

The International Learning Group School



Child Protection and Safeguarding Policy and Procedures

NAME OF POLICY	Child Protection and Safeguarding Policy and Procedures
APPROVED BY	ILG Board
DATE APPROVED	18 June 2026
REVIEW DATE	

Executive Director
Anthony Hamilton

Nominated Board member for Safeguarding: To be confirmed

Designated Safeguarding Lead:
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Child Protection and Safeguarding Policy

The child protection policy supports a suite of safeguarding documents (including anti-bullying; student behaviour; fire safety and evacuation; safer recruitment, staff code of conduct, Single Central Record, online safety; attendance; risk assessments; trips policy and laboratory safety and storage) at the International Learning Group school in Kosovo.

Safeguarding Team

The Safeguarding Team at ILG comprises of 5 members including:

- Internationally accredited Designated Safeguarding Lead and deputies (appointed by the Executive Director)
- School nurse
- Executive Director
- A nominated member of the Board for Safeguarding

This policy consists of four main sections:

- The overarching Child protection and safeguarding policy (section A)
- Child protection and safeguarding definitions, types of abuse, recognising child abuse - signs and symptoms (section B)
- Detailed child protection procedures (section C)
- Records kept by the Designated Safeguarding Lead (section D)

This policy applies to all staff and Board members working for or on behalf of ILG. It outlines the actions and responsibilities expected of all staff and stakeholders in relation to safeguarding and child protection.

The Safeguarding Team meets weekly to review all cases involving alleged or suspected child abuse and to ensure that appropriate actions are taken. The Team also meets termly with the Board's nominated safeguarding member, or more frequently if required.

In addition, the Safeguarding Team conducts an annual review of the child protection and safeguarding policy and submits recommendations for any necessary amendments, updates, or enhancements to ensure continued effectiveness and compliance with current safeguarding requirements.

Section A

Child protection and Safeguarding Policy

The International Learning Group (ILG) recognises that the welfare of the child is paramount. The needs and wishes of each child will always be placed at the centre of decision making. Throughout this policy, the terms “*student*” and “*child*” refer to any young person under the age of 18, as well as any young person in the care of the school.

The purpose of this policy is to:

- a. Provide **protection for all students**;
- b. Enable staff to **safeguard and promote the welfare of children**;
- c. Promote a culture that ensures ILG is a **safe environment in which children can learn, develop and feel secure**.

ILG takes seriously its responsibility to safeguard and promote the welfare of all children in its care. Everyone who comes into contact with children and their families has a role to play in safeguarding and promoting their welfare.

School staff are particularly important in supporting the safeguarding and wellbeing of children. They form part of the wider safeguarding system and play a vital role in identifying concerns early and preventing issues from escalating.

Safeguarding children is everyone’s responsibility.

We define safeguarding as:

- a. protecting children from maltreatment;
- b. preventing impairment of children’s mental and physical health or development;
- c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- d. taking action to enable all children to have the best life chances.

Effective safeguarding systems must be child-centred. Safeguarding failures may occur where the needs, wishes and lived experiences of children are not given sufficient priority, or where the interests of adults are placed above those of the child. All professionals working with children and families are required to actively seek, recognise and uphold the voice of the child and to ensure that it informs assessment, decision-making and all aspects of practice.

We recognise the work of the United Nations convention on the rights of the child

Everyone working in or for ILG must share the objective to help keep children safe by:

- a. Providing a safe environment for children to learn and develop;
- b. Identifying and responding to ‘early help’ needs of children and families;
- c. Identifying children who are suffering or likely to suffer significant harm and taking appropriate action to make sure they are kept safe both at home and at ILG;
- d. Maintaining a culture of vigilance and an attitude of ‘it could happen here’.
- e. All staff should know what to do if a child tells them they are being abused, exploited or neglected
- f. staff should know how to manage the requirement to maintain an appropriate level of confidentiality and be able to reassure the victim that they are being taken seriously.

