



SAFEGUARDING AND CHILD PROTECTION POLICY

Owner	DSL
Reviewers	SLT, DSL, Deputy DSL
Approved by	Executive Director
Date approved	August 2025
Next Review Due	August 2026

The ISO Safeguarding Policy has been developed in accordance with the principles established by the United Nations Convention on the Rights of the Child, and follows the recommendations of the UK Government, European Commission advice on safeguarding and child protection and Romanian law. It has been updated inline with [Keeping Children Safe in Education 2021](#), based on Keeping Safe in Education (2023):

This policy supports Article 3.1 of the Convention of the Rights of the Child which states that, 'in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. We are committed to prevent child abuse and protect children within our community.'

ISO recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extended school activities. All members of the school will at all times establish and maintain a safe environment where children feel secure, are encouraged to talk to adults they trust and are listened to. Through training, all staff (teaching and non-teaching) will be able to recognise the signs of abuse and understand their responsibility when a child may be at risk of harm. Training of all staff will be updated annually.

The policy sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse.

We believe that all children have the right to:

- Grow up in a safe secure and caring environment
- Be protected from harm – including neglect, abuse and exploitation
- Be listened to, and heard
- Be valued in terms of their language, culture, religion, sex and race
- Be treated as an individual
- This is a collective responsibility of all adults in our community

The school takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering from or potentially at risk of harm.

The ISO Safeguarding and Child Protection Policy must be considered with the ISO

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Safer Recruitment Policy, Visitors Policy, ISO Educational Visits Policy, ISO Health and Safety Policy, Student Support Programme, ISO Positive Handling Policy, ISO Attendance Policy, ISO Virtual Learning Policy and E-Safety Policy and Mobile Devices Policy.

Staff Recruitment

No system will guarantee that unsuitable staff will not be recruited to our school, nor will any system of checks prevent the first offender. However, there are procedures which will ensure that all precautions have been taken to ensure that all staff can safely work with children.

In line with the guidance of 'Safer Recruitment' the Director and Deputy Headteacher have completed Safer Recruitment training. All staff including volunteers who have access to children in our school have been carefully selected and documentation is thoroughly screened. All staff members are required to have up-to-date and relevant police checks prior to commencing work. All details of all appointments/checks are held in a school central record.

Requirements from potential staff include receipt of:

Degree/post graduate certificates: confirmed through the Romanian/relevant international authorities, by the HR department. Original copies are to be given to the HR department on arrival.

A **medical certificate:** either from the country of departure or on arrival in Romania.

References: from the present employer. The present school head/principal will be contacted directly as one of the referees. Candidates must suggest at least one other professional, recent referee. Gaps in the employment history will be investigated. A third referee will also be requested and will preferably be from a professional, although a personal reference will be accepted in exceptional cases.

If the applicant is from Romania – a police check must be obtained from the local police. At the point of contract, the teacher must provide such a form.

If the staff member applied from overseas, the school will request a police check from the current country and if the applicant has worked/lived in the UK an International Child Protection Certificate (ICPC).

For all applicants (Romanian or overseas), all police clearances are obtained at the candidate's own expense. Discretion should be used when confirming the appointment to see that the staff member has not been seen to be moving too often.

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Where an applicant has changed position frequently, this will be discussed in the interview and further investigated as necessary.

Interviewing new staff

Opportunities should be offered to candidates to explain whether there is any reason why they should not work with children that they feel the school should know about.

Verification from previous employers will be sought in written form including the question: *“is there any reason that you are aware that X should not work with children?”*

Where the written reference is unsatisfactory or there are further questions, it will be followed up by a telephone call to discuss the questions.

When the present head/principal is contacted (either verbally or in writing) the above question must be always asked.

DEFINITIONS OF ABUSE

- Infliction of physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health or loss or impairment of any bodily function;
- Creating a substantial risk of physical harm to a child’s bodily functioning;
- Committing or allowing to be committed any sexual offence against a child as defined in the criminal code, or intentionally touching, either directly or through clothing, the genitals, anus or breasts of a child for other than hygiene or child care purposes;
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child’s pain and/or mental suffering;
- Assaulting or criminally mistreating a child as defined by the criminal code;
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child;
- Failing to take reasonable steps to prevent the occurrence of all above.

