

TITLE OF POLICY	Child Protection & Safeguarding
FIRST RELEASE DATE	
LAST RATIFIED DATE	June 2025
DATE FOR NEXT REVIEW	June 2026
OWNER	Designated Safeguarding Lead
REVIEWER	Principal

Important Telephone Numbers

Safeguarding Contacts	Name	Mobile No.
Designated Safeguarding Lead	Kathryn Honey	0780888468
Nominated Governor for Safeguarding	Lubna Alamat	
Out-of-Hours Social Services - Family Protection Unit	Family Protection Unit	065800500
Private School Liaison - Family Protection Unit	Major Mohammad Alhazaimh	0772183843
Police	Police	911
Chair of Governors: Person to contact regarding concerns about the Principal	Karim Saifi	

Child Protection and Safeguarding

1. Aim

To outline comprehensive safeguarding and child protection procedures to ensure the safety, well-being, and protection of all students at ICS. To ensure compliance with all relevant legislation and create a safe and supportive environment for students, free from abuse. ICS is committed to maintaining a healthy, secure, and vigilant environment where all students are supported and protected. The policy also addresses the management of students who go missing on or off-site, the prevention of self-harm, and the promotion of mental health, ensuring that students receive timely and appropriate interventions when needed.

This policy is designed to reflect ICS's ethos, mission, and vision, ensuring consistency and quality across the school while complying with relevant legislation. It outlines clear procedures for safeguarding and promoting the welfare of all students, in line with Keeping Children Safe in Education (KCSIE) 2025. The Board of Governors is kept informed of any concerns that may impact the school's reputation or operations.

2. Processes and Procedures

All processes and procedures in this policy are included in the Child Protection and Safeguarding Handbook. All staff members receive an annual training session, and new staff receive a Safeguarding training session as part of the Induction programme. Relevant middle leaders, all senior leaders, and the designated Safeguarding and CP Governor receive Level 3 Safeguarding training every two years.

We use CPOMS (Child Protection Online Monitoring System), and all CP concerns are added to this software. The DSL/dDSLs regularly monitor and update case files and take action where appropriate. Any CP concerns must be reported directly to the DSL (Kathryn Honey) or the dDSL (Ben Hawkins for Primary / Aseel Qanaze for Secondary).

Any reports concerning ICS staff members, CCA providers, volunteers or contractors must be reported directly to the Principal and should not be registered on CPOMS.

Board of Governors

They will ensure that school policies, procedures, and training are effective and always comply with the law. They will also ensure governors and school personnel are aware of:

- Keeping Children Safe in Education (DfE, 2025), including all updates;
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018).

Principal and Designated Safeguarding Lead

To create and maintain a culture of vigilance and to create and provide a learning environment that is safe, secure, warm, and welcoming for children, combined with sound security systems and procedures. They will establish an environment where children feel safe to talk and a culture where school personnel listen to children and ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies. They are also responsible for ensuring all school personnel and governors read Part One of 'Keeping Children Safe in Education' (DfE, 2025) and that the current safeguarding and child protection policy is updated and published on the school website.

They will undertake training in safeguarding and child protection and ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have. They will ensure that an updated training attendance record is kept and that those who were absent from any training attend another follow-up training session. They will be able to provide evidence for Inspectors that training has been effective and implemented.

Welfare Checks

To safeguard the well-being of our students, we conduct welfare checks and home visits following any unexplained absence. If a child has not attended school for over two weeks without notification, designated staff will perform welfare checks to assess their situation and provide necessary support. Home visits may also be arranged to engage with the family, address concerns, and meet the child's educational and emotional needs. This proactive approach reflects our commitment to maintaining a safe and nurturing environment.

Use of Cameras and Mobile Devices

Using personal mobile phones to take photographs or videos of children is strictly prohibited. To ensure the safety and privacy of all students, the school will issue designated mobile phones to staff to capture images or recordings during school trips, visits, and events, and for sharing with parents for educational and marketing purposes. These school-issued phones are the only devices permitted for this use, and staff must not use personal mobile phones under any circumstances. All images and recordings must be stored securely on school systems and adhere to the school's data protection policies. Staff must ensure that any media captured is relevant to the activity and complies with the consent provided by parents or guardians.