Some golden principles at ILG

Children

- a. who report abuse should be supported and kept safe.
- b. should never be given the impression that they are creating a problem
- c. should never be made to feel ashamed for making a report.

The Board will ensure that there are effective safeguarding policies and procedures in place that consider local risks.

Board members and the Executive Director will ensure that those staff who work directly with children (all staff at ILG) adhere to all safeguarding policies.

This is achieved through:

- a) Board's accountability to ensure that the school meets its responsibilities for safeguarding and that all policies, procedures, training and teaching are in place and effective.
- b) It is the responsibility of the Board to ensure that the school's policies and procedures are aligned with applicable local laws, regulations, and international best practices.
- c) It is the responsibility of the Executive Director to ensure that all staff are appropriately trained and fully understand their roles and responsibilities in accordance with the school's policies and procedures
- d) Making it known who is responsible for the wider safeguarding arrangements.
- e) Insisting that all staff members are responsible for safeguarding.
- f) Requiring safeguarding reports and updates as appropriate.
- g) Appointing a Designated Board Safeguarding lead to meet termly with the school safeguarding team.

Board members and staff at ILG understand the importance of taking appropriate action and working in partnership with parents in order to safeguard children and promote their welfare.

Supporting Children and Working in Partnership with Parents

- a. ILG recognises that children's welfare is paramount. Good safeguarding, child protection practice and securing good outcomes for children rely on a positive, open and honest working partnership with parents.
- b. Children will be given an explanation, appropriate to their age and understanding of what action is being taken on their behalf and why.
- c. We will preserve the privacy, dignity and right to confidentiality of the child and parents whilst discharging our duties.

Supporting Children Through the Curriculum

Students are introduced to the school's expectations regarding their personal responsibilities within the ILG community.

They are actively engaged and given opportunities to ask questions, with particular focus on key policies including the anti-bullying policy, behaviour policy, online safety policy, code of conduct, and school conventions.

Students are also introduced to the safeguarding team and the wider pastoral support network available to provide guidance, support and assistance when needed.

- a) They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.
- b) Opportunities are provided for students to learn about democracy and the rule of law, positive relationships and safe choices.
- c) All students know there is a Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is and that they have a right to speak to this member of staff, or any other, if they are worried or concerned.
- d) Students are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.
- e) There is a display in the school identifying the DSLs and children are made aware of this.

Safeguarding is explored and promoted through the ILG curriculum which provides a spiraling course throughout the school that addresses themes around the core structures of:

- a) Beliefs and Values
- b) Relationships
- c) Careers
- d) Health and Wellbeing

Commitment to Safeguarding

We will safeguard children at ILG by:

- a. always acting in their best interests
- b. valuing them, listening to and respecting them (including involving them in decisions which affect them)
- c. never tolerating bullying, racism, sexism or any other forms of discrimination, including through use of technology
- d. promoting a whole school approach to preventing child on child violence and sexual harassment, including 'upskirting'
- e. ensuring a broad balanced curriculum which affords a range of opportunities to learn about safeguarding particularly when using technology
- f. supporting attendance and taking action if a child is missing school regularly
- g. appointing a Designated Safeguarding Lead and deputy to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
- h. making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
- i. ensuring that all those named above (i.e. DSLs and Deputy DSLs; Designated Teacher; Executive Director, Board and all staff) have training appropriate to their roles.
- j. keeping clear, accurate and contemporaneous safeguarding and child protection records
- k. recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made and making sure that at least one appointment panel member has undertaken safer recruitment training
- l. providing effective management for staff through induction, support and regular update training appropriate to role
- m. adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/student relationships and communications including the use of social media
- n. ensuring our online safety process includes appropriate filters and monitoring systems.
- o. promoting a culture in which staff feeling able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- p. dealing appropriately with any allegations/concerns about the behaviour of staff in accordance

with the process set out.

This child protection and safeguarding policy forms part of a suite of policies and other documents which relate to the wider safeguarding responsibilities of the school.

