INTERNATIONAL SCHOOL OF ORADEA

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Safeguarding & Child Protection Policy

2026–2027

EFFECTIVE FROM
1 September 2026

POLICY OWNER
Designated Safeguarding Lead (DSL)

APPROVED BY
SLT

NEXT REVIEW
September 2027, or earlier if legislation/guidance changes

OUR SAFEGUARDING COMMITMENT

Every child at ISO has the right to feel safe, valued, listened to and protected. Safeguarding is everyone's responsibility. Staff do not need certainty or proof before raising a concern.

Status and legal note: *ISO is a school in Romania. Romanian law and competent Romanian authorities take precedence. Keeping Children Safe in Education (KCSIE) 2026 is used by ISO as a key British safeguarding framework and benchmark; it does not replace Romanian legal duties or local procedures.*

Quick reference

1. NOTICE

Take changes in behaviour, disclosures, injuries, online incidents, attendance patterns and other indicators seriously.

2. RESPOND

Stay calm. Listen. Reassure. Do not investigate. Do not promise secrecy.

3. REPORT

Report promptly to the DSL or a DSL team member.

4. RECORD

Record factual observations and the child's words as soon as possible using the MyConcern.

Emergency and External Contacts

CONTACT	PURPOSE	NUMBER / ROUTE
112	Immediate danger / emergency police, medical or fire response	**112**
119 – Telefonul Copilului	Reporting abuse, neglect, exploitation or violence against a child in Romania	**119**
DGASPC Bihor	Local child protection authority	**0359-409286 / 0359-409285 / 0259-476372 / 0259-476371**
ISO DSL	Internal safeguarding lead	**Alina Feher-Gavra**

DGASPC Bihor: Str. Feldioarei nr. 13, Oradea; dgaspcbh@dgaspcbihor.ro. Contact details must be checked annually before publication.

ISO Designated Safeguarding Team

DESIGNATED SAFEGUARDING LEAD (DSL)

Ms. Alina Feher-Gavra

SAFEGUARDING TEAM

Mr. Serdar · Ms. Anamaria S. · Ms. Salomeea

Healthcare safeguarding contacts — Ms. Tina / Ms. Diana

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1. Purpose, Scope and Status

The International School of Oradea (ISO) is committed to safeguarding and promoting the welfare of every child. This policy sets out the school's prevention, recognition, response, reporting and accountability arrangements.

The policy applies to every adult working for or on behalf of ISO, including teachers, teaching assistants, leaders, administrative and support staff, healthcare staff, volunteers, trainees, contractors, visiting professionals, coaches and other providers.

It applies whenever a child is receiving education, care, supervision or services connected with ISO, including on school premises, during travel, educational visits, activities, events and online interactions connected to school life.

This policy should be read alongside the ISO Safer Recruitment Policy, Positive Behaviour Policy, Attendance and Punctuality Policy, E-Safety and Mobile Devices policies, Educational Visits Policy, Health and Safety Policy, Student Support Services, Confidentiality/Data Protection arrangements, Complaints Policy and relevant curriculum and pastoral procedures.

1.1 Legal and professional framework

- Romanian child-protection and education legislation, including Law no. 272/2004 on the protection and promotion of children's rights, as amended.
- Romanian education legislation, including Law no. 198/2023 on pre-university education, as amended.
- Romanian procedures for the management of violence in educational settings, including the procedure approved by Order no. 6235/2023, as amended.
- United Nations Convention on the Rights of the Child, particularly the best-interests principle and protection from violence, abuse and neglect.
- Keeping Children Safe in Education 2026 (KCSIE 2026), used as ISO's British safeguarding framework and benchmark.
- Other relevant Romanian legislation, official guidance and competent-authority procedures in force at the time of the concern.

