SAFEGUARDING AND CHILD PROTECTION POLICY

2025-2026

Policy Information			
Created Date	August 2019	Reviewed By	Senior Leadership Team
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Author of policy's role	Inclusion Leader		
Vice Principal			
Principal			
Chair of Governors	HeshamAbdeen		

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Important contacts

Role/Organisation	Name	Contact Details
Designated safeguarding lead (DSL)	Sr. Samar Murad Dr Fahd Kahlaoui Sr Hodan Salah Br Cagdas Degirmenci Sr Manoucheca Romelus Sr Noha Sadek Abdlmageed Sr Abeer Abdullah Sr Samar Saeed Sr Yasmeen Qureshi	+97165344444 Ext: 3350 +97165344444 Ext: 3361 +97165344444 Ext: 3517
BEAM Safeguarding Governor	Hesham Abdeen	Please contact via school reception
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1. Aims
The school aims to ensure that:
1. Appropriate action is taken promptly to safeguard and promote children's welfare.
2. All staff are aware of their statutory responsibilities concerning safeguarding.
3. Staff are adequately trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance
This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed upon and published by our 3 local safeguarding partners.
This policy is also based on the following legislation:
✓ UAE Federal Law No. 3 of 2016 (the "Child Rights Law") – Wadeema's Law
✓ Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014 places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
✓ This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

3. Definitions

Safeguarding and promoting the welfare of children means:

✓ Protecting children from maltreatment

✓ Preventing impairment of children's health or development

✓ Ensuring that children grow up in the circumstances consistent with the provision of safe and effective care

✓ Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent damage. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the severe impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Children include everyone under the age of 18.

4. Equality statement
Some children have an increased risk of abuse, and additional barriers can exist for some children to recognise or disclose it. We are committed to anti-discriminatory practice and identify children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:
✓ Have special educational needs (SEN) or disabilities or health conditions

✓ Are young carers

✓ May experience discrimination due to their race, ethnicity, religion

✓ Have English as an additional language

✓ Are known to be living in difficult situations – for example, where there are issues such as substance abuse or domestic violence

- ✓ Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- ✓ Are at risk due to either their own or a family member's mental health needs

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners (parents, students, and school). Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and annexe B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- ✓ Our systems support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the school's online safety policy and the attendance policy.
- ✓ The early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment
- ✓ What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- ✓ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- ✓ The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

The designated safeguarding lead (DSL)

The DSLs take lead responsibility for child protection and broader safeguarding. During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. If you need to contact the DSLs after school hours, please email them at their registered school email address.

The DSL will be given the time, funding, training, resources, and support to:
- ✓ Provide advice and support to other staff on child welfare and child protection matters
- ✓ Take part in strategy discussions and inter-agency meetings and support other teams in doing so
- ✓ Contribute to the assessment of children

- ✓ Refer suspected cases, as appropriate, to the relevant body (Sharjah Child Protection Services SCPS/Police/Hospital) and support staff who make such referrals directly
- ✓ Keep the Principal informed of any issues
- ✓ Liaise with the Safeguarding Governor at BEAM for child protection concerns as appropriate.

The governing board

The governing board will:

- ✓ Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development
- ✓ Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- ✓ Appoint a link governor to monitor the effectiveness of this policy in conjunction with the entire governing board. This is always a different person from the DSL
- ✓ The chair of governors will act as the 'case manager' if an allegation of abuse is made against the principal, where appropriate (see appendix 3).
- ✓ All governors will read Keeping Children Safe in Education in its entirety.

The principal

The principal is responsible for ensuring the implementation of this policy, including:

- ✓ Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- ✓ Providing the communication of this policy to parents when their child joins the school and via the school website
- ✓ Ensuring that the DSL has appropriate time, funding, training, and resources and that there is always adequate cover if the DSL is absent
- ✓ Ensuring that all staff undertake proper safeguarding and child protection training and update this regularly
- ✓ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Managing Allegations Against Staff policy)
- ✓ Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

- ✓ Timely information sharing is essential to effective safeguarding.
- ✓ Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering or at risk of serious harm.
- ✓ Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests.