In particular, it should be read in conjunction with the:

- a) student behaviour policy (code of conduct);
- b) online safety policies for students and staff,
- c) mobile phone policy
- d) attendance policy
- e) safer recruitment policy and procedures;
- f) School trip policy
- g) procedures to handle allegations against members of staff
- h) anti-bullying policy.

These policies and procedures are available on the school network or via the website.

Section B

What Is Child Protection?

Child protection is one very important aspect of safeguarding. **It refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.**

What is Safeguarding?

Safeguarding means protecting all children from harm and ensuring their welfare and safety.

What Is Significant Harm?

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development.

What is Child Abuse?

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse

effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- a. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- b. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities
- c. Encouraging children to behave in sexually inappropriate ways.
- d. Grooming a child in preparation for abuse (including via the internet).

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve an adult failing to:

- a. Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision
- d. Ensure access to appropriate medical care or treatment
- e. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another.

Recognising Child Abuse – Signs and Symptoms

Assessment of risk outside the home (Contextual Safeguarding)

It is also important that staff are aware and consider the impact of environmental factors that are present in a child's life that may be a threat to their safety and/or welfare. '**Contextual Safeguarding**' relates to incidents that are associated with factors or other students within or external to the school setting.

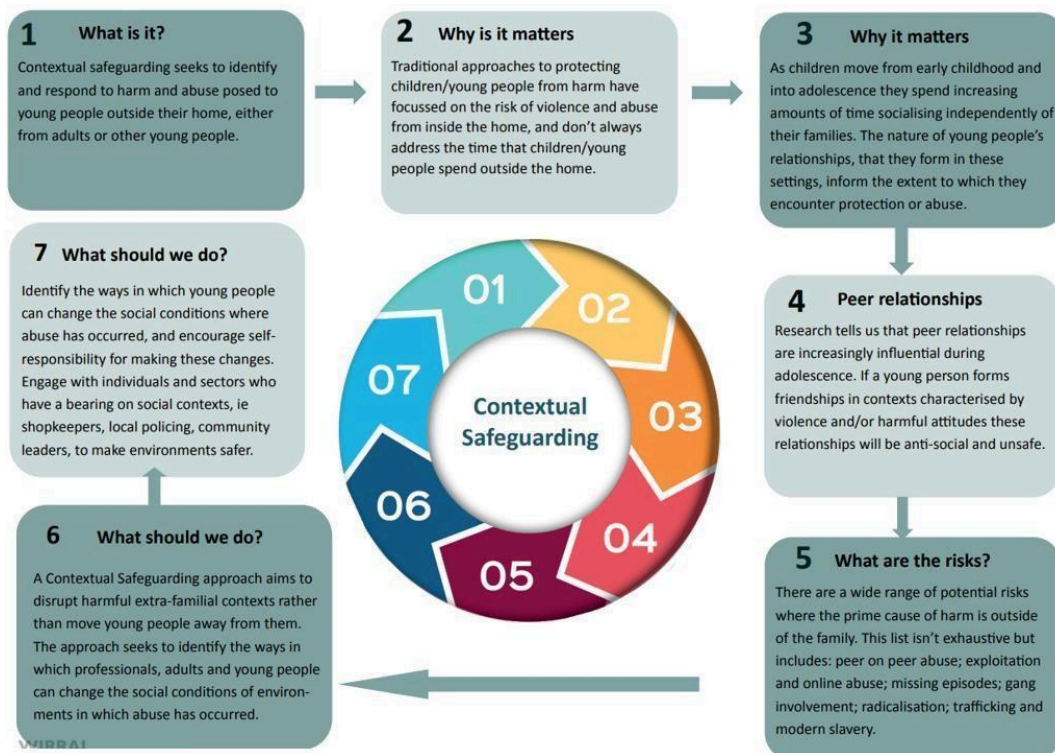
Children can be vulnerable to multiple extra-familial harms including, but not limited to:

- a. Sexual exploitation
- b. Sexual abuse
- c. Serious youth violence
- d. Criminal exploitation

These factors are an important part of discussing and sharing concerns with the DSL, awareness and associated risks should be considered to understand the measure in place to manage these.