2. Safeguarding Principles

- The best interests of the child are a primary consideration.
- Safeguarding is everyone's responsibility, not only the responsibility of the DSL.
- Children should be safe, listened to, taken seriously and treated with dignity.
- A concern does not need to be proven before it is reported.
- Early help and prevention are part of safeguarding; safeguarding is not limited to child protection.
- The school will act on concerns arising in school, at home, online and in the wider community.
- Children who may cause harm can also be children in need of safeguarding support.
- Confidentiality means appropriate, need-to-know information sharing—not secrecy.
- The school will seek to avoid unnecessary repetition of a child's account.
- Safeguarding decisions will be recorded with the action taken, rationale and outcome.
- Staff will maintain professional curiosity and consider patterns, context, vulnerability and changes from a child's usual presentation.
- There will be no repercussions against a staff member for raising a safeguarding concern in good faith.

3. Definitions and Distinctions

3.1 Safeguarding

Safeguarding means the proactive and responsive work undertaken to protect children from harm, prevent impairment of their health or development, support children when difficulties emerge, and enable them to grow up in safe and effective care. It includes prevention, early help, recognition of risk, protection, support and promotion of welfare.

3.2 Child protection

Child protection is the intervention part of safeguarding focused on specific concerns that a child is suffering, or is likely to suffer, significant harm, including abuse, neglect, exploitation or serious violence, requiring protective action and/or referral to competent authorities.

3.3 Behaviour management

Poor classroom behaviour is ordinarily addressed through the ISO Positive Behaviour Policy. However, behaviour can be a communication of distress, trauma, exploitation, abuse, neglect or other vulnerability. Staff must therefore consider whether a pattern, change or context indicates a safeguarding concern.

4. Roles and Responsibilities

4.1 All staff and adults

- Know the safeguarding policy and reporting routes.
- Complete required safeguarding training and keep knowledge current.
- Remain alert to signs of abuse, neglect, exploitation, bullying, harmful behaviour and changes in presentation.
- Report concerns promptly.
- Respond appropriately to disclosures.
- Maintain professional boundaries.
- Record concerns accurately and securely.
- Challenge unsafe practice and escalate when necessary.

4.2 Designated Safeguarding Lead (DSL)

- Lead implementation of the safeguarding policy and coordinate the safeguarding response.
- Receive and assess concerns and disclosures and determine next steps.
- Ensure appropriate referrals to Romanian authorities and emergency services.
- Maintain safeguarding records and oversee information sharing.
- Coordinate support for children and liaise with relevant staff and agencies.
- Ensure staff receive induction, annual training and updates.
- Monitor themes, patterns, attendance, child-on-child incidents and low-level concerns.
- Ensure safeguarding procedures are tested, reviewed and improved.

4.3 School Senior Leadership Team

- Provide strategic oversight, resources and a culture in which safeguarding is prioritised.
- Ensure policies and procedures are implemented and reviewed.
- Ensure safer recruitment arrangements are effective.
- Support the DSL and ensure appropriate challenge and accountability.
- Ensure allegations about senior leaders or the DSL have an independent route for handling.

5. Recognising Safeguarding Concerns

Staff should consider concerns across four broad dimensions, while remembering that indicators are not proof of abuse.

AREA	EXAMPLES OF INDICATORS
Physical	Unexplained injuries, injuries inconsistent with explanation, fear of being touched, repeated injuries, unexplained pain.
Sexual	Age-inappropriate sexualised behaviour/knowledge, sexual harassment or violence, grooming, exploitation, sexual images or threats involving images.
Neglect	Persistent hunger, poor hygiene, inadequate clothing, lack of supervision, untreated health needs, repeated unexplained absence.
Emotional / relational	Withdrawal, fear, humiliation, extreme anxiety, sudden change, persistent distress, coercive control, bullying.
Online / digital	Grooming, coercion, threats, image-based abuse, sexual content, cyberbullying, exploitation, harmful communities.
Contextual / wider	Domestic abuse, exploitation, trafficking, serious violence, criminal involvement, radicalization, missing education.

A single indicator may have an innocent explanation. Conversely, apparently minor issues may become significant when considered as a pattern. Staff should record and report concerns rather than attempting to establish a diagnosis or prove abuse.