In this policy we outline 7 types of abuse:

- Physical
- Sexual
- Neglect
- Bullying, including online
- Gangs and Radicalisation
- Domestic

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- Non-recent

Physical Abuse:

“Physical abuse is any non-accidental injury to a child under the age of 18 by a parent or caregiver.” Ref: Lois J. Engelbrecht (2002)

These injuries may include beatings, shaking, burns, human bites, strangulation, or immersion in scalding water, with resulting bruises and welts, broken bones, scars, burns, retinal haemorrhage, or internal injuries.

Sexual Abuse:

“Sexual exploitation involving physical contact between a child and another person.” Ref: Lois J. Engelbrecht (2002)

Exploitation implies an inequality of power between the child and the abuser on the basis of:

- Age
- Physical Size
- Nature of the emotional relationship
- Media (photographic, pornographic, paedophile clips)

Physical contact includes:

- Anal
- Genital
- Oral
- Breast contact
- Inappropriate touching of other parts of the body that cause discomfort

Upskirting

“The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is

a criminal offence. Anyone of any sex, can be a victim.”

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Abuse by Grooming

“Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/#what>

People who are groomed can be [sexually abused](#), [exploited](#) or [trafficked](#). A person who grooms - a groomer - can be of any age (including children), age, race, gender, class/financial/educational background. It can happen over any length of time, from weeks to years. A groomer may build a relationship with one specific target or also with the person's family and friends as well, in order to make them seem trustworthy or authoritative.

Abuse by Child sexual exploitation (CSE)

“When a child or adult is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/#what>

CSE is a type of [sexual abuse](#). They may trust their abuser due to grooming and for this reason not understand that abuse is happening. Children and adults can be [trafficked](#) into or within a country to be sexually exploited. They are moved around the country and forced to take part in sexual activities, often with more than one person. Abusers often use violence and intimidation to frighten or force the trafficked person, making them feel as if they've no choice. They may lend them money knowing that they

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are not able to repay it so that financial abuse can be used to control them. A perpetrator of CSE can be of any age (including children), age, race, gender, class/financial/educational background. The relationship may appear to be a positive friendship, with a person of authority that can be trusted and looked up to or of a romantic nature. Children and adults who are exploited may also be used to 'find' or coerce others to participate. CSE is organised in a variety of ways, including in gangs.

Abuse by trafficking

“Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/#what>

People, especially children are trafficked for:

- **sexual exploitation**
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficking is organised in a variety of ways, including in gangs. People who are trafficked will suffer several types of abuse and neglect.

Female genital mutilation (FGM) Abuse

“FGM is when a female's genitals are deliberately altered or removed for non-medical reasons.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/#what>

FGM is known by many names including 'female circumcision' or 'cutting'. It is a dangerous and a criminal offence in the UK, [EU](#) and several countries globally. There are:

- there are no medical reasons for FGM

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- it's often performed by someone without medical training and using instruments such as knives, scalpels, scissors, glass or razor blades
- females (children and adults) are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained
- it's a tool by which to control female sexuality
- it can cause long-lasting damage to both physical and emotional health
- it can happen at different times in a female's life, including when a baby is a new-born, during childhood or as a teenager, just before marriage and during pregnancy.

Abuse by Neglect

“Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse². A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.” Ref

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

Neglect can be difficult to recognise and can manifest in many different ways. The main 4 are:

- Physical
- Educational
- Emotional
- Medical

Physical neglect:

“Neglect is the chronic failure of a parent or caregiver to provide a child under 18 with the basic needs such as food, clothing, shelter, . . . protection and supervision.” Ref: Lois J. Engelbrecht (2002)

Emotional neglect:

“The consistent failure of a parent or caregiver to provide a child with appropriate support, attention and affection” or “A chronic pattern of behaviours such as belittling, ridiculing and humiliating a child.” Ref.: Louis J. Engelbrecht (2002)

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In addition:

“A child doesn’t get the nurture and stimulation they need. This could be through ignoring, intimidating or isolating them.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

Educational neglect:

“A parent doesn’t ensure their child is given an education.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/#>

Medical neglect:

“A child isn’t given proper health care. This includes dental care and refusing or ignoring medical recommendations.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/#>

Bullying

“Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#what>

Bullying can happen anywhere to anywhere, at any time, including at school, at home or online. It happens repeatedly over a period of time and can impact the bullied person physically and emotionally.