Assessment of risk outside of the home is an approach to understanding, and responding to, children’s experiences of significant harm and risk beyond their families. It recognises that the different relationships that children form in their neighborhoods, schools and online can feature violence and abuse. Parents have little influence over these contexts and children’s experiences of extra-familial abuse can undermine parent child relationships.

Assessment of risk outside of the home, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.



Recognising child abuse is not always easy and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear individual responsibility to act if they have a concern about a child’s welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of ‘**it could happen here**’ and always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or Deputy). Any concerns about a child’s welfare should be acted upon immediately.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Mental Health

ILG has an awareness that mental health problems can in some cases be an indicator that a child is suffering or has suffered abuse, neglect or exploitation.

Staff should not attempt to make a Mental Health diagnosis; however, they are in a good position to

observe the children on a daily basis and identify those whose behaviour indicates they may be experiencing a mental health problem or be at risk of developing one. All of the staff need to have an awareness that mental health problems can in some cases be an indicator that a child is suffering or has suffered abuse, neglect or exploitation.

When children have suffered **adverse childhood experiences**, this may impact them throughout their lives. This can also then have an impact on their behaviour, their ability to learn and affect their mental health. If staff have a concern about the mental health of a child, they will follow school policy and report their concerns to the DSL.

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorized into these areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material.
- **Contact:** being subjected to harmful online interaction with other users.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/ or financial scams.

The school recognises that its students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some adults will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by students via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which students are not allowed to access in school. Some students will undoubtedly 'chat' on mobiles or social networking sites at home and the school encourages parents to consider measures to keep their children safe when using social media. **Mobile phones are prohibited at the school.**

Children Who Harm Others

ILG recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Even if there are no reported cases of child on child abuse, ILG acknowledges that this does not mean that it is not taking place. Children who harm others should be held responsible for their harmful behaviour and the school staff are alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

At ILG, we aim to create an environment that enables students to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable students and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. This is achieved throughout our curriculum, but also through ensuring students have clear guidance on what is expected of them within the school community.

The Anti-Bullying Policy outlines the school's expectations of students' conduct and behaviour. The Welfare and Safeguarding briefing delivered to all students each academic year provides an opportunity to students to ask questions and check their understanding of these expectations. There is also pastoral support available for students through the tutoring teams and the school nurse, which includes access to counselling services, where appropriate.

ILG recognises that children are capable of abusing their peers. The school will assess if any behaviours are potentially abusive by considering if there is a large difference/imbalance of power (e.g. through age, size, ability or development) between the students concerned; or if the perpetrator has

continually tried to harm one or more student(s) or if the perceived intentions of the perpetrator are of concern.

Bullying

Bullying is behaviour by an individual or group, can be an isolated event or repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion or gender. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level bullying can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures which students are informed of through their induction process. Bullying is addressed at regular intervals in the curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Executive Director and the DSL will consider implementing safeguarding procedures.

Allegations Made by Children About Other Children (*Including Child on Child Abuse and Sexual Violence and Harassment*).

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online.

- a) It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- b) This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up skirting and initiation/hazing type violence and rituals.
- c) Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- d) It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. However, staff should be vigilant that all students are potential victims. ILG ensures that all staff are aware of the importance of:
 1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
 2. Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
 3. Children with Special Educational Needs and Disabilities can be especially vulnerable.
 4. We will ensure we have plans in place to support all of the children at ILG and to ensure they are protected and any additional needs are taken into consideration as part of this process.

The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to the Police. The DSL should be consulted if there is any doubt about the right course of action.

Managing and Dealing with Allegations Against Other students

As a school we will minimise the risk of allegations against students by:

- a) Providing a developmentally appropriate curriculum which develops students' understanding of acceptable behaviour and keeping themselves safe.
- b) Having systems in place for any student or parent to raise concerns with staff, knowing that they will be listened to, believed and valued.
- c) Providing interventions and peer support to those students identified as being at risk.
- d) Developing robust risk assessments and providing targeted interventions for students identified as being a potential risk to other students.
- e) Having robust anti-bullying policies and procedures.