6. Behaviour Management and Safeguarding

Behaviour incidents should normally be managed under the Positive Behaviour Policy. A safeguarding response is required when behaviour is accompanied by indicators of harm, vulnerability, abuse, exploitation, coercion or a significant unexplained change.

- Low-level disruption with no other indicators → behaviour-management response.
- Persistent or escalating behaviour → consider whether there is an underlying need and whether the DSL should be informed.
- Sudden unexplained change in behaviour → safeguarding awareness and consideration of a report.
- Bullying, sexual harassment, threats, violence or exploitation → safeguarding response alongside behaviour measures.
- Criminal exploitation or coercion → treat the child as potentially vulnerabe, not simply as a disciplinary problem.

- Where the same child repeatedly appears in behaviour and safeguarding incidents, the DSL and relevant pastoral staff should consider the pattern.

7. Categories and Contexts of Safeguarding Risk

7.1 Abuse and neglect

- Physical abuse
- Sexual abuse and exploitation
- Emotional/psychological abuse
- Neglect
- Domestic abuse and its impact on children
- Peer/child-on-child abuse
- Abuse occurring historically or outside Romania

7.2 Exploitation and trafficking

- Child sexual exploitation
- Child criminal exploitation
- Trafficking and modern slavery
- Coercion into criminal activity
- Online exploitation and grooming

7.3 Wider safeguarding risks

- Bullying and cyberbullying
- Serious violence and weapons
- Substance misuse where safeguarding risk is present
- Radicalisation and extremism
- Missing education and unexplained absence
- Online harms and technology-facilitated abuse
- Mental-health concerns that create safeguarding risk

8. Child-on-Child Abuse and Harmful Sexual Behaviour

ISO will not dismiss harmful behaviour between children as “banter”, “normal teenage behaviour” or simply a behaviour-management matter. Children may harm other children physically, emotionally, sexually or online. Both the child harmed and the child alleged to have caused harm may require safeguarding support.

- Bullying and cyberbullying
- Physical assault and intimidation
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Coercive or controlling behaviour in peer relationships
- Sharing of nude or semi-nude images
- AI-generated intimate images or sexual deepfakes
- Upskirting or recording intimate areas
- Hazing and other initiation practices
- Threats involving weapons or serious violence

Responses will consider age, developmental stage, context, consent, power imbalance, frequency, intent, impact, repetition and escalation. The school will follow Romanian procedures for violence in educational settings and safeguarding referral requirements.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether the sharing is consensual or non-consensual, including images altered or generated using AI.

9. Online Safety, Mobile Devices and AI

Online harm is safeguarding harm. A concern does not cease to be a safeguarding matter because it occurred outside school hours, on a personal device, or through a platform not controlled by ISO.

- Cyberbullying and harassment
- Grooming and exploitation
- Sexting and image-based abuse
- Threats to distribute intimate images
- AI-generated sexual images/deepfakes
- Online radicalisation and extremist content
- Gaming and livestreaming risks
- Contact between adults and pupils through personal accounts
- Doxxing, threats and coercion
- Inappropriate use of school devices or networks

The Mobile Devices Policy must be read with this policy. Any misuse of a personal or school device that creates a safeguarding concern must be referred through the safeguarding process. ISO maintains appropriate filtering and monitoring systems and checks filtering across relevant internet-connected devices.

10. Responding to a Disclosure

LISTEN → REASSURE → RECORD → REPORT

The adult's role is to respond safely and activate help. The adult is not responsible for investigating the allegation.

10.1 Do

- Stay calm and give the child your attention.
- Allow the child to speak in their own words.
- Thank them for telling you.
- Reassure them that they did the right thing by speaking.
- Explain that you cannot promise to keep a safeguarding concern secret.
- Use only necessary, open and non-leading clarification questions.
- Report promptly to the DSL/appropriate safeguarding team member.
- Record the child's words and relevant observations as soon as possible.