Online Abuse

“Online abuse is any type of abuse that happens on the internet. It can happen across any device that’s connected to the web, like computers, tablets and mobile phones.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>

Children and adults are at risk of online abuse from both those they know and strangers. This may be isolated to being online or part of other abuse that is taking place offline.

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Types of abuse include bullying, grooming, sexting, emotional abuse, sexual exploitation, sexual abuse. Online abuse can happen in several formats, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Cyberbullying

“Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#what>

Child on child abuse

“children can abuse other children (often referred to as child on child abuse). And ... it can happen both inside and outside of school ... and online.”

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Gangs and Radicalisation

“It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.” Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/#gang>

The word ‘gang’ has various meanings depending on the context. However, in the government paper ‘*Safeguarding children and young people who may be affected by gang activity*’, a distinction is made between peer groups, street gangs and organised criminal gangs.¹

Peer group: a relatively small and transient social grouping which may or may not

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describe themselves as a gang depending on the context.

Street gang: “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group’s identity.”

Organised criminal gangs: “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.’”

Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/#gang>

Criminal exploitation and gangs

Radicalisation

“Radicalisation is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time.” [Police, Non-priority Area] Ref: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635262/Safeguarding_and_Radicalisation.pdf

People who are at risk of radicalisation often have low self-esteem, feel discriminated against, isolated or are vulnerable to bullying. These conditions make them easy for extremists to target, as the extremists strive to make them feel cared for, understood and part of something special. This leads to the vulnerable person being “brainwashed” and cutting themselves off from their original friends and family, and only being surrounded by others with the same extreme views.

Domestic abuse

“Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship.” Ref:

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<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/#what>

It is essential to note that witnessing domestic abuse is as harmful as experiencing it for a child. Domestic abuse can happen:

- inside and outside of the home
- on the telephone, internet and social networking sites
- in any relationship and can continue after the relationship has ended
- in any socio-economic, culture, religion, age group
- to both men and women.

Abusers can be male and female.

Non-recent abuse

“Non-recent child abuse, sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18.” Ref: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/#what>

If child abuse has not been reported or dealt with at the time, it can have an impact on the person as an adult, with many blaming themselves or being made to feel that it was their fault. It can affect the person's health, relationships, education, life prospects, e.g. getting a job, parenting. It can also lead to mental health problems including drug and alcohol issues.

The length of the effects of childhood abuse vary. However, if someone has been abused as a child, it's more likely that they will be abused again - revictimisation.

The long term effects of abuse and neglect can include:

- emotional difficulties like anger, anxiety, sadness or low self-esteem
- mental health problems like depression, eating disorders, self harm or suicidal thoughts
- problems with drugs or alcohol
- disturbing thoughts, emotions and memories
- poor physical health
- struggling with parenting or relationships.

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Ref:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/non-recent-abuse/#effects>

The previous outlines of indicators of abuse should be used by the educator as a guideline for reporting. It is not necessary to know the details of the possible abuse or be certain whether or not an indicator means abuse has taken place in order to report. The reporting law specifies reporting when you have *“reasonable cause to believe that a child has suffered abuse or neglect that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.”*

The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse.

For signs and symptoms of abuse, see Appendix 2 or the links above.

For more information about educators guidelines for reporting, see Appendix 4

PROCEDURES

Initial reporting guidelines for the teacher

Notification of abuse or neglect is required when “a person suspects on reasonable grounds that a child has been or is being abused or neglected”.

Ref: Child Protection Act (1993)

Child Protection

ISO has a designated safeguarding team, however all staff are responsible for early reporting.