The school recognises that children are vulnerable to abuse by their peers; such abuse will be taken as seriously as abuse by adults. It is likely that such allegations will feature some of the following and therefore it may be appropriate to regard a young person's behaviour as abusive if:

- a) There is a difference in power (e.g. age, gender, size, intellect, development/SEND) between the young people concerned; or
- b) The perpetrator has repeatedly tried to harm one or more children; or
- c) There are concerns about the intention of the alleged perpetrator (e.g. the acts could be considered exploitative)
- d) It is of a serious nature that is possibly a criminal offence.

Staff must be alert to the gendered nature of child on child abuse; safeguarding issues may include physical, emotional and sexual abuse and/or exploitation.

Examples of safeguarding and child protection issues made by a student against another may include:

Physical Abuse: Aggression, coercion, violence and threats of violence (particularly pre-meditated). 'Hazing'; the practice of rituals and other activities involving harassment and/or humiliation used as a way of initiating a person into a House/group/team. Forcing others to use drugs or alcohol.

Emotional Abuse: Blackmail, bribery or extortion, threats, intimidation and harassment including online. Targeted children may feel persistently frightened or in danger, anxious, discomfort and/or humiliation. Attempts may be made by the perpetrator to ensure secrecy or dismiss repeated verbal abuse as 'banter'.

Sexual Abuse, Harassment and/or Exploitation: Indecent exposure and/or touching e.g. breast/bottom or sexual assaults and harassment. Exposing genitals or masturbating in public, sexual degradation, humiliation, of self or others. Photographing/recording or forcing other children to perform/watch indecent acts. Force, coercion and/or potential grooming activities involving indecent images, 'sexting' (youth produced sexual imagery) and/or use of sexual language which is offensive or makes explicit sexual suggestions and/or cyber-sexual bullying involving aggression.

Up skirting: 'Up skirting' 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. Anyone of any sex, can be a victim. We will ensure that all staff act immediately should an incident of Up skirting arise in our school and report this to the police.

It is not the responsibility of School staff to investigate suspected abuse. The School is not an investigation or intervention agency for child protection, but it has an important role to play.

The use of 'Reasonable force'

We do not routinely use any form of physical contact in order to manage the children however there may be occasions when the school staff have to physically restrain students using '**reasonable force**' only to prevent them from hurting themselves or others, from damaging property, or from causing disorder.

This may include guiding a child to safety by the arm, or breaking up a fight, to prevent violence or injury and this action should be taken using no more force than is needed.

Physical restraint is used as a last resort.

Sexual Violence and Sexual Harassment:

- a) All staff should recognise that children can abuse their peers. All staff should be clear about the school's policy and procedure about child on child abuse.
 - b) Sexual violence and harassment can occur between two children of any age or sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
 - c) Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.
 - d) The school's initial response to a report from a child is important. It is essential that **all** victims are reassured and that they are being taken seriously and that they will be supported and kept safe.
 - e) Following a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment, considering;
 - o The victim
 - o The alleged perpetrator
 - o All the other children (if appropriate adult students and staff)
- a) Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before acting. Staff should be aware of the importance of:
- o Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - o Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
 - o Challenging and reporting behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts and up skirting.
 - o Dismissing or tolerating such behaviours risks normalising them

The underpinning principle at the school is that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.

Section C

Child Protection Procedures

All incidents and concerns about a child's welfare should be referred to the DSL.

It is the responsibility of any staff within the ILG community to immediately share any concern where there is a suspicion that a child's safety or welfare is at risk. **'If you see something, say something'**.

Purpose of these procedures

These procedures explain what action should be taken if there are concerns that a child is or might be suffering harm. A 'child' is a person under 18 years but the principles of these procedures apply to all students at this school, including those over 18.

Responsibilities and Roles

All staff will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns. The Board will ensure that the mechanisms are in place to support all staff to understand and discharge their role and responsibilities to safeguarding all students at ILG.