10.2 Do not

- Promise secrecy or confidentiality.
- Investigate or test the child's account.
- Ask the child to repeat the story unnecessarily.
- Confront the alleged perpetrator.
- Interview other children to establish what happened.
- Discuss the concern with colleagues who do not need to know.
- Delay reporting while waiting for more evidence.
- Share images or suspected abusive material unless specifically required by the safeguarding/police process.

11. Reporting and Recording Concerns

11.1 Internal reporting rule

Staff should report concerns to the DSL or a member of the designated safeguarding team as soon as possible and on the same day. Where there is immediate danger, serious injury, suspected serious crime, sexual abuse, or a risk that delay could place a child at further risk, the concern must be escalated immediately rather than waiting for routine recording through MyConcern (which will be done after informing the DSL). If the DSL or a member of the safeguarding team is unavailable, or delay could place a child at further risk, staff must not delay appropriate safeguarding action and may contact the relevant child protection authority, police or emergency services directly, informing the DSL as soon as possible afterwards.

ISO REPORTING RULE

When in doubt: speak directly to a DSL immediately AND complete the MyConcern record as soon as practicable. A written record does not replace immediate verbal escalation when the risk is urgent.

11.2 Recording standards

- Date, time and location.
- Who was present.
- What was seen/heard and by whom.
- The child's exact words wherever possible.
- Relevant context and observable behaviour.
- Actions taken and when.
- Who was informed.
- Any immediate safety measures.
- DSL decision, rationale, referral and follow-up.

Records must be factual, objective, dated and signed/attributed. Interpretation or professional opinion should be clearly distinguished from observed facts.

12. Information Sharing, Confidentiality and Parents

Safeguarding information is confidential but not secret. Information will be shared lawfully, proportionately and on a need-to-know basis to protect children.

- Data protection must not be used as a reason to avoid necessary safeguarding information sharing.
- Staff should not circulate safeguarding information through informal WhatsApp/social-media groups.
- Records must be stored securely and separately from ordinary educational records where appropriate.

- Parents/carers will normally be informed when a safeguarding concern is being managed, but not where doing so could increase risk, compromise an investigation, place another person at risk, or otherwise be contrary to safeguarding advice.
- The DSL will determine whether, when and how parents/carers are informed in a safeguarding case.
- Children should be informed, as appropriate to age and understanding, about what will happen next.

13. Allegations and Concerns About Adults

ISO will respond seriously and promptly to any allegation or concern that an adult working with or on behalf of the school may have harmed a child, may pose a risk of harm, or may have breached professional boundaries.

13.1 Adults covered

- Teachers and teaching assistants
- Leaders and senior staff
- Administrative and support staff
- Healthcare staff
- Volunteers and trainees
- Contractors and external providers
- Coaches, activity leaders and visitors
- Any person working on behalf of or representing ISO

13.2 Immediate response

1. Report the concern immediately to the DSL or executive director, who will act as the case manager.
2. Do not investigate or confront the adult yourself.
3. Protect the child from further risk while preserving due process. Any immediate protective measures will be based on an assessment of risk. Suspension will not be automatic, and proportionate alternatives will be considered where they can safely manage the risk.
4. Seek advice and make external referrals where required by Romanian law/procedure.
5. Record the allegation, decisions, actions and rationale.
6. Manage employment/contractual matters separately from safeguarding investigation.

If the concern or allegation is about the DSL or another member of staff, it must be reported to the Executive Director. If the concern or allegation is about the Executive Director, it must be reported directly to the designated Board representative. The person who is the subject of the allegation must not manage or determine the response to that allegation.

14. Low-Level Concerns and Professional Boundaries

A low-level concern is not necessarily an allegation that an adult has harmed a child. It is a concern, doubt or discomfort about behaviour that may be inconsistent with the school's expectations or professional code, even when the behaviour does not meet a higher safeguarding threshold.