The designated senior member of staff for Safeguarding in this school is: **Ms Salomea Achim (DSL)**, **Mr Michael Teasdale** (Deputy DSL-Secondary) and **Ms Evelina Truhanova** (Deputy DSL- Primary)

In their absence/to assist:

Ms Tina Cheregi (Nurse-School)

Our designated members of staff are fully trained and receive updated training every year. All staff are responsible for informing the DSL/ Deputy DSL of any concerns. It is

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the responsibility of the designated member of staff to manage any disclosures and subsequent actions; informing appropriate personnel including external agencies (police and or social services) when deemed necessary. All such pupils are closely monitored, including attendance, and where extra concerns arise these are passed on to the appropriate agencies. Advice and support are offered to other members of staff dealing with a pupil for whom there are concerns.

How to respond to a child's disclosure of abuse

ISO recognises that the class teacher and teaching assistant are the first stage in the pastoral care of the child in the school. Teachers are well placed to observe outward signs of abuse, changes of behaviour or failure to develop or thrive.

In the UK all state schools are linked into the social services and the child protection procedures. There is inter agency training to facilitate communication. In Romania there are minimal services to communicate with. Whilst there are clear guidelines as to what course of action to take on suspicion of child abuse in the UK and other western countries there are minimal support services in Romania.

If a teacher becomes aware of the above and is concerned for the child, the DSL (or Deputy DSL in their absence) **must** be informed immediately. That member of the safeguarding team will investigate as far as possible and involve the relevant 'in-school' services, counselling, parents, foster parents etc. The outcome of this will depend upon the individual case but it could result in the child's name being entered onto the Child Protection register in school.

The DSL will keep the class teacher, Head of Key Stage, SSP Coordinator up to date with developments, as appropriate.

Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which he/she can relax and spend the school day in complete confidence and safety.

The educator's role is not to investigate or verify the situation, solely to make the report and set in motion the process of getting help for the child.

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A child may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes, the child will use “strings attached,” such as asking the teacher to promise not to tell anyone (**a promise the member of staff must not keep**) or, a child may claim the problem belongs to someone else, that s/he is only there about a friend. When a disclosure is made the adult must make it clear that they cannot promise to keep the secret or solve the problem. They can say that they will talk to someone to get some help. Often a child is willing to reveal the details of an incident only once, so it is essential to listen and not ask questions.

Supporting the child is important. In order to do this, the following must be adhered to:

- Reassure the child/adult that it is okay to tell what happened.
- Ask the child/adult if it is okay for a member of the safeguarding team to be present - refer to them by name not their title - the child may want a specific member of the team.
- Stop the discussion as soon as the child/adult has disclosed that he or she believes that something abusive has happened to them or to someone else.
- If there is not a member of the safeguarding team involved and you don't know what the procedure is, say so, but also let the child/adult know they can be supported by you and that you will **ONLY tell the DSL/Deputy DSL**.
- Project a calm, understanding and supportive attitude to the child/adult.
- Avoid having the child/adult repeat her/his explanation, by reporting correctly.
- Let the child/adult know that you must tell the DSL/Deputy DSL to get help. Explain that you will have to tell another person because s/he is at risk. Use a script such as *“If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else, so we can help you”*.
- Reassure the child/adult that it is not her/his fault.
- Make clear, detailed notes of the conversation, in the child's/adult's words as much as possible. If the conversation was in a different language, e.g. Romanian, record exactly what they said in the language spoken **NOT translated**.
- Respect the child's/adult's privacy by **not discussing the situation with anyone, except one member of the safeguarding team**.
- It is important to understand the importance of early reporting.
- If the DSL/Deputy DSL has not been present for disclosure, meet one of them **IMMEDIATELY** to disclose the information you have been given, complete the

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Document of Suspected Child Abuse (Appendix 3).

- **Safeguarding takes priority over ALL other matters.**
- Decide if to take the child/adult with you to the DSL/Deputy DSL. If they don't go with you and seem happy to continue in their activity, leave them with the adult responsible for the activity, so you can report IMMEDIATELY.
- The DSL/Deputy DSL will then follow the Child Protection Procedures of the school and Romanian law (where appropriate).
- After reporting, it is important to maintain a supportive presence for the child/adult.

In addition:-

- an educator who reports in good faith is protected from civil liability.
- reporting a disclosure is a request for an investigation (not necessarily leading to legal intervention from the authorities).