7. Types of abuse

Abuse, including neglect and safeguarding issues, are rarely standalone events that can be covered by one definition or label. In most cases, multiple points will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical damage may also be caused when a parent or carer fabricates the symptoms of or deliberately induce illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child, such as to causes severe and adverse effects on the child's emotional development. Some emotional abuse is involved in all types of abuse of a child, although it may occur alone.
Emotional abuse may involve:

- ✓ Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

- ✓ Not giving the child opportunities to express their views, deliberately silencing them or 'making fun of what they say or how they communicate

- ✓ Age or developmentally inappropriate expectations are being imposed on children. These may include interactions beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in regular social interaction.

- ✓ Seeing or hearing the ill-treatment of another

- ✓ Severus bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to participate in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve:

- ✓ Physical contact, including assault by penetration (for example, rape or oral sex)

- ✓ Non-penetrative acts such as kissing, rubbing, and touching outside of clothing

- ✓ Non-contact activities such as -

  - o involving children in looking at, or in the production of, sexual images,
  - o watching sexual activities

- o encouraging children to behave in sexually inappropriate ways
- o grooming a child in preparation for abuse (including via the internet)

Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the severe impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
Once a child is born, neglect may involve a parent or carer failing to:

- ✓ Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- ✓ Protect a child from physical and emotional harm or danger
- ✓ Ensure adequate supervision (including the use of inadequate caregivers)
- ✓ Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

8. Recognising abuse and taking action

Staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding issue. In this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSLs)".

If a child is suffering or likely to suffer harm, or in immediate danger

- ✓ Tell the DSL
- ✓ DSL refers to the BEAM Safeguarding Governor for guidance, and a decision to refer to the police or not will be made.

If a child discloses to you
If a child discloses a safeguarding issue to you, you should:

- ✓ Listen to and believe them.
- ✓ Allow them time to talk freely and do not ask leading questions
- ✓ Stay calm and do not show that you are shocked or upset
- ✓ Tell the child they have done the right thing in telling you.
- ✓ Do not tell them they should have told you sooner
- ✓ Explain what will happen next and that you will have to pass this information on.
- ✓ Do not promise to keep it a secret
- ✓ Write up your conversation in the child's own words as soon as possible.
- ✓ Stick to the facts, and do not put your judgement on them.
- ✓ Sign and date the write-up and pass it on to the DSL.