Missing Students

In conjunction with the security team, the leadership teams in both the Primary School and the Secondary School will ensure that their teams know and understand the steps to take should a student go missing on or off-site. In ensuring that school personnel work proactively to keep students safe, guidance for supervision within school and during trips will be provided in related policies, as well as detailed risk assessments

We recognise that students can get lost from their classes both in school and on trips/during activities outside of school, and therefore, we have procedures and practices in place to ensure that students are well supervised at all times.

On-Site

Should a student be reported missing:

- Staff will inform the relevant PA for Primary or Secondary as soon as they discover that the student is missing;
- The PAs will then check with the school nurse and the Security team;
- The PAs will inform the relevant PSLT/SSLT members that the child is missing;
- The leadership member will then inform the wider leadership team and the Security Team with details about the missing student;
- As many free staff as possible will then search the school to locate the student missing;
- All parties will be informed when the student is located;
- Follow-up conversations with the students will take place, as is appropriate, to mitigate against the same situation reoccurring;
- If the student cannot be located, the police and emergency services will be alerted and given a full description of the missing student;
- Parents will be alerted as the group lead sees appropriate - either during or after the incident.

Offsite

Should a student be reported missing off-site:

- All staff within the supervision group must be alerted, and a safe space for the other students and staff members must be sought to allow for a staff member to go looking for the lost student;
- Staff will inform a member of the PSLT or SSLT as soon as they can. If possible and necessary, additional staff members, including a representative from the Security Team, will then join the group outside the school to support the staff and students present there;

- Police and emergency services, as well as nearby security, will be alerted and given a full description of the missing student;
- Parents will be alerted as the group lead sees appropriate, either during or after the incident;
- All parties will be informed when the student is located;
- Follow-up conversations and support will be given to the student who was lost, as well as any staff and students in the group who were aware of the situation and need further support.

Digital Child Protection and Safeguarding

This is a critical aspect of ensuring students' safety in an increasingly connected world. The school is committed to fostering a safe online environment by educating students about the responsible use of technology, setting clear expectations for online behaviour, and monitoring digital interactions to prevent cyberbullying, exploitation, or exposure to inappropriate content. All staff members are trained to recognise signs of online abuse and are expected to act promptly in reporting any concerns. The school also implements strict controls over students' access to online platforms, ensuring that content is appropriate and that personal information is protected. Additionally, students are encouraged to seek support if they encounter any online threats, and the school works closely with parents to ensure a unified approach to digital safety. Through these measures, we aim to promote safe, respectful, and responsible digital citizenship while safeguarding students from potential online risks.

3. Unique Definitions

Safeguarding:

- Protecting children/young adults from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education (DfE, 2024))

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the Internet). They may be abused by an adult/adults or by another child.

Physical Abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning, 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, known as Fabricated Induced Illness (FII).

Emotional Abuse: the persistent mistreatment of a child can severely impact their emotional development. It may include making a child feel worthless or unloved, silencing or ridiculing them, imposing inappropriate expectations, limiting their social interaction or exploration, witnessing the abuse of others, or subjecting them to bullying. Emotional abuse can occur alongside other forms of maltreatment or on its own.

Sexual Abuse: involves forcing or enticing a child to participate in sexual activities, whether or not the child understands what is happening. This can include physical contact, such as penetration or non-penetrative acts, as well as non-contact activities like exposure to sexual images, watching sexual acts, or grooming. Sexual abuse can be committed by adults, women, or other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, resulting in serious harm to their health or development. It can include failure to provide food, shelter, or protection from harm, inadequate supervision, or lack of medical care. Neglect may also involve neglecting a child's emotional needs.

Child Sexual Exploitation (CSE): a form of child sexual abuse where a child is coerced or enticed into sexual activity in exchange for something, often involving a power imbalance. It includes grooming, coercion, online exploitation, trafficking, and the production of sexual abuse imagery for gratification or financial gain.

Peer-on-Peer Abuse (Child-on-Child Abuse): At ICS, we recognise that children can be vulnerable to abuse by their peers. Peer-on-peer abuse is taken as seriously as abuse perpetrated by adults and will never be tolerated or passed off as "banter," "just having a laugh," or "part of growing up."

