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AMBASSADOR INTERNATIONAL ACADEMY, MANKHOOL

Safeguarding and Child Protection Policy

Whole School

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Section 2: Our Commitment to Safeguarding

At Ambassador International Academy, Mankhool, we believe every child has the right to learn, grow, and flourish in an environment where they feel safe, respected, heard, and protected. Safeguarding is fundamental to everything we do and underpins every aspect of school life.

Safeguarding is not viewed as a separate function or the responsibility of a designated team alone. It is embedded within our culture, our relationships and our daily practice. Every adult within our community has a shared responsibility to create and maintain an environment where children feel physically, emotionally and psychologically safe.

We are committed to fostering a culture in which children are encouraged to express their views, know how to seek help and trust that their concerns will be listened to and acted upon appropriately. We recognize that effective safeguarding extends beyond responding to concerns it includes creating conditions that promote wellbeing, positive relationships, inclusion, respect and early intervention.

Our approach to safeguarding is underpinned by the principles that:

- The welfare and best interests of the child are paramount.
- Every child has the right to protection from abuse, neglect, exploitation and harm.
- Every child deserves to be seen, heard and valued.
- Safeguarding is everyone's responsibility.
- Early identification and timely intervention significantly improve outcomes for children.
- Effective safeguarding depends upon collaboration between children, families, staff and external agencies.
- All safeguarding concerns, regardless of how small they may appear, will be taken seriously and responded to appropriately.

At AIAM, safeguarding is not simply a statutory obligation it is a reflection of our values and our commitment to ensuring that every child is able to thrive academically, socially and emotionally within a safe and supportive learning environment.

Section 3: Purpose

The purpose of this policy is to establish a clear framework for safeguarding and promoting the welfare of all students enrolled at AIAM.

This policy aims to:

- Promote a whole-school culture where safeguarding is understood as everyone's responsibility.
- Provide clear guidance on recognizing, responding to, recording and reporting safeguarding concerns.
- Ensure compliance with the legal and regulatory requirements of the United Arab Emirates, the Knowledge and Human Development Authority (KHDA), and recognized international safeguarding standards.
- Protect children from all forms of abuse, neglect, exploitation, discrimination and harm, including those occurring online.
- Promote early identification and timely intervention to support children's wellbeing and safety.
- Clarify the safeguarding responsibilities of all members of the school community.
- Establish consistent procedures for responding to safeguarding concerns, disclosures and allegations.
- Promote safe recruitment, professional conduct and ongoing safeguarding training.
- Foster effective partnerships with parents, carers and external agencies in promoting children's safety and wellbeing.
- Create an environment where every child feels safe, respected, listened to and empowered to seek help when needed.

This policy should be read alongside the school's related safeguarding procedures and associated policies.

Section 4: Scope

This policy applies to every individual working in, for or on behalf of AIAM, regardless of role or employment status.
This includes, but is not limited to:

- Board Members / Governors
- Principal
- Senior Leadership Team
- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Leads (DDSLs)
- Teaching staff
- Counsellors

- Learning Support and Inclusion staff
- Administrative staff
- Operations and Facilities teams
- Medical staff
- Coaches and activity providers
- Volunteers
- Contractors
- Supply and agency staff
- External consultants
- Visitors

The expectations outlined within this policy also apply, where appropriate, to students, parents and carers as partners in safeguarding.

Safeguarding responsibilities extend to all school activities, whether conducted on school premises, during educational visits, residential trips, online learning, extracurricular activities or any activity organized or supervised by the school.

Section 5: Legal & Regulatory Framework

The school is committed to meeting its safeguarding responsibilities in accordance with the laws and regulations of the United Arab Emirates while drawing upon recognized international best practice.

UAE Legislation and Regulatory Requirements

This policy has been developed with reference to:

- UAE Federal Law No. 3 of 2016 (Wadeema's Law) concerning Child Rights.
- UAE Federal Decree-Law No. 34 of 2021 on Combatting Rumours and Cybercrimes.
- KHDA Child Protection Policy requirements.
- KHDA Wellbeing Agenda.
- Dubai Child Protection Framework.
- Relevant guidance issued by the Ministry of Education and other competent authorities.

International Best Practice

The school also aligns its safeguarding approach with internationally recognized guidance including:

- United Nations Convention on the Rights of the Child (UNCRC).
- Council of International Schools (CIS) Safeguarding Standards.
- International Baccalaureate (IB) Standards and Practices (where applicable).

Where differences exist between international guidance and UAE legislation, UAE law shall always take precedence.