✓ Alternatively, if appropriate, make a referral to the Safeguarding Governor at BEAM and tell the DSL as soon as possible that you have done so.
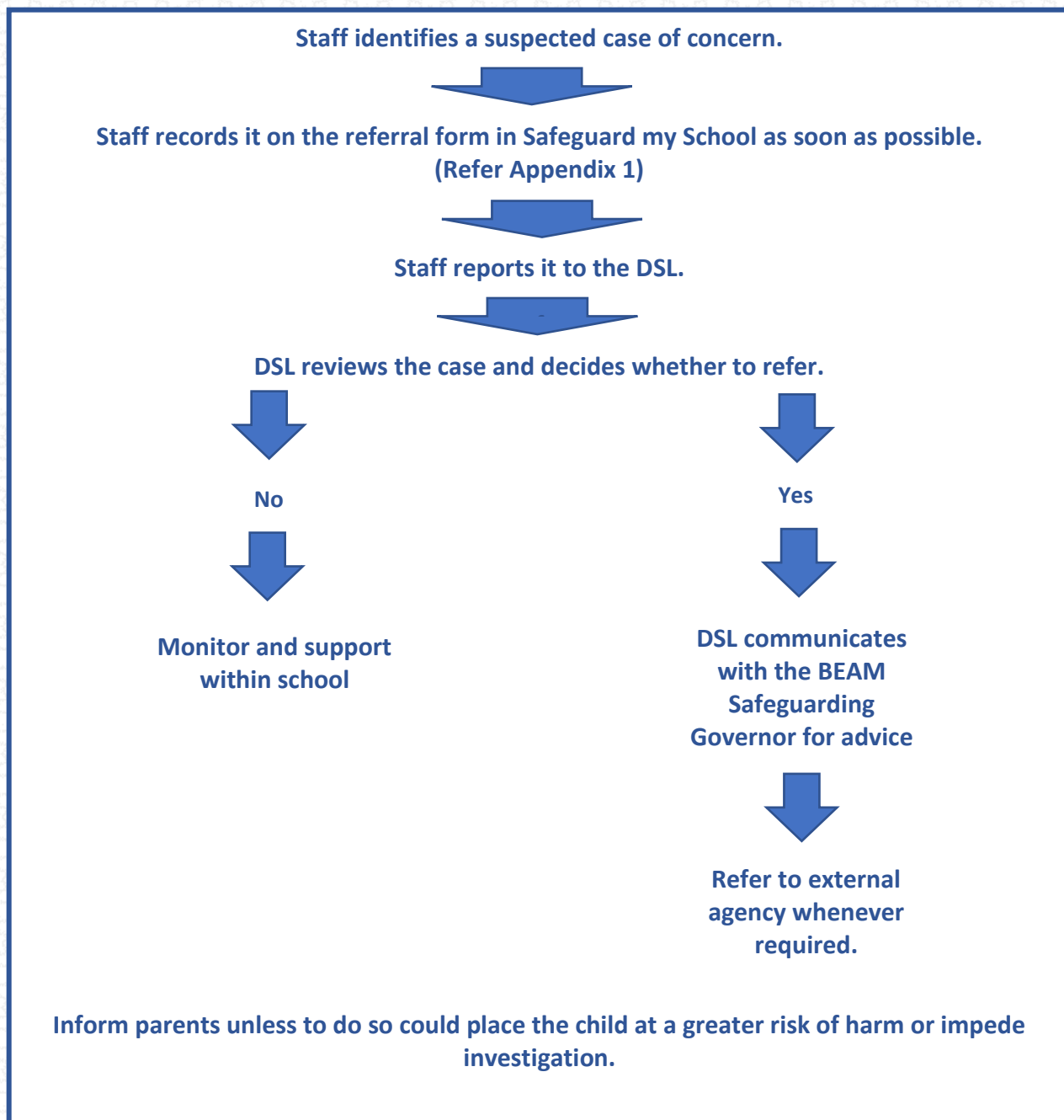
Some possible indicators of abuse can be found in Appendix 1.

9. Referral and reporting systems

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger), make a referral using Safeguard my School. (Appendix 2)

Suppose it is appropriate to refer the case to the police or another government agency. In that case, the DSL will make the referral after taking advice from the BEAM Safeguarding Governor and supporting you.

See below for an overview of the referral process.

Staff identifies a suspected case of concern.

**Staff records it on the referral form in Safeguard my School as soon as possible.
(Refer Appendix 1)**

Staff reports it to the DSL.

DSL reviews the case and decides whether to refer.

No

Yes

**Monitor and support
within school**

**DSL communicates
with the BEAM
Safeguarding
Governor for advice**

**Refer to external
agency whenever
required.**

**Inform parents unless to do so could place the child at a greater risk of harm or impede
investigation.**

Reporting Systems for our pupils

Where there is a safeguarding concern, we will consider the child's wishes and feelings when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and allegations.

To achieve this, we will:
- ✓ Put systems in place for pupils to confidently report abuse

- ✓ Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- ✓ Make it clear to pupils that their concerns will be taken seriously and that they can safely express their views and give feedback.

10. Pupils with special educational needs, disabilities, or health issues

We recognise that pupils with special educational needs (SEN) or disabilities, or certain health conditions can face additional safeguarding challenges. Other barriers can exist when recognising abuse and neglect in this group, including:

- ✓ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- ✓ Pupils are more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- ✓ The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying without outwardly showing any signs

- ✓ Communication barriers and difficulties in managing or reporting these challenges

11. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will typically do this in the event of suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the SCPS.

In the case of allegations of abuse made against other children, we will generally notify the parents of all the children involved.