- Unnecessary or repeated physical contact
- Favouritism or inappropriate special treatment
- Excessive personal communication with a child
- Contact through personal social-media accounts
- Inappropriate jokes, comments or conversations
- Humiliating or degrading a pupil
- Unnecessary one-to-one situations
- Taking or sharing images outside agreed procedures
- Boundary crossings that cause discomfort or concern

Low-level concerns should be reported rather than dismissed. Patterns may become significant and can reveal grooming, unsafe culture or professional-boundary risks.

15. Safer Recruitment and Induction

ISO will maintain robust safer-recruitment arrangements proportionate to role and jurisdiction. The school's recruitment procedures must be read with this policy.

- Identity and qualification verification.
- Appropriate criminal-record/police checks before work with children, subject to Romanian and applicable overseas requirements.
- Overseas checks where relevant and legally obtainable.
- References from recent employers, including direct contact with the most recent employer where appropriate.
- Investigation of unexplained employment gaps and relevant role changes.
- Safeguarding-focused interview questions.
- Central record of required checks.
- Safeguarding induction before or at the start of work.
- Clear professional-conduct expectations and reporting routes.

No recruitment system can eliminate all risk. ISO therefore combines safer recruitment with induction, supervision, training, professional boundaries, low-level concern reporting and ongoing safeguarding culture.

16. Attendance, Children Missing Education and Off-Site Safety

Attendance information can be a safeguarding indicator. Persistent absence, unexplained absence, repeated lateness, changes in attendance, or patterns around specific days/locations should be considered alongside other information.

- Attendance staff should escalate unexplained or concerning patterns where safeguarding risk is suspected.
- The DSL should consider whether absence may relate to neglect, bullying, exploitation, domestic abuse, mental health, family circumstances or other risk.

- Safeguarding responsibilities continue during trips, residentials, sports, clubs, transport, external activities and online school activities.
- External providers must meet ISO safeguarding expectations and relevant checks.

17. Children with Additional Vulnerabilities

Some children may be more vulnerable to abuse or may experience additional barriers to recognising, communicating or reporting harm. Vulnerability must never be used to dismiss behaviour or a disclosure.

- Children with SEND or communication difficulties
- Children with disabilities or health needs
- Children experiencing mental-health difficulties
- Children experiencing family instability or domestic abuse
- Children affected by poverty or neglect
- Children who are isolated or have limited support networks
- Children at risk of exploitation
- Children with language or communication barriers

Reasonable adjustments should be made to enable every child to communicate concerns safely and participate in safeguarding processes.

18. Mental Health and Safeguarding

Mental-health and wellbeing support is part of pastoral care, but some mental-health concerns may also constitute safeguarding concerns.

- Self-harm or suspected self-harm
- Suicidal thoughts, plans or significant risk
- Severe or sudden deterioration in functioning
- Eating-related risk where physical safety is affected
- Risk-taking or exploitation associated with vulnerability
- Trauma responses or disclosures of abuse
- Severe anxiety or fear connected to a person, place or situation

Staff should not attempt to provide clinical assessment unless qualified and authorised to do so. They should report safeguarding risk and follow the school's Wellness professionals' procedures.

19. Domestic Abuse, Exploitation, Trafficking and Serious Violence

Children can be victims of domestic abuse in their own right, including through witnessing, hearing or experiencing controlling, threatening or violent behaviour.

- Domestic abuse and coercive control
- Child sexual exploitation
- Child criminal exploitation and coercion
- Trafficking and modern slavery

- County-lines-type exploitation or criminal networks
- Serious violence and weapon-related risk
- Honour-based or faith-based abuse, including Female Genital Mutilation (FGM) and forced marriage.
- Substance-related safeguarding risk

Where a child appears to be involved in criminal or harmful behaviour, staff must consider whether coercion, grooming or exploitation is affecting the child. Behavioural consequences and safeguarding support may both be required.

20. Radicalisation and Extremism

ISO seeks to build resilience through education, critical thinking, inclusion, belonging and the school's values. A student's political, religious or other lawful belief is not itself a safeguarding concern.