Section 6: Our Safeguarding Principles

Our safeguarding practice is guided by the following principles:

1. The Child's Welfare is Paramount

All safeguarding decisions will be made in the best interests of the child.

2. Every Adult Has a Responsibility

Safeguarding is everyone's responsibility. Every member of staff has a duty to remain vigilant, act upon concerns and contribute to creating a safe school environment.

3. Every Child Has a Voice

Children have the right to be listened to, taken seriously and involved in decisions affecting their safety and wellbeing.

4. Early Help Matters

We recognize that early identification and intervention reduce risk and improve outcomes for children and families.

5. Professional Curiosity

Staff are expected to maintain professional curiosity by noticing patterns, asking appropriate questions and reporting concerns rather than making assumptions or attempting to investigate independently.

6. Respectful Information Sharing

Information will be shared responsibly, proportionately and on a need-to-know basis to safeguard

children while respecting confidentiality.

7. Partnership Working

Effective safeguarding relies upon positive partnerships between students, families, school staff and external agencies.

8. A Culture of Safety

Safeguarding is embedded in our policies, relationships, curriculum, environment, and daily interactions. Every member of our community contributes to creating a culture where children feel safe, respected, heard and protected.

PHASE 2 – CORE POLICY

Section 7: Definitions

To ensure a shared understanding across the school community, the following definitions apply throughout this policy.

7.1 Safeguarding

Safeguarding refers to the proactive measures taken by the school to protect children from harm and to promote their physical, emotional, psychological and social wellbeing. It encompasses all actions that contribute to creating a safe environment in which children can learn, develop and thrive.

Safeguarding includes:

- Protecting children from abuse, neglect, exploitation and violence.
- Preventing impairment to children's health, wellbeing and development.
- Providing safe, supportive and inclusive learning environments.
- Promoting positive relationships, resilience and student voice.
- Taking timely action when concerns arise.

Safeguarding is a preventative and whole-school responsibility.

7.2 Child Protection

Child protection is a component of safeguarding that focuses specifically on responding to situations where a child is suffering, or is at risk of suffering, significant harm.

Child protection procedures include:

- recognising indicators of abuse
- responding appropriately to disclosures
- recording concerns accurately
- reporting concerns through established safeguarding procedures
- working with external agencies where required

7.3 Child

For the purposes of this policy, a child refers to any person under the age of 18 years, in accordance with UAE legislation and the United Nations Convention on the Rights of the Child.

7.4 Abuse

Abuse is any action or failure to act that results in actual or potential harm to a child's health, safety, development or dignity.

Abuse may occur within the family, the school, the community or online and may be perpetrated by adults or other children.

7.5 Early Intervention

Early intervention refers to recognizing concerns at the earliest possible stage and providing timely support before difficulties escalate into more serious safeguarding concerns.

7.6 Professional Curiosity

Professional curiosity is the responsibility of all staff to remain observant, ask appropriate questions, recognize patterns and avoid making assumptions when something appears inconsistent with a child's usual presentation or behavior.

Professional curiosity supports early identification and effective safeguarding.

7.7 Disclosure

A disclosure occurs when a child communicates, directly or indirectly, information that suggests they have experienced harm or are at risk of harm.

Disclosures may be verbal, written, behavioral or communicated through play, artwork or digital communication.

Section 8: Roles and Responsibilities

Safeguarding is a shared responsibility. Every adult working within the school community contributes to protecting children and promoting their wellbeing.

8.1 Principal

The Principal will:

- promote a culture where safeguarding is prioritised
- ensure appropriate safeguarding systems are established
- support the Designated Safeguarding Lead
- ensure sufficient resources for safeguarding
- oversee implementation of this policy
- ensure compliance with UAE regulations

8.2 Designated Safeguarding Lead (DSL)

The DSL is responsible for leading and coordinating safeguarding across the school.

Responsibilities include:

- managing safeguarding concerns
- providing advice to staff
- maintaining safeguarding records
- coordinating referrals where required
- liaising with external agencies
- monitoring safeguarding trends
- ensuring staff receive appropriate training
- reviewing safeguarding practice regularly

8.3 Deputy Designated Safeguarding Leads

Deputy DSLs support the DSL and assume safeguarding responsibilities in the DSL's absence.