All staff and the Board will read and sign to say they have read the full guidance set out in this document.

Reporting procedures

Teachers and school employees are required to immediately report any concern directly to the DSL, Deputy DSL or Executive Director. In the first instance this can be done verbally but all **concerns must be written and submitted on a school proforma (appendix A) as a priority and at the first opportunity after reporting the incident**

If a child tells you something:

- Stay calm
- Listen
- Do not ask leading questions
- Do not promise secrecy
- Do not investigate

Document Immediately

Write down:

- Date and time
- Exact words used by the child
- What you observed (injuries, behaviour)
- Your actions taken
- Keep it factual (no interpretations).

Report Internally

Notify the school's:

- Designated Safeguarding Lead or Deputies
- Executive Director

What Counts as a Reportable Concern?

You should report if you suspect:

- Physical abuse
- Sexual abuse
- Neglect
- Emotional abuse
- Bullying
- Online abuse
- Grooming behavior
- Inappropriate adult-child boundaries
- A child expressing fear of going home
- Any other concern you have that would place a child in danger

You do not need certainty. The DSL will determine validity.

What Happens After You Report?

Typically:

1. The DSL will assess any concern/risk and also inform the Executive Director and Safeguarding team who will decide on a course of action to be taken.
2. Investigate the concern using all available resources including potential witnesses and CCTV footage.
3. Inform parents unless there is good reason to believe that involving parents would put the young person at risk of harm.
4. Write an investigation report stating evidence and recommending disciplinary action.
5. Invite families from all parties to attend the school and to serve written notice of actions and sanctions taken.
6. Utilise all Psychological assessment services available if appropriate.
7. Consider counselling or restorative justice sessions.
8. Reporting to the police, if appropriate
9. Reporting to child protection services

Families will be informed of the outcome of any investigation and actions taken following in response to the safeguarding concern. All outcomes will be filed and the safeguarding team will inform the Board Designated Safeguarding lead of the outcome.

Section D

Recording safeguarding concerns

School staff must complete the standard pro forma /Appendix A) immediately, factually, and securely for recording all 'welfare' and child protection concerns. Staff should document events without delay, passing them directly to the Designated Safeguarding Lead (DSL).

Concerns which initially seem trivial may turn out to be vital pieces of information later, so it is important to give as much detail as possible. A concern raised may not progress further than a conversation by the DSL with the parent, or, at the other end of the scale, could lead to matters being heard in a court.

All 'lower level' / pastoral concerns about a child's welfare, which will generally have been discussed with parents/carers, are kept in the child's main file.

Records kept by the Designated Safeguarding Lead

Following standardised procedures ensures that every disclosure or observation is tracked properly without putting the child at further risk.

Storing the Records

- **Secure Channels:** Information should be uploaded to a secure, school-wide safeguarding management system or recorded on confidential, password-protected school templates.
- **All records relating to child protection concerns** are sensitive and confidential so will always be kept in a secure filing cabinet, separate from other school files and only accessible through the safeguarding team
- **Restricted Access:** Safeguarding records must be kept completely separate from a student's standard academic file. Only the DSL, deputy DSL, and Executive Director should have access.
- **Confidentiality:** Do not discuss the case with any staff members who are not directly involved in supporting the child.

Sharing Information

- **Referrals to External Agencies:** The DSL seeks permission from the Executive Director on whether to escalate a case to local authorities, social services, or emergency services.
- **Parental Consent:** In most cases, schools will share records with parents. However, if sharing information places the child at a greater risk of significant harm, this step may be bypassed.
- **Retention Periods:** Records are retained according to the school's data retention policy in line with GDPR requirements

Starting a school child protection file

A school child protection file does not necessarily mean that the student is or has been the subject of a child protection conference or plan. '**Child protection file**' denotes a high level of school concern.

'**Family files**' should not be made under any circumstances.

Each child should have his/her own record which includes information specific to him/her.

School child protection files are never 'closed' or de-categorised. Once a school has started a child protection file, the chronology is maintained so that any future concerns can be considered in the context of past events.