The only time that a report should not be made directly to the DSL/Deputy DSL, is if none of them are on the premises. On this occasion the DSL must be telephoned immediately and the above procedures followed.

Ms Salomea: 0747 702 516

RECORDING PROCEDURE FOR THE EDUCATOR:

- Be specific about the context in which the child/adult disclosed.
- Record notes using the child's/adult's own words – **do not** add your own interpretation and judgments (or make separate notes about these).
- Describe any injuries you see. Take the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding, and write a separate report, without conferring or discussion.
- Sign all notes with the date and time as well as name of the signatory.
- Make sure that notes are given to the DSL/Deputy DSL and that they are stored under lock and key (**NOT** in the child's regular school files or anywhere on Google Drive).

REPORTING: DSL/Deputy DSL'S PROCEDURE FOR REPORTING SUSPECTED

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ABUSE

1. The child/adult is referred by a member of staff or self-refers to the safeguarding team.
2. A member of the safeguarding team meets with the child, and completes the Document of Suspected Child Abuse (Appendix 3) and notifies the Director, of suspected abuse in person (not necessarily sharing details).
If this can not be done in person, it should be completed by email, without any details.
3. As appropriate, the school nurse examines the child/adult (if the adult consents/is willing), to document and take photographic evidence, where applicable and if it has not already been done. The details will not be shared with the nurse.
4. The DSL/Deputy DSL informs the Director verbally, within the same school day, of the meeting with the child/adult.
5. The safeguarding team member completes the documentation and collects the evidence (photographs by nurse, etc).
6. A decision, based on the safeguarding team member's recommendation and school procedure, will be made by the DSL and Director, where appropriate, within 24 hours of the receipt of the report.
7. The procedure to be followed for child abuse cases: -
 - a) Ensure the physical and emotional safety of the child – if the child faces danger by returning to the family, (family abuse) an alternative living arrangement must be made.
 - b) Assess and provide appropriate medical care.
 - c) Arrange a meeting with parents, including the Director and member of the safeguarding team, **as soon as possible** but no later than **96** hours of the abuse being disclosed, **if appropriate and will not cause additional risk**.
 - d) At the time of the meeting, the School may arrange counselling and support, via a school-approved psychologist for family therapy.
 - e) If this recommendation is not followed to the satisfaction of the psychologist, the school and the family, the case will be reviewed to see whether the child is fit to return to an academic environment and whether governmental authorities should be notified.

9. A member of the safeguarding team will meet with the child and continue to provide support, as deemed appropriate, by the psychologist/psychiatrist.

All reports or other actions must be kept confidential.

Each incident of possible abuse should constitute a separate referral.

Immunity

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person wilfully and intentionally falsified a report.

Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof. Abuse that took place in the past must be reported as long as the child remains in the home of the abuser or, as long as the child is at risk of further victimisation from the abuser.

DSL/Deputy DSL's CHECKLIST FOR FOLLOW-UP AFTER DISCLOSURE

After disclosure, the member of the safeguarding team must determine the risk for re-offence by considering the questions: - What? / Who? / When? / Where?

If the offence is ongoing and the child lives with the offender, decisions must be made as to whether: -

1. The DSL/Deputy DSL will report it to the authorities
2. Someone will be brought in to protect the child, such as a non-offending parent.
3. There are immediate actions the child could take, apart from reporting.

PHYSICAL ENVIRONMENT: School

Doors should have clear glass windows or doors open – staff must be visible from outside the room.

Security cameras must be covered when children are changing or being changed

The school must be a safe place for all children.

PROCEDURES FOR HANDLING DISCLOSURES OF TEACHER/ EMPLOYEE OFFENDERS

When a child discloses about inappropriate behaviour of school personnel, the school must respond no differently than if the alleged offender is a parent, relative or other. Teachers have daily access to children and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offences must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead, the integrity of the school or system IS dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the Director and SLT to prevent and deter sexual harassment, as well as to provide procedures for the resolution or prosecution of sexual harassment between teacher/employee and child.