8.4 Teaching Staff

Teachers will:

- create safe learning environments
- build trusting relationships
- remain professionally curious
- recognise safeguarding concerns

- respond appropriately to disclosures
- report concerns immediately
- maintain professional boundaries
- participate in safeguarding training

8.5 Support Staff

Support staff often have valuable opportunities to observe children throughout the school day. All support staff are expected to:

- remain vigilant
- report concerns promptly
- maintain confidentiality
- contribute to safeguarding culture

8.6 Students

Students are encouraged to:

i. speak to trusted adults
ii. report concerns about themselves or others
iii. contribute to creating a respectful and safe school community
iv. seek help whenever they feel unsafe

8.7 Parents and Carers

Parents and carers are important partners in safeguarding.
The school will work collaboratively with families while always prioritizing the welfare of the child.

Section 9: Recognizing Concerns

Safeguarding concerns rarely arise from a single incident. More commonly, concerns emerge through changes in behavior, appearance, attendance, relationships or emotional wellbeing.
Staff are not expected to determine whether abuse has occurred. Instead, they are expected to recognize concerns, remain professionally curious and report observations promptly.
Potential indicators may include:

Physical Indicators

- unexplained injuries
- frequent bruising
- poor hygiene

- inappropriate clothing
- untreated medical needs

Behavioral Indicators

- sudden changes in behavior
- withdrawal
- aggression
- fearfulness
- risk-taking
- excessive compliance

Emotional Indicators

- anxiety
- low mood
- emotional outbursts
- excessive worrying
- loss of confidence

Attendance Indicators

- persistent absence
- lateness
- reluctance to attend school
- repeated requests to remain at school

Social Indicators

- isolation
- controlling friendships
- inappropriate relationships
- bullying.

Online Indicators

- distress following internet use
- secrecy regarding devices
- receiving inappropriate messages
- changes in online behavior

No single indicator confirms abuse. Staff should consider the overall context, recognize patterns and report concerns without delay.

Section 10: Forms of Harm

Children may experience harm in many forms.

The school recognizes, but is not limited to, the following:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Domestic Abuse
- Child-on-Child Abuse
- Bullying (including cyberbullying)
- Harmful Sexual Behavior
- Child Sexual Exploitation
- Child Criminal Exploitation
- Grooming
- Online Abuse
- Radicalization and Extremism
- Forced Marriage
- Trafficking
- Missing Education
- Digital Exploitation
- AI-generated Image Abuse
- Deepfake Exploitation

The school recognizes that safeguarding risks continue to evolve. Emerging risks will be monitored and addressed through ongoing policy review and staff training.

Section 11: Our Safeguarding Framework

LOOK • LISTEN • LINK

To support a consistent safeguarding response, all staff are expected to follow the school's safeguarding

framework.

01

LOOK

Notice.

Observe.

Remain professionally curious.

Staff should be attentive to:

- changes in behaviour;
- physical indicators;
- attendance patterns;
- emotional wellbeing;
- disclosures;
- online concerns.

If something does not feel right, it should never be ignored.

02

LISTEN

When a child chooses to speak:

- remain calm;
- listen without interruption;
- reassure appropriately;
- avoid leading questions;
- never promise confidentiality;
- thank the child for sharing.

The role of staff is to receive the concern safely, not investigate it.

03

LINK

Connect the concern to the school's safeguarding procedures.

Staff should:

- record factual information;
- report concerns immediately;
- follow the safeguarding reporting process;
- continue to support the child appropriately.

Safeguarding concerns should never be managed independently by individual staff members.

Section 12: Reporting Procedures

All safeguarding concerns, regardless of perceived severity, must be reported promptly.

Immediate Danger

If a child is believed to be in immediate danger, staff must ensure the child's immediate safety and inform the DSL or a Deputy DSL without delay.

Reporting Concerns

Staff should:

- Observe and respond appropriately.
- Record factual information.
- Report immediately through the school's designated reporting system (CPOMS or equivalent).
- Inform the DSL where appropriate.
- Maintain confidentiality.

Recording

Records should:

- be factual
- be objective
- include dates and times
- record the child's own words where possible
- avoid assumptions or personal opinions.

Confidentiality

Safeguarding information will only be shared with individuals who require the information in order to safeguard the child.

Follow-up

Following a report, responsibility transfers to the Designated Safeguarding Lead, who will determine the appropriate course of action, including consultation with external agencies where necessary.

Staff should continue to provide appropriate pastoral support while avoiding independent investigation.