- Report significant changes in behaviour or vulnerability when accompanied by relevant contextual concerns.
- Consider online and offline influences.
- Do not attempt to investigate ideology or conduct intelligence gathering yourself.
- Refer concerns through the normal safeguarding pathway.

21. Educational Visits, Trips, Activities and Visitors

- Safeguarding risk assessments must be proportionate to the activity.
- Staff and external providers must understand supervision and reporting arrangements.
- Children must know how to seek help while off site.
- Accommodation, transport and overnight activities require clear safeguarding arrangements.
- Visitor access and identification procedures must be followed.
- Any safeguarding concern arising off site must be reported through the same safeguarding pathway.

22. Support, Recovery and the Child's Voice

Safeguarding is not complete when a referral has been made. ISO will seek to support the child's safety, dignity, emotional wellbeing and continued access to education.

- Provide a safe and supportive adult relationship.
- Minimize unnecessary repetition of the child's account.
- Offer appropriate pastoral, psychological, medical or external support.
- Consider the child's wishes and feelings, subject to safety and legal requirements.
- Support both children harmed and children who may have caused harm, where appropriate.
- Monitor agreed actions and review whether the risk has changed.

- Ensure reasonable adjustments and a trauma-informed approach where needed.

23. Training, Supervision and Safeguarding Culture

- All staff receive safeguarding induction and regular refresher training. Safeguarding training includes online safety
- All staff are required to read and understand Part One of Keeping Children Safe in Education 2026.
- Training covers recognising concerns, responding to disclosures, reporting routes, online safety, child-on-child abuse, professional boundaries and escalation.
- DSLs receive role-specific training and regular updates.
- Staff are expected to complete assigned safeguarding learning by the school deadline.
- Safeguarding learning will be reinforced through briefings, scenarios and case-based discussion.
- Staff with safeguarding responsibilities will have access to consultation/supervision appropriate to their role.
- The school will promote a culture where respectful challenge and professional curiosity are expected.

24. Governance, Monitoring, Audit and Review

The DSL and school leadership will maintain an annual safeguarding assurance cycle. The review will not focus only on the number of referrals; it will examine whether the system is effective.

- Policy and legal/guidance updates
- Staff training completion
- Safer recruitment records
- DSL cover and accessibility
- Referral timeliness and outcomes
- Patterns of child-on-child incidents
- Low-level concerns and professional boundaries
- Attendance and missing-education patterns
- Online filtering and monitoring effectiveness
- Student and parent awareness of reporting routes
- Safeguarding culture and staff confidence
- External agency collaboration
- Lessons learned from incidents and near misses

This policy will be reviewed at least annually and sooner where legislation, KCSIE, Romanian procedures, school structure or safeguarding learning requires a change.

25. Related ISO Policies

- ISO Safer Recruitment Policy
- ISO Positive Behaviour Policy
- ISO Attendance, Punctuality and Registration Policy
- ISO Internet / E-Safety Policy
- ISO Mobile Devices Policy
- ISO Educational Visits Policy
- ISO Visitors Policy
- ISO Health and Safety Policy
- ISO Student Support Services arrangements
- ISO Confidentiality / Data Protection arrangements
- ISO Complaints Policy
- ISO PSHE / RSE and Sex Education Policy
- ISO Emergency and First Aid procedures

APPENDIX A

Staff Action Flowchart

A. I NOTICE SOMETHING

Disclosure / injury / change in behaviour / online concern / bullying / attendance pattern / concern about an adult / other indicator.

B. IS THERE IMMEDIATE DANGER?

YES → keep the child safe, and notify the DSL immediately.
NO → record in MyConcern and report to the DSL/designated safeguarding team the same day.

C. DID THE CHILD DISCLOSE?

Listen. Reassure. Do not investigate. Explain that you must share the concern. Record the child's words.

D. REPORT

Speak directly to the DSL for urgent matters. Complete MyConcern as soon as practicable.

E. EXTERNAL REFERRAL

The DSL/leadership will determine referral to DGASPC/119, police or other competent authorities in accordance with Romanian law and the nature of the risk.