The format of child protection files

individual files have the key information about the student and contact details of parents/carer and any other relevant professionals.

NAME OF POLICY	Child Protection and Safeguarding Policy and Procedures
APPROVED BY	ILG Board
DATE APPROVED	18 June 2026
REVIEW DATE	

Signed and Approved by:



Marc Abrioux
Chair of ILG Board

Date: 18 June 2026

Appendix A

Reporting Form for Safeguarding Concerns

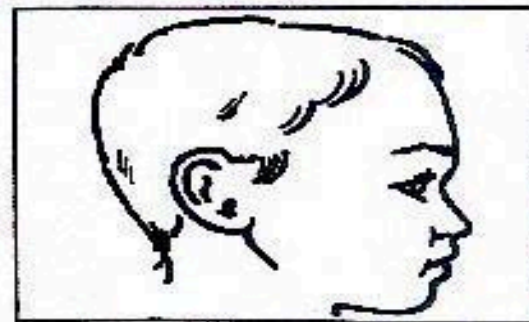
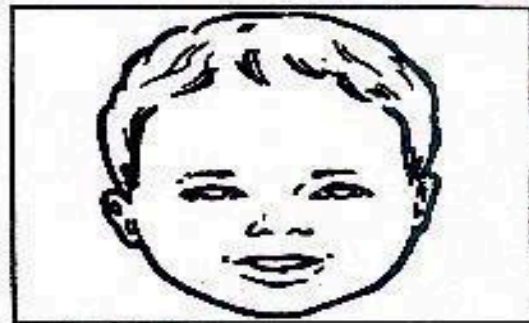
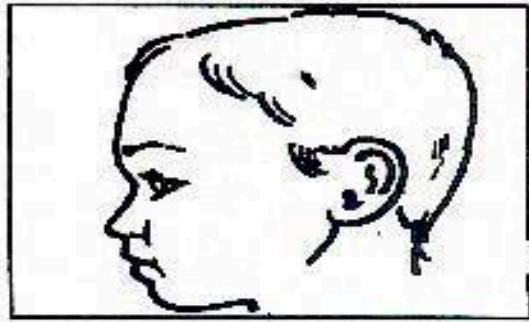
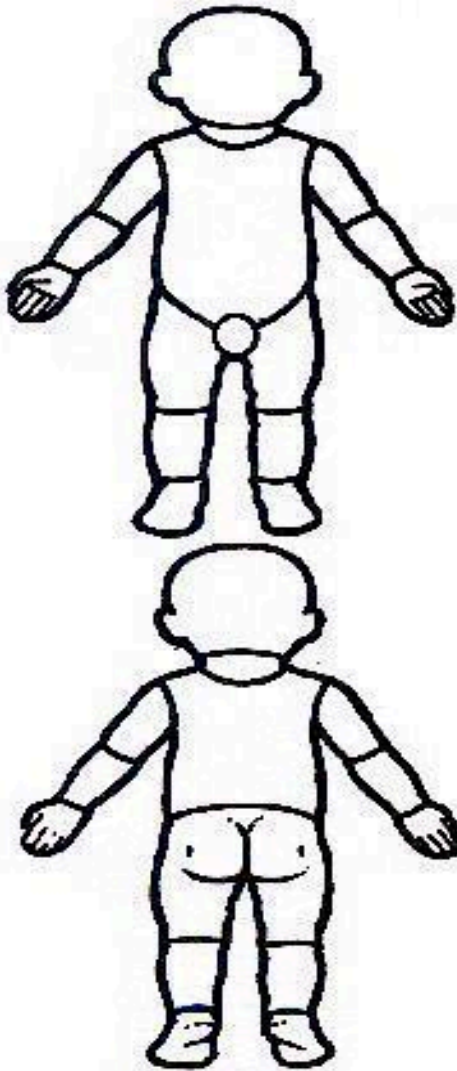
Staff are required to complete this form and pass it to the DSL if they have a safeguarding concern about a child at ILG.