All concerns

1. The person who has received the disclosure or has a concern reports the suspected abuse to the DSL/Deputy DSL.
2. The DSL/Deputy DSL or Director will inform the child's parents immediately.
3. Restrictions are placed on the teacher's access to the child, and possibly to all children.
4. The Director meets with the teacher, outside the school, if necessary, for further discussion.
5. In light of evidence, the Director decides the appropriate course of action.
6. The Director takes appropriate action. This could include a verbal warning/a formal warning/dismissal/reinstatement.

School contracts

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1. The Director and DSL/Deputy DSL sees the teacher concerned.
2. The teacher is isolated from the school, with no access (including digital) allowed to the school, pending investigation and they are not to have any school related contact.
3. The Director meets with the teacher, outside the school, if necessary, for further discussion.
4. In light of evidence, the Director decides the appropriate course of action.
5. The Director takes appropriate action. This could include a verbal warning/a formal warning/dismissal/reinstatement.

External contractors

1. The Director reports the suspected abuse to the police for investigation.
2. The teacher is isolated from the school, with no access (including digital) allowed to the school, pending investigation and they are not to have any school related contact.
3. The alleged offender is reported to the Ministry of Education for possible administrative action.
4. Where a case has been concluded, a report should be sent to the offender's embassy and the Ministry of Education.

Where the allegation made concerns a member of the safeguarding team, the Director will investigate. If the allegation made concerns the Director, a designated member of the board will investigate: Mustafa Oz- director@lumina.ro

All allegations made regarding the use of inappropriate images, comments or documents on staff personal mobile phones, computers or social networking sites will also be dealt with in this manner.

All our staff, volunteers and visitors must do everything they can to safeguard children; promote good health, manage behaviour, and maintain records, policies and procedures.

Children with Special and Additional Educational Needs

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ISO recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff that support these children will be aware of the need for vigilance for signs of abuse.

Parents

This school believes in working closely with parents and in most cases where we have a concern about a child, the parents will be informed. In our school prospectus we have set out our obligations regarding safeguarding and child protection to pupils so parents can have an understanding of the responsibility placed on this school.

Safeguarding children from radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

At ISO, we build pupils' resilience to radicalisation by promoting our school values and enabling our pupils to challenge extremist views.

STAFF TRAINING AND SUPERVISION:

Every year, all staff:-

- Are made aware of the school's policy and procedures regarding safeguarding and child protection.
- Have regular, mandatory training.

ISO has engaged positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately. This is completed through National College on-line training as well as face-to-face training. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. Salomea Achim (DSL), Evelina Truhanova (Deputy DSL-Primary), Michael Teasdale (Deputy DSL- Secondary) provide the lead for the school on Child Protection and Safeguarding and can be contacted directly for any concerns or for clarification on process.

USEFUL WEBSITES and other documentation

- [Keeping Children Safe in Education](#)

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- [What to do if you're worried a child is being abused \(DfES 2015\)](#)

The documents above are available from:

- www.dh.gov.uk
- www.dfes.gov.uk
- <https://www.cobis.org.uk/about-us/what-is-cobis/safeguarding>
- <https://www.nspcc.org.uk/>

Radicalisation:

- [Safeguarding and radicalisation](#)

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Appendix 1

CHILD PROTECTION REQUIREMENTS ACCORDING TO ARTICLE 19 OF THE CONVENTION ON THE RIGHTS OF THE CHILD AND ACCORDING TO ROMANIAN LAW

A Child Protection Policy is important for schools for prevention, intervention and healing. This includes educating parents and teachers, providing information and resources. It is also our obligation, in loco parentis, to protect children as Article 19 of the Convention on the Rights of the Child states and current Romanian Laws states:

Article 19: Protection from Abuse and Neglect:

No one should hurt the child in any way. Even the parents have no right to hurt the child. Adults should make sure that the child is protected from abuse, violence and neglect.

Article 34: Sexual Abuse:

Every child has the right to be protected from sexual abuse. This means that nobody can do anything to the child's body that s/he does not want them to do, such as touching, taking pictures and making the child say things that s/he does not want to say.

Further training is available on developing intervention in the region.

Ref: Convention on the Rights of the Child

Article 25: Parents or guardians are forbidden to treat a child in ways or manners which constitute unlawful caring.