12. Concerns about a staff member or volunteer

If you have concerns about a staff member or volunteer, or an allegation is made about a member of a team or volunteer posing a risk of harm to children, speak to the principal. If the concerns/allegations are about the principal, talk to the chair of governors.

If appropriate, the principal/chair of governors will follow the procedures set out in the Managing Allegations about Staff Policy.

Where you believe there is a conflict of interest in reporting a concern or allegation about a staff member (including a supply teacher, volunteer, or contractor) to the principal, report it directly to the Chair of Governors, Hesham Abdeen.

13. Complaints and concerns about school safeguarding policies

Complaints against staff
Complaints against staff that are likely to require a child protection investigation will be handled by our procedures for dealing with allegations of abuse made against a team (see Managing Allegations about Staff policy).

Whistleblowing
The school abides by the Whistle-Blowing procedures available on Link HR and is adopted by the Bukhatir Group.

14. Record-keeping

- ✓ We will hold records in line with our records retention schedule.
- ✓ All safeguarding concerns, discussions, decisions made, and the reasons for those decisions must be recorded in writing.
- ✓ If you are in any doubt about whether to record something, discuss it with the DSL.
- ✓ Our safeguarding records are kept on Edukey's Safeguard My School.
- ✓ Non-confidential documents will be easily accessible and available.
- ✓ Confidential information and documents will be held securely and only available to those with a right or professional need to see them.
- ✓ Safeguarding records relating to individual children will be retained for a reasonable period after leaving the school.

15. Training

Training for all staff will:
- ✓ include safeguarding and child protection training at induction, including whistle-blowing procedures,
- ✓ ensure they understand the school's safeguarding, and responsibilities, and
- ✓ can identify signs of possible abuse or neglect.
- ✓ be regularly updated in line with changing national and international policy.
- ✓ be regular, including safeguarding and child protection updates (for example, through emails, e-bulletins, and staff meetings) as required, but at least annually.

Training for the DSL and Deputies will:
- ✓ undertake child protection and safeguarding training at least every 2 years.
- ✓ update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

Training for Governors
- ✓ All governors receive training about safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- ✓ As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the principal, they receive training in managing claims.

Recruitment – interview panels
At least one person interviewing for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education.

16. Monitoring arrangements
This policy will be reviewed **annually** by Sr. Samar Murad- School Principal, Dr Fahd Kahlaoui – Vice-principal & Sr Hodan Salah – Vice Principal. At every review, it will be approved by the Chair of Governors.

Appendix 1:

Some signs of possible abuse:

These are not exhaustive or necessarily indicative of abuse. (Taken from the document, 'Working Together to Safeguard Children).

Neglect – constant hunger or tiredness; frequent lateness or absence; poor personal hygiene; untreated medical problems; running away; stealing; low self-esteem.

Physical - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help; fear of physical contact, fear of going home; over-aggressive or defensive tendencies; fear of removing clothes, bites, lashes, facial injuries.

Sexual - tendency to cling, cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and soiling, fear of undressing, throat infections, depression, fearful/panic attacks.

Emotional – physical, emotional, developmental delay; overreaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of a child deliberately fabricates or induces illness in that child). Signs may include perceived diseases, doctor shopping, enforced disease, fabricated condition, poisoning, e.g., salt, induced seizures, suffocation, bleeding, rashes, and tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with the mother's presence; the mother is unusually at ease in the hospital environment; multiple illnesses/similar symptoms in the family, unexplained death of siblings.

Reporting page – Safeguard My School.