PHASE 3 – OPERATIONAL PRACTICE

Section 13: Managing Allegations Against Staff

The safety and wellbeing of every child is the school's highest priority. Allegations or concerns regarding the behavior of any adult working within or on behalf of the school will be treated seriously, managed fairly and responded to promptly. This section applies to all:

- Employees
- Volunteers
- Contractors
- Supply staff
- Consultants
- Governors
- Visitors working regularly with children

The school recognizes that allegations may range from concerns about professional boundaries to allegations of abuse. Regardless of the nature of the concern, all allegations will be managed in accordance with UAE legislation, KHDA requirements and the school's safeguarding procedures.

13.1 Reporting an Allegation

Any member of staff who becomes aware of a concern regarding the conduct of another adult must report it immediately to the Principal or the Designated Safeguarding Lead (DSL).
Where the allegation concerns the Principal, the concern must be reported directly to the Chair of Governors or the designated governing authority.

Staff must never:

- investigate allegations independently
- discuss allegations unnecessarily with colleagues
- attempt to resolve concerns informally
- delay reporting because of uncertainty or personal relationships.

13.2 Managing Allegations

The school will ensure that:

- the safety of the child remains the primary consideration

- allegations are managed confidentially and fairly
- the rights of all individuals are respected throughout the process
- appropriate external authorities are consulted where required
- accurate records are maintained throughout the investigation and any subsequent actions.

The school also recognizes the importance of supporting staff who are subject to allegations while ensuring that safeguarding responsibilities remain paramount.

Section 14: Professional Conduct

Professional conduct is fundamental to maintaining safe and trusting relationships with students. All staff are expected to act as professional role models and maintain clear, appropriate boundaries at all times.

Staff are expected to:

- treat all students with dignity and respect
- maintain professional relationships
- promote inclusive and respectful behavior
- follow safeguarding procedures consistently
- challenge unsafe or inappropriate practice
- uphold confidentiality
- model ethical and professional behavior.

Staff must not:

- communicate with students through personal social media accounts
- develop inappropriate personal relationships with students
- transport students in personal vehicles without authorization
- arrange private meetings outside approved school activities
- exchange inappropriate gifts
- use language or behavior that could be perceived as intimidating, discriminatory or abusive.

Physical Contact

Appropriate physical contact should always:

- be necessary
- be proportionate
- be age and developmentally appropriate
- respect the dignity of the child
- never cause discomfort or humiliation.

Photography and Digital Images

Images of students may only be taken and used:

- for legitimate educational or school purposes
- with appropriate consent
- using authorized school devices
- in accordance with the school's Digital Citizenship and Media Consent policies.

Section 15: Online Safety

The school recognizes that safeguarding extends beyond the physical environment and includes children's experiences in digital spaces.
Online safety is embedded throughout the curriculum, pastoral care program and safeguarding procedures. The school is committed to creating a digitally safe environment by:

- promoting responsible digital citizenship
- educating students about online risks
- implementing appropriate filtering and monitoring systems
- responding promptly to online safeguarding concerns
- working collaboratively with parents to promote safe technology use.

Online Risks

Safeguarding concerns may include:

- cyberbullying
- online grooming
- exposure to inappropriate content
- image-based abuse
- sextortion

- online exploitation
- gaming-related risks
- misuse of artificial intelligence
- deepfake technology
- misinformation and harmful online communities.
- cyber addiction

Responsibilities

Students are encouraged to:

- behave responsibly online
- protect their personal information
- report online concerns
- seek help whenever they feel unsafe.

Staff are expected to:

- model responsible digital behavior
- report online safeguarding concerns
- reinforce digital citizenship within everyday teaching and interactions.

Section 16: Safer Recruitment

The school is committed to recruiting and retaining adults who are suitable to work with children.

Safer recruitment forms an essential part of the school's safeguarding strategy and aims to reduce the risk of unsuitable individuals gaining access to children.
Recruitment procedures include, where applicable:

- identity verification
- employment history checks
- professional reference checks
- qualification verification
- criminal background checks in accordance with UAE requirements and, where appropriate, overseas jurisdictions

- interview questions relating to safeguarding
- verification of professional conduct.

All successful candidates are required to:

- read and acknowledge this policy
- receive safeguarding induction before working with students
- complete mandatory safeguarding training
- understand the school's reporting procedures.

Section 17: Training and Professional Development

Safeguarding is an ongoing professional responsibility.

The school is committed to ensuring that all adults receive appropriate safeguarding training that enables them to fulfil their responsibilities confidently and effectively.
Training will include:

Induction

Before working with students, all staff will receive induction covering:

- safeguarding responsibilities
- the Designated Safeguarding Team
- recognizing safeguarding concerns
- reporting procedures
- professional conduct
- the school's safeguarding framework (Look • Listen • Link).