Article 26: A person is forbidden to:

1. Commit or omit acts which result in torturing a child's body or mind.

Ref: Child Protection Act 2003

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Appendix 2

SIGNS AND SYMPTOMS

Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (assorted colours).
- Injuries reflecting the shape of the article used (electric cord, belt, buckle, table tennis bat).
- Injuries that regularly appear after absence or holidays.
- Unexplained burns, especially to soles, palms, back or buttocks.
- Burns with a pattern from an electric burner, iron or cigarette.
- Rope burns on arms, legs, neck or torso.
- Injuries inconsistent with information offered by the child.
- Immersion burns with a distinct boundary line.
- Unexplained laceration, abrasions or fractures.
- Extreme fluctuations in weight.

Indicators of Sexual Abuse:

- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital or anal areas.
- Difficulty in walking or sitting.
- Refusing to change into gym clothes.
- Child running away from home and not giving any specific complaint.
- Pregnancy at 11 or 12 with no history of peer socialization.
- Sexual knowledge, behaviour, or use of language not appropriate to age level.

Indicators of Neglect:

- Child is left unattended at home for extended periods of time.
- Child consistently comes to school dirty and wearing clothes that have not been cleaned.
- Child consistently comes to school without snacks, lunch, or money to purchase lunch.
- No one accounts for the child before or after school.
- Demonstrating disregard of a child's pain and/or mental suffering.
- Lack of necessary dental or medical care.

- Untreated illness or injury.
- Child abandoned or left with inadequate supervision.
- Weight fluctuations (loss/gain).

Indicators of Emotional abuse:

- Lack of attachment between child and parent.
- Lack of responsiveness to the environment.
- Failure to thrive.
- Parent is highly critical and negative towards the child.
- Parent has a highly unrealistic expectation of the child.
- Cruelty to animals can be a sign of emotional distress or wider safeguarding issues, and such behaviour will be addressed seriously in line with this policy.

Behavioural indicators in and of themselves do not constitute abuse. Together with other indicators they may warrant a referral.

Indicators of radicalisation

- changing their behaviour or appearance
- adopting styles of clothes associated with groups with whom they have had no previous connection – this could be faith or political based · becoming isolated from friends, peers or family members
- becoming involved with groups of pupils who have strong ideological ideas
- viewing websites which contain extremist ideologies or symbols
- attempting to recruit others to an extremist ideology or cause
- vocalising extremist ideologies, using extremist language
- questioning identity and sense of belonging
- glorifying current terrorist activity seen in the media
- displaying extreme behaviour related to ideology and / or religion
- requesting extended holidays to regions known to be unsafe or places not associated with the family
- possessing or discussing extremist material
- family not being aware of absences from classes.

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Appendix 3

CONCERN FORM

Child's Name:

D.O. B. / Tutor Group:

Passport/Country:

Person who registers concern:

Parent(s) Name(s):

Contact number:

Statement of concern/suspicion:

How concern came about (e.g. child verbal report, physical observation, diary writing):

Nature, frequency & dates of suspected abuse: Information on previous injuries or background data

Child's current whereabouts:

Considered to be in immediate danger:

Yes

No

If Yes – why?

Examined by a health professional?

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Yes

No

(Report attached; if yes.) Urgency for medical attention:

Names of family members involved:

Any other agencies or persons involved:

Report submitted by (name and role):

Date & Time:

Report received by (name and Safeguarding role):

Date & Time:

DSL/ADSSL recommended action

Director's agreed action:

Signed:

Date:

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Appendix 4

INDICATORS OF ABUSE AND NEGLECT WHICH CAN BE USED AS A GUIDELINE FOR REPORTING

The following outlines indicators of abuse and neglect and should be used by the educator as a guideline for reporting. You do not need to know the details of the possible abuse or to be certain if an indicator means abuse has taken place in order to report. The reporting law specifies reporting when you have “reasonable cause to believe that a child has suffered abuse or neglect.”

Reasonable cause/suspicion exists when it is objectively reasonable for a person to entertain, based upon facts, that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse.

The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse.

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed.

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed.