Forms of Peer-on-Peer Abuse

Peer-on-peer abuse can manifest in many ways, including but not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Sexual violence and sexual harassment (ranging from unwanted sexual comments and jokes to physical contact and online harassment)
- Initiation type violence and rituals
- Upskirting and sexting (sharing of nude or semi-nude images and/or videos)

- Emotional abuse, coercion, or controlling behaviours
- Abuse in intimate personal relationships between peers

All allegations of peer-on-peer abuse will be taken seriously, investigated, and responded to in line with safeguarding procedures. Victims, perpetrators, and any other children affected will be offered appropriate support. Reports will be recorded on CPOMS and shared with the Designated Safeguarding Lead (DSL) without delay.

Where there is evidence of a potential crime, the school will liaise with the police and safeguarding partners. The school will ensure a proportionate, child-centred response that protects and supports all students involved.

Domestic Abuse: an incident or pattern of controlling, coercive, threatening, degrading, and violent behaviour, including sexual violence. It encompasses a range of harmful actions such as coercive control, financial abuse, psychological and emotional abuse, harassment and stalking, physical or sexual abuse, and online or digital abuse. These behaviours create a power imbalance and significantly impact the victim's well-being and safety.

Self-Harm: a range of actions and behaviours where individuals intentionally cause harm to themselves. It is important to be aware of signs that a student may be engaging in self-harming behaviours, which can include actions such as scratching or picking at the skin, cutting the body, tying something around the body, inserting objects into the body, scrubbing the body excessively, hitting or punching oneself, pulling out hair or eating it (Trichotillomania), over- or under-eating, excessive alcohol consumption, using non-prescription drugs, intentionally burning or scalding, hitting walls with the head or fist, taking overdoses or swallowing dangerous substances, self-strangulation, and engaging in risky behaviours like running into the road. These behaviours indicate significant emotional distress and require attention and support.

Students may encounter particularly painful emotional events during adolescence for the first time. They often do not know where to go for help and have not developed sufficient problem-solving skills to overcome these difficulties independently. As a result, they experience feelings of helplessness and hopelessness.

The three most common reasons why young people self-harm are:

Tension Relief

Some young people are unable to deal with their difficult feelings and find self-harm as a way of relieving stress and tension.

Self-Punishment

Self-punishment is a common aspect of self-harm in young people, often stemming from low self-esteem and feelings of worthlessness. They may believe they are bad or undeserving, leading them to use self-harm as a way to punish themselves.

Express Distress

For some people, self-harm is a way of showing others how bad they are feeling. They may use this as a way of reaching out for help.

Some young people may only self-harm once or twice in response to a particular difficulty; however, it can also become a regular activity that is hard to stop and may indicate more serious and longstanding emotional distress. It may be helpful to understand that when a young person inflicts pain upon himself or herself, the body responds by producing endorphins. This natural pain reliever gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self-harm difficult to stop.

All staff are expected to be vigilant and report concerns immediately if they notice the following signs:

- Changes in clothing to cover parts of the body, e.g. wearing long-sleeved tops;
- Visible injuries: cuts, bruises, scars and wearing concealing clothing (irrespective of the weather/temperature);
- Reluctance to participate in previously enjoyed physical activities, particularly those that involve wearing shorts or swimsuits, for example, swimming lessons;
- Changes in eating and/or sleeping habits;
- Changes in consumption of drugs/alcohol;
- Changes in levels of activity or mood;
- Increasing isolation from friends/family.

School procedures when a student self-harms

Any member of the school staff who knows a student who is or may be thinking of self-harming must report this to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (dDSL). This should be face-to-face wherever possible, in a confidential place and added to CPOMS as soon as possible.

4. Associated Forms and Documents

[Child Protection and Safeguarding Handbook](#)

5. Related Information

[Keeping Children Safe in Education 2025](#)

[Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2024](#)
[Children Act 2004](#)
[Child Sexual Exploitation - definition and guide for practitioners \(DfE 2017\)](#)
[Sharing nudes and semi-nude images \(DfE, 2020\)](#)
[Sexual violence and harassment between children in schools and colleges \(DfE 2021\)](#)
[Equality Act: Advice for Schools \(DfE, 2018\)](#)