APPENDIX B

Behaviour / Safeguarding Decision Matrix

SITUATION	FIRST RESPONSE	SAFEGUARDING QUESTION	ESCALATION
Calling out / low-level disruption	Positive Behaviour Policy	Is there a pattern or major change in child's wellbeing?	DSL if additional indicators
Repeated defiance	Behaviour + pastoral review	Could distress, trauma or another need be contributing?	DSL if concern emerges
Sudden withdrawal / repeated sleepiness	Pastoral observation + safeguarding consideration	What has changed? What else is happening?	Report concern
Bullying / cyberbullying	Behaviour + safeguarding	Is there harm, coercion, repetition or vulnerability?	DSL
Sexual harassment / sexual violence	Safeguarding	What is the immediate safety risk?	DSL immediately
Threats / weapons / serious violence	Immediate safety + safeguarding	Is anyone at immediate risk?	DSL + 112/police as required
Possible exploitation	Safeguarding	Could the child be coerced or groomed?	DSL
Concern about caretaker	Safeguarding	Does this meet allegation threshold or low-level concern?	DSL

APPENDIX C

Disclosure Response Script

Suggested language for staff:

"Thank you for telling me. I'm glad you told me. I can't promise to keep this secret because I may need to tell someone whose job is to help keep you safe. I will only share it with people who need to know. **You do not need to tell me everything again. I'm going to make sure you get the right help."**

Avoid:

- "I promise I won't tell anyone."
- "Are you absolutely sure?"
- "Why didn't you tell someone earlier?"
- "Tell me exactly what happened from the beginning."

APPENDIX D

Safeguarding Recording Checklist

- ▫ Date / time / location recorded
- ▫ Child's name and relevant context
- ▫ Exact words recorded where possible
- ▫ Observable facts separated from interpretation
- ▫ Injuries/appearance described factually
- ▫ Immediate safety actions recorded
- ▫ DSL informed and time recorded
- ▫ MyConcern entry completed where required
- ▫ External referral/authority contact recorded by DSL
- ▫ Parent/carer communication and rationale recorded
- ▫ Follow-up responsibility and review date recorded

APPENDIX E

Annual Safeguarding Assurance Checklist

- ▫ Policy reviewed against current Romanian law and procedures
- ▫ KCSIE version reviewed and relevant changes considered
- ▫ DSL and deputy arrangements confirmed
- ▫ Emergency and external contacts verified
- ▫ All staff completed safeguarding induction/training
- ▫ Safer recruitment records audited
- ▫ Low-level concerns log reviewed for patterns
- ▫ Allegations procedure tested and understood
- ▫ Child-on-child incidents reviewed
- ▫ Online filtering/monitoring effectiveness reviewed
- ▫ Mobile-device arrangements reviewed
- ▫ Attendance/missing education safeguarding patterns reviewed
- ▫ Student reporting routes communicated
- ▫ Parent reporting routes communicated
- ▫ Safeguarding records and information-sharing arrangements audited
- ▫ External referral pathways checked
- ▫ Lessons learned from incidents and near misses documented
- ▫ Board/leadership safeguarding assurance completed

APPENDIX G

Source and Legal Framework

Core sources used in the development of this 2026 policy:

- International School of Oradea, Safeguarding and Child Protection Policy (existing policy) — used as the ISO-specific baseline.
- International School of Oradea, Safeguarding 2026 staff presentation — used to preserve ISO's current reporting expectations, safeguarding team structure and training language.

- Keeping Children Safe in Education 2026, Department for Education, effective from 1 September 2026.
- Law no. 272/2004 on the protection and promotion of children's rights, as amended.
- Law no. 198/2023 on pre-university education, as amended.
- Order no. 6235/2023 approving the procedure for management of violence cases in educational settings, as amended.
- DGASPC Bihor official information and child-protection contact arrangements.

Official guidance and legislation should be checked at each annual review and whenever a safeguarding incident or change in law/guidance occurs.