Explore the feelings and concerns the child has about the experience. These can include: -

- Guilt
- Fear

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- Shame
- Anger

Affirm that the experience was “assault” and, thus, s/he is never to blame for someone else’s action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then work on helping the child put those feelings within a healthy limit.

Explore the support system so the child can have someone to talk with: -

- Parents or other adult relative?
- Friend?
- Trusted adult such as a teacher, friend’s parent, minister?

Explore the activities/hobbies the child enjoys and help her/him continue to do these things:-

- Movies with friends
- Shopping with friends
- Parties that are safe
- Arts, writing

End the session by making sure the child knows what to do, if attempted or actual abuse happens again:-

- Say NO, or run away to somewhere safe – ask the child to specify to whom.
- Tell someone – ask the child to specify to whom.

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Appendix 5

FEARS OF DISCLOSURE

A child may be frightened of disclosing what has happened because of fears of:-

Remembering: Sexually abused children often cope by pushing the experience as far back in their minds as they can, to “forget” and avoid feeling hurt again.

Losing love: Abuse makes most victims feel “dirty.” Child victims also often feel responsible for what happened to them. Because of these, they worry that their parents and friends will stop loving them, once they learn about the abuse. They fear the separation from loved ones that could result from their telling.

Shame & guilt: Children either know or can sense that their sexual experiences with adults are wrong. This makes telling someone and acknowledging it occurred, shameful. Older children have also been known to suffer more from a sense of guilt than younger ones.

Being blamed: Children fear that they will be blamed for the sexual touches and that they somehow wanted it. People tend to believe adults more than they would believe children. Offenders also often make the excuse that their victims “asked” to be touched sexually. Children ask for affection and attention, which is their right, and not for sex about which they do not, as yet, have appropriate context for consent.

Further harm: Offenders often threaten their victims and their families as a means of maintaining control. Victims then carry the burden of keeping their families safe by not telling.

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Appendix 6

CURRICULUM: AN INTRODUCTION TO PERSONAL SAFETY

Empowering schools and children in the prevention of child abuse can be accomplished in a variety of ways. Lessons are available from Primary Learning Support to cover the nine major concepts in the Primary and Secondary Schools. It is only one methodology and based on experiences with children and professionals working with children. At least one-third of our children, boys and girls, are sexually abused before they reach the age of 18. To help protect children, the lessons focus on the information and skill deficits found in many children and their families that make them most vulnerable to be exploited:

- Adults who are afraid to talk about sex with their children and thus children are left without even a vocabulary to talk about what may have happened.
- Children who are told to obey parents and respect all adults unconditionally, thus not building any skills in assertiveness or decision making.
- Children who are not allowed their own feelings; instead adults tell children, “Don’t cry,” “Don’t be afraid,” “It’s bad to be angry,” “Don’t laugh at that,” thus often removing the inner signals children need to protect themselves and understand what is happening.
- When forgiveness is forced upon victims of abuse, adding further responsibility for an assault they are not to blame for in any way.
- When family sanctity, respect and shame are all used incorrectly to keep silent about the sexual abuse of our children.

The nine major concepts that can be taught through these lessons are:-

- Body access and the right to be safe
- A continuum of touch from safe to unsafe
- Intuition and using feelings for safety
- The right to say “NO”
- Safety rules
- Support systems
- Private body parts
- Sexual contact with an adult is never the child’s fault

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- Secrets about touching are not okay

The nine major concepts are taught within three major components of Personal Safety lessons for children:

1. **Information** Some information needed by children (depending on age):

- Touching rules (boundaries)
- Body parts vocabulary
- Sexuality / gender differences and issues
- Support systems
- Laws
- Telling / reporting for early intervention

2. **Skills**

- Assertiveness
- How to tell (using support systems)
- Decision making

3. **Building Self-esteem**- To practise the skills of:-

- *Understanding feelings/emotions*
- Affirmation of worth and rights
- Building / teaching empathy

Appendix 7

[Safeguarding Handbook for Schools - sexting](#)

- United Nations Convention on the Rights of the Child (UNCRC)
- UK Government guidance (*Keeping Children Safe in Education 2023*)
- European Commission safeguarding advice