

Child Protection and Safeguarding Policy

Glendale International School | Governance and compliance

Policy owner	Designated Safeguarding Lead – Ms Antonette Naidoo	Approval body	Jasmit Kang, Principal.
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Version	1.0	Policy number	GIS SG 01
Applies to	Whole school community	Status	Approved

Glendale International School is committed to keeping every learner safe, promoting welfare and providing an environment in which children can learn without fear of harm. Safeguarding is everyone's responsibility. All concerns will be taken seriously, recorded securely and acted upon promptly in the child's best interests.

1 Scope and purpose

This policy applies to governors, leaders, employees, volunteers, contractors, visitors and people working on behalf of the school. A child is any person under 18. The policy covers protection from physical, emotional and sexual abuse, neglect, exploitation, bullying and cyberbullying, harmful practices, peer-on-peer abuse, online harm and other risks to welfare.

2 Safeguarding principles

- The child's safety, dignity, voice and best interests guide decisions.
- Concerns may arise from disclosure, observation, behaviour, injury, attendance, online activity or information from another person.
- Staff do not investigate allegations themselves or promise secrecy.
- Information is shared on a need-to-know basis when necessary to protect a child.
- Concerns about adults working with children are managed separately and immediately.
- No person will be disadvantaged for reporting a safeguarding concern in good faith.

3 Responsibilities

Role	Responsibility
Governing Body or proprietor	Provides oversight, appoints the DSL, assures policy, safer recruitment, training and resources.
Principal	Creates a safeguarding culture, supports referrals, manages allegations against staff and ensures action is taken.
Designated Safeguarding Lead	Receives and assesses concerns, maintains records, makes referrals, coordinates plans, advises staff and liaises with agencies.
Deputy DSLs	Act when the DSL is unavailable and support case management.



All staff and volunteers	Recognise indicators, respond safely, report immediately, record factually and complete training.
Learners and families	Use available reporting routes, share concerns and participate in support plans where safe and appropriate.

4 Recognising concerns

- Unexplained or repeated injuries, fearfulness or significant changes in behaviour.
- Persistent hunger, poor hygiene, inadequate supervision, unmet medical needs or absence.
- Sexualised behaviour or knowledge inconsistent with age, exploitation, coercion or grooming.
- Threats, humiliation, rejection, isolation, domestic abuse exposure or severe emotional distress.
- Bullying, discriminatory abuse, harmful online contact, image sharing or cyber exploitation.
- A child or adult saying that harm has occurred or may occur.

5 Responding to a disclosure

1. Listen calmly and allow the child to speak in their own words.
2. Do not promise confidentiality; explain that information will be shared only with people who need to keep them safe.
3. Do not ask leading questions, investigate, confront the alleged person or delay action.
4. Reassure the child that they were right to tell and that the concern will be taken seriously.
5. Record the child's words, relevant observations, date, time and actions as soon as possible.
6. Report immediately to the DSL or Deputy DSL. If there is immediate danger, obtain emergency assistance first and then inform the DSL.

6 Reporting recording and case management

Concerns must be reported through the school's approved safeguarding system or directly to the DSL on the same day. Records must be factual, dated, timed, signed or attributable, and distinguish observation from opinion. The DSL will assess risk, consider the child's wishes and context, consult or refer to appropriate agencies, inform parents where safe and appropriate, and record decisions, rationale and follow-up. Safeguarding records are kept separately, securely and transferred in accordance with applicable requirements.

7 Escalation when action is considered insufficient

Any person who believes that a safeguarding concern has not been acted upon appropriately must escalate it. Professional challenge is expected and must not be delayed by hierarchy or fear of causing offence.

1. Re-report the concern promptly to the DSL, explain why the response is considered insufficient and request confirmation of the next action.
2. If the concern remains unresolved, the DSL is unavailable or the concern involves the DSL, escalate immediately to the Principal.
3. If the concern involves the Principal, or the response remains inadequate, contact the Chair of the Governing Body, proprietor or nominated senior safeguarding representative.
4. Where a child is at immediate risk, or internal escalation has not secured an appropriate response, contact the competent child-protection authority, police or emergency service directly. KHDA or another education authority may also be contacted where appropriate.
5. Record the escalation, advice received, decisions and actions. Continue to monitor and escalate again if risk remains. The person raising the concern does not need permission to contact an external authority where a child may be at risk.

8 Allegations or concerns about adults

Any allegation that an adult working with children has harmed a child, may have committed an offence, behaved in a way indicating risk, or failed to maintain professional boundaries must be reported immediately to the

Principal. If the allegation concerns the Principal, it must be reported to the governing body or proprietor's nominated representative. The school will protect the child, preserve evidence, avoid internal questioning that could compromise enquiries, consider suspension or alternative duties without presumption, and refer externally where required.

9 Safer recruitment and conduct

- Identity, qualifications, employment history, references, suitability and applicable police or safeguarding checks are completed before unsupervised work.
- Recruitment panels include safeguarding-trained personnel.
- Staff, volunteers and contractors receive safeguarding induction, the code of conduct and clear professional-boundary guidance.
- Visitors and people awaiting checks are supervised according to risk.
- Concerns arising after appointment are reviewed and acted upon promptly.

10 Training and awareness

All staff receive safeguarding induction before or at the start of work and regular refresher training. The DSL and deputies receive role-specific training. Training covers indicators of harm, disclosures, reporting, online safety, peer-on-peer abuse, allegations against adults, confidentiality and escalation. Learners receive age-appropriate information on safety, consent, respectful relationships, online risk and how to seek help.

11 Online safety and information sharing

The school uses filtering, monitoring, acceptable-use expectations and education to reduce online risks. Staff report harmful content, grooming, sexual image sharing and cyberbullying as safeguarding concerns. Information may be shared without consent where necessary to protect a child, but only relevant information will be disclosed and the reason recorded.

12 Working with families and agencies

The school works with families unless doing so could increase risk, compromise evidence or conflict with agency advice. The DSL liaises with police, child-protection, health, social care, KHDA and other competent services as needed. A child in immediate danger will receive emergency support without delay.

13 Confidentiality retention and review

Safeguarding information is restricted to authorised people and stored securely. Records are retained and transferred according to applicable safeguarding and education requirements. The DSL reviews open cases and patterns regularly. The governing body receives appropriate anonymised assurance. This policy is reviewed annually and after a serious incident, safeguarding review or legal change.

Appendix A Escalation record

Field	Details
Child and concern reference	
Original report date and recipient	
Action taken or response received	
Reason action is considered insufficient	
Escalation date and recipient	



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External advice or referral	
Immediate protection measures	
Further monitoring and outcome	