Annual Training

All staff will participate in regular safeguarding updates that reflect:

- changes in legislation
- emerging safeguarding risks
- school procedures

- lessons learned from safeguarding practice.

Additional Training

Enhanced safeguarding training will be provided for:

- Designated Safeguarding Leads
- Deputy DSLs
- senior leaders
- counsellors
- pastoral teams
- other staff where appropriate.

The school encourages a culture of continuous professional learning, recognizing that safeguarding practice evolves over time.

Section 18: Confidentiality and Information Sharing

Safeguarding depends upon the responsible sharing of information.

Confidentiality is respected however, it must never prevent appropriate action being taken to safeguard a child.
Information relating to safeguarding concerns will only be shared:

- on a need-to-know basis
- with authorized individuals
- in accordance with applicable legislation and school procedures.

Staff Responsibilities

Staff must:

- protect confidential information
- store safeguarding records securely
- avoid discussing safeguarding matters in public or inappropriate settings
- follow school procedures for recording and sharing information.

Sharing Information

Information may be shared:

- to protect a child from harm

- to comply with legal or regulatory requirements
- with external agencies where authorized or required.

Children should be informed, where appropriate and safe to do so, that concerns cannot always remain confidential if their safety or the safety of another person is at risk.
Safeguarding records will be maintained securely and retained in accordance with the school's record management procedures.

PHASE 4 – APPENDICES

Appendix A: Safeguarding Reporting Flowchart

All staff have a responsibility to act on safeguarding concerns promptly. Staff must not investigate concerns independently or wait until they have proof before reporting.

A. Concern About a Student

Concern noticed, observed, reported or disclosed

↓

LOOK: Recognize the concern and remain professionally curious.

↓

LISTEN: If a student communicates a concern, listen calmly and without judgement. Do not investigate, ask leading questions or promise confidentiality.

↓

LINK: Record the concern promptly on CPOMS and notify the DSL/DDSL in accordance with school procedures.

↓

DSL/DDSL reviews the concern and determines appropriate action
↓

External referral/escalation where required

If there is an immediate risk to a child's safety, contact the DSL/DDSL immediately. The CPOMS record should follow as soon as practicable.

B. Concern About an Adult

Concern about the conduct of a member of staff, volunteer, contractor or other adult

↓

Do not confront or investigate the matter independently

↓

Report immediately to the Principal / designated safeguarding authority

↓

If the concern relates to the Principal, report to the designated governing authority

↓

Follow the school's procedures for managing allegations and/or whistleblowing

Related policy: [Whistleblowing Policy]

Appendix B: CPOMS Quick Guide

CPOMS is the school's secure electronic system for recording and managing safeguarding and child protection concerns.

All staff will receive appropriate training in the use of CPOMS and are responsible for recording

safeguarding concerns promptly and accurately. Safeguarding records are confidential and access is restricted according to designated safeguarding responsibilities. This approach is consistent with the operational use of CPOMS described in the SISD safeguarding policy.

When recording a concern on CPOMS

Include:

Student

Identify the student concerned.

Date and time

Record when the concern, observation, incident or disclosure occurred.

Location

Record where the incident, observation or disclosure took place.

What happened

Provide a clear, factual account of what you observed, heard or were told.

Student's own words

Where a student has spoken to you, record their words as accurately as possible.

People present

Identify anyone else who witnessed or was involved in the incident or conversation.

Action taken

Record any immediate action you took and who you informed.

Recording Principles

CPOMS entries must be:

- factual and objective
- clear and concise
- completed as soon as possible
- free from assumptions or personal judgement
- sufficiently detailed to allow the safeguarding team to understand the concern and determine appropriate action.

Staff should not delay reporting because they are uncertain whether a concern is significant enough. The DSL/DDSL is responsible for assessing the safeguarding significance of the

information reported.

Where a concern requires urgent attention, staff must contact the DSL/DDSL directly and must not rely solely upon the CPOMS notification.

Appendix C: Low-Level Concerns

A low-level concern is any concern about the behavior of an adult working with children that may be inconsistent with expected professional conduct but does not necessarily meet the threshold of a safeguarding allegation.
Low-level concerns should be shared rather than managed informally or ignored. This allows the school to identify patterns, provide appropriate guidance and intervene where necessary. Related policy: [Staff Code of Conduct / Professional Conduct Policy.