Information required	
Referral date	
Full name of child	
Grade	
Your name and position in the school	
Nature of concern or disclosure <i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i> <i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i> <i>[Make it clear if you have a raised a concern about a similar issue previously]</i>	
Time & date of incident:	
Name and position of the person you are passing this information to?	
Your Signature	
Time and date form completed	
DSL completion only	
Time form received by DSL	
Action Taken by DSL	
Referral made to police [yes/no, date and time]	

Information required	
Referral Made to Other Agency [yes/no, date and time, name of organisation]	
Parents Informed [yes/no, date and time]	
Further Action Agreed	
Full Name of DSL	
Signature of DSL	
Date of Signature	

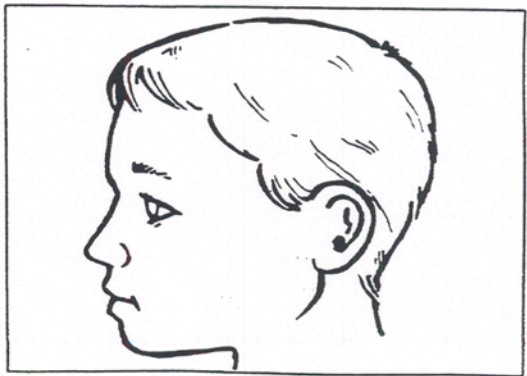
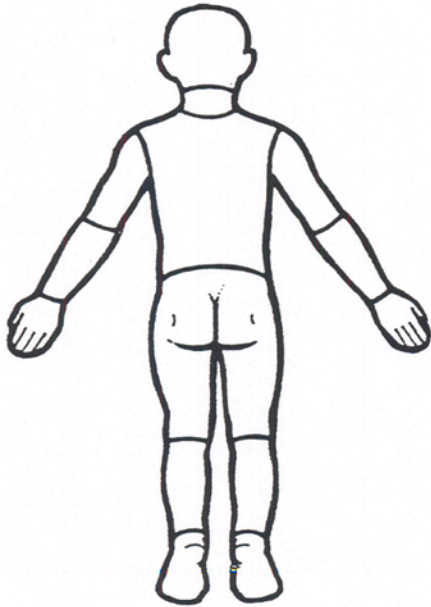
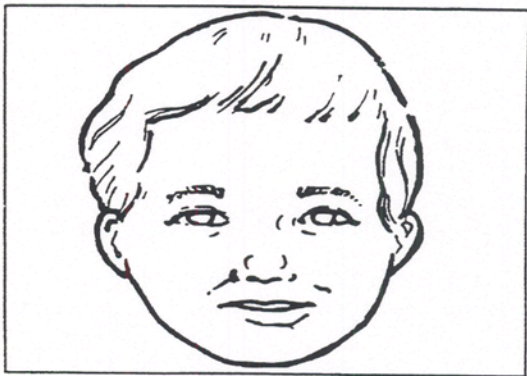
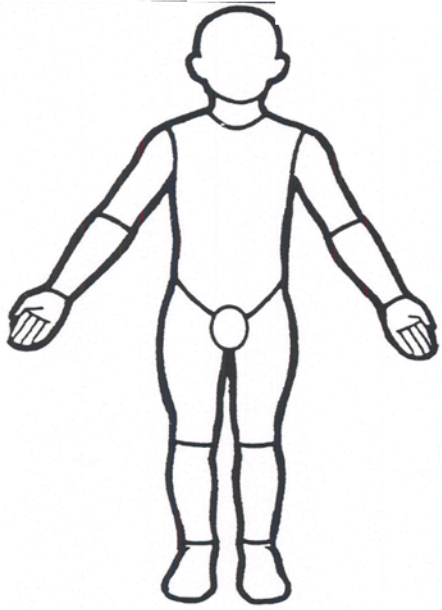
Body Map

Young Child



Indicate clearly where the injury was seen and attach this to the referral form.

Body Map
Older Child



Indicate clearly where the injury was seen and attach this to the referral form.