions asked
Observations	Presentation, behaviour and visible injuries; use a body map where authorised
Immediate safety	Danger, medical need, supervision or separation required
Other people	Those involved, present or informed
Evidence	Messages, documents, CCTV or other material secured; do not copy indecent images
Action taken	Who received the report, time reported and immediate response
Recorder confirmation	Signature or secure electronic attribution, date and time
DSL decision	Risk assessment, rationale, parent contact, referral, support and review date



Appendix C Signs and indicators

The following examples support awareness and are not diagnostic. Staff report concerns and patterns rather than deciding whether abuse has occurred.

Area	Possible indicators
Physical harm	Unexplained or repeated injuries; inconsistent explanation; flinching; fear of going home; concealed injuries.
Emotional harm	Persistent low self-worth; extreme compliance or aggression; withdrawal; developmental regression; humiliation or threats reported.
Sexual harm	Age-inappropriate sexual knowledge or behaviour; pain or injury; fear of a person; sexualised messages; coercion, secrecy or unexplained gifts.
Neglect	Persistent hunger, poor hygiene, unsuitable clothing, untreated health needs, fatigue, inadequate supervision or frequent unexplained absence.
Bullying or peer abuse	Avoidance, lost belongings, isolation, injuries, school refusal, distress after online activity, controlling friendship or threats.
Online harm	Secretive device use, unknown contacts, coercion, blackmail, impersonation, harmful content, sudden account changes or distress after messages.
Mental health risk	Marked change, hopeless statements, self-harm indicators, suicidal thoughts, severe anxiety, eating changes or inability to remain safe.