Allegations of abuse made against other pupils - Peer on Peer abuse

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy. Still, this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- ✓ It is severe and potentially a criminal offence
- ✓ Could put pupils in the school at risk
- ✓ Is violent

- ✓ Involves pupils being forced to use drugs or alcohol
- ✓ Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

If a pupil makes an allegation of abuse against another pupil:

- ✓ You must record the allegation and tell the DSL, but do not investigate it
- ✓ The DSL will contact the BEAM Safeguarding Governor, who will advise on calling the police if the allegation involves a potential criminal offence
- ✓ The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made, and any others affected) with a named person they can talk to if needed

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse and create a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- ✓ Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- ✓ Be vigilant to issues that mainly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence concerning boys
- ✓ Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- ✓ Ensure pupils can quickly and confidently report abuse using our reporting systems
- ✓ Ensure staff reassure victims that they are being taken seriously
- ✓ Ensure staff are trained to understand:
    - o How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

- Even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here."
- If they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong
- Certainly, children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity
- That a pupil harming a peer could be a sign that the child is being abused themselves and that this would fall under the scope of this policy

- The critical role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

Appendix 4:

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident
Suppose you are aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth-produced sexual imagery). In that case, you must report it to the DSL immediately.

You must **not**:
- ✓ View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

- ✓ Delete the imagery or ask the pupil to delete it

- ✓ Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- ✓ Share information about the incident with other members of staff, the pupil(s) it involves or there, or other parents and carers

- ✓ Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting
Following an incident report, the DSL will hold an initial review meeting with the appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- ✓ Whether there is an immediate risk to pupil(s)

- ✓ If a referral needs to be made to the police, the SCPS or any other authority

- ✓ If it is necessary to view the imagery to safeguard the young person (in most cases, imagery should not be considered)

- ✓ What further information is required to decide on the best response

- ✓ Whether the imagery has been shared widely and via what services and platforms (this may be unknown)

- ✓ Whether immediate action should be taken to delete or remove images from devices or online services

- ✓ Any relevant facts about the pupils involved which would influence risk assessment

- ✓ If there is a need to contact another school, college, setting or individual
- ✓ Whether to contact parents or carers of the pupils involved (in most cases, parents should be applied)

The DSL will make an immediate referral to BEAM Safeguarding Governor, who will advise on contacting the police and Sharjah Child Protection Services (SCPS) if:
- ✓ The incident involves an adult
- ✓ There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- ✓ What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- ✓ The imagery involves sexual acts, and any pupil in the imagery is under 18
- ✓ The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above applies, then the DSL, in consultation with the principal and other staff members as appropriate, may decide to respond to the incident without involving the police or SCPS.

Further review by the DSL
If at the initial review stage, a decision has been made not to refer to police and SCPS, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If there is a concern that a pupil has been harmed or is at risk of harm at any point in the process, a referral will be made to children's social care and the police immediately.

Informing parents
The DSL will inform parents early and keep them involved in the process unless there is a good reason to believe that applying them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through the nearest Police Station.

Recording incidents
All incidents of sharing nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording these incidents.

Appendix 5:

Mobile phones and cameras

Staff are allowed to bring their phones to school for their use and, if appropriate, to capture evidence for storage on the school's systems. In classes that do not use school iPads, staff can only use their devices on the school's wifi network. **If personal phones are used to take pictures for Class Dojo or any other school-based platform, they must be stored on teachers' OneDrive accounts, not their phone memory.**

To address this, our school aims to:
✓ Have robust processes in place to ensure the online safety of pupils, staff, volunteers, and governors

✓ Protect and educate the whole school community in its safe and responsible use of technology, including mobile and innovative technology (which we refer to as 'mobile phones')

✓ Set clear guidelines for the benefit of mobile phones for the whole school community

✓ Establish precise mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:
✓ **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

✓ **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them for sexual, criminal, financial or other purposes

✓ **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and pornography), sharing other graphic images and online bullying; and

✓ **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and financial scams

To meet our aims and address the risks above, we will:

- ✓ Educate pupils about online safety as part of our curriculum. For example:
    - o The safe use of social media, the internet and technology
    - o Keeping personal information private
    - o How to recognise unacceptable behaviour online
    - o How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

- ✓ As part of their induction, train staff on safe internet use and online safeguarding issues, including cyberbullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

- ✓ Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety

- ✓ Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example, that:
    - o Team are allowed to bring their phones to school for their use but will limit such usage to non-contact time when pupils are not present
    - o Staff will not take pictures or recordings of pupils on their phones or cameras

- ✓ Make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and innovative technology

- ✓ Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- ✓ Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- ✓ Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

- ✓ Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community