Appendix D: Whistleblowing

All staff have a responsibility to raise concerns where they believe that unsafe, inappropriate or unlawful practice may place a child or another member of the school community at risk.

Concerns must be raised through the school's designated whistleblowing procedures and will be treated seriously and appropriately.

Related policy: [Whistleblowing Policy]

Appendix E: Visitor Safeguarding Procedures

All visitors, volunteers and contractors are required to follow the school's safeguarding and site-access procedures while on school premises or participating in school activities.
Visitors must:

- sign in through the designated school entrance
- wear the appropriate visitor identification while on site
- remain within authorised areas
- follow instructions provided by school staff
- maintain appropriate professional boundaries with students
- report any safeguarding concern immediately to a member of staff or the safeguarding team

- comply with school requirements regarding photography, recording and use of digital devices
- sign out when leaving the school.

Visitors must never investigate a safeguarding concern or question a child about suspected harm. Related policy: [Visitor Procedure / Site Access Policy]

Appendix F: Useful Safeguarding Team

This appendix must be reviewed at least annually and whenever safeguarding personnel or external reporting arrangements change.

Role	Name
Principal	James Monaghan
Designated Safeguarding Lead/ Head of Counselling / Counsellor	Maria Veena Aruldass
Safeguarding Team/ Head of Secondary & Vice Principal	Paul Gardner
Safeguarding Team/Head of Early Years	Patricia Ferguson
Safeguarding Team/Senior HR Officer	Vincent Thompson
Head of Inclusion	Dimple Bahl
Head of Operations	Parminder Singh
ECC Lead	Tyler Jame
School Nurse / Medical Team	Ashmita Lobo

External Safeguarding Contacts

Agency / Authority	Contact Details
KHDA	+971 4 3643778
UAE Ministry of Interior Child Protection Centre	116 111
Dubai Police	999
Relevant Child Protection Authority	800 988
Emergency Services	998

Dubai Foundation for Women & Children	800 111

Appendix G: Glossary

Term	Definition
Safeguarding	The measures taken to protect children from harm and promote their safety, welfare and development.
Child Protection	The specific actions taken when a child is experiencing or is at risk of significant harm.
DSL	Designated Safeguarding Lead.
CPOMS	The school's electronic safeguarding recording and case-management system.
Disclosure	Information communicated directly or indirectly that indicates a child may have experienced, or may be at risk of, harm.
Professional Curiosity	Remaining alert to possible safeguarding concerns, considering the wider context and avoiding assumptions.
Low-Level Concern	A concern about adult behaviour that may be inconsistent with professional expectations but does not necessarily meet the threshold of an allegation.
Child-on-Child Abuse	Harmful behaviour perpetrated by one child against another child.
Safer Recruitment	Recruitment and vetting practices intended to reduce the risk of unsuitable adults working with children.
Online Safety	The protection of children from risks associated with digital technologies, platforms and online environments.

Appendix H: Related Policies and Procedures

This Safeguarding and Child Protection Policy forms part of a wider framework of school policies and procedures. Where a matter is governed in detail by another school policy, this document should be read alongside the relevant policy rather than duplicating its procedures.

Related Policy	Safeguarding Relationship
Staff Code of Conduct	Refer to this policy for detailed expectations regarding professional behaviour, boundaries and conduct when working with students.
Whistleblowing Policy	Refer to this policy for procedures for raising concerns about unsafe, inappropriate or unlawful practice.
Behavior Policy	Refer to this policy for the school's expectations, responses and procedures relating to student behavior.
Anti-Bullying Policy	Refer to this policy for prevention, identification, reporting and response to bullying, including child-on-child concerns.
Cyber Safety / Online Safety Policy	Refer to this policy for detailed procedures relating to digital safeguarding, filtering and monitoring, online conduct, cyberbullying, AI-related risks and the use of digital technologies.
Digital Citizenship Policy	Refer to this policy for expectations and education relating to responsible, safe and ethical participation in digital environments.
Wellbeing Policy	Refer to the relevant wellbeing policy for the school's approach to psychological safety, early support, mental health and wellbeing.
Safer Recruitment Policy	Refer to this policy for recruitment, vetting, background checks and procedures designed to ensure the suitability of adults working with children.
Health & Safety Policy	Refer to this policy for procedures relating to the physical safety and risk management of the school community.

Educational Visits / Trips Policy	Refer to this policy for safeguarding, supervision and risk-management requirements during off-site activities, educational visits and residential experiences.
Visitor Procedure / Site Access Policy	Refer to this policy for visitor identification, access, supervision and site-security procedures.