



Haileybury Astana

 Haileybury Astana	Written by:	Deputy Head (Whole School)
	Approved by: Signature:	Board of Governors
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Safeguarding and Child Protection Policy & Guidelines

1. KEY CONTACTS

School Contacts	
Designated Safeguarding Lead (DSL)	Inna Hakobyan Deputy Head (Whole School) I.Hakobyan@haileyburyastana.kz
Deputy Designated Safeguarding Lead (DDSL)	Cerri Sinclair C.Sinclair@haileyburyastana.kz
Safeguarding Governor	Paul Hunt Paul.hunt@haileybury.com
Chairman of Governors	Ian Hunt i.hunt@haileyburyastana.kz
External Contacts	
1. Child Protection Committee at the Ministry of Education and Science.	www.bala-kkk.kz Tel 8 (7172)742528 or 150 Tel 8 (7172) 394289
2. Education department of Nur-Sultan	Tel 8 (7172)55-01-62, Tel 87782550162
3. Social fund «Human Rights»	Tel 8 (7172) 25-57-25
International Child Protection Advisors (ICPA)	www.icpa.co.uk info@icpa.co.uk +44 (0) 7836697397



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COBIS (Council of British International Schools): safeguarding resources and links	COBIS 55-56 Russell Square London WC1B 4HP UK +44 20 3826 7190 https://www.cobis.org.uk/about-us/what-is-cobis/safeguarding
Emergency service Police Emergency / Health Clinic	112 102 (emergency calls) 103
Embassies/Consulates	Depending on the pupil's nationality the embassy or consulate should be contacted as appropriate via websites
NSPCC (National Society for the Prevention of Cruelty to Children): UK	+44 800 800500
UNHCR Kazakhstan	67 Tole bi street, 050000 Astana, Kazakhstan +7(7272)584598 kazal@unhcr.org http://www.unhcr.org/kazakhstan.html
British Embassy Office Nur-Sultan	Defence Section DefenceSection.Astana@fco.gov.uk Address 62 Kosmonavtov Str. Tel +7 (7172) 556200 or from UK 020 7008 1500

2. POLICY STATEMENT AND PRINCIPLES

Key Points

- | This policy applies to all pupils in the School. Legally, pupils aged 18 years and over may be treated differently by external agencies, i.e. as adults. Any pupil under the age of 18 will be regarded as a child for the purpose of this policy.
- | All staff have a responsibility for the implementation of this policy;
- | Any concerns regarding safeguarding and/or child protection must be reported immediately to the Designated Safeguarding Lead (DSL) or in their absence to a Deputy Designated Safeguarding Lead (DDSL);
- | All staff must know who the trained DSL and DDSLs are;
- | If a crime has been committed, it should be reported to the DSL immediately, who will then report it to the police;
- | All staff must have read and act in accordance with Part One of the DfE Statutory



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Guidance *Keeping Children Safe in Education* (KCSIE). Whilst this policy is written in line with recent recommendations, it is important that it *reflects local circumstances* so as to allow the School to operate within the cultural and national context within which it is located.

- | All safeguarding and child protection concerns must be treated in the utmost confidence;
- | The DSL or DDSL must report all concerns in line with the requirements of the Republic of Kazakhstan, and in line with best practice as defined in the UK and through organisations such as COBIS.
- | Allegations of abuse in relation to adults must be dealt with in line with Haileybury Astana's Staff Code of Conduct.

Introduction

Haileybury Astana is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and those connected to the school to share this commitment.

This policy applies to staff, volunteers, and contractors who work with pupils on school premises or away from the school on an activity, visit or other educational pursuit.

This policy therefore complements and supports a range of other policies (e.g. those relating to Complaints, Behaviour, Trips, Health and Safety). The School will consider safeguarding aspects when undertaking development or planning of any kind. The School's safeguarding arrangements are inspected according to the standards of recognised accrediting bodies, e.g. Kazakh Department for Education, COBIS.

The School's core safeguarding principles are:

- | the School's responsibility to safeguard and promote the welfare of children is of paramount importance;
- | safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in keeping children safe;
- | listening to children and to all members of the community (local and national) is fundamental to safeguarding, and is in the best interests of each child;
- | Haileybury Astana is committed to a 'speak up' culture and believes in the notion that if you see something or sense something then you should say something – no concern is considered too small. If concerns are raised early then help can be provided at an early stage;
- | early indication that a child may need help is critical and a crucial part of our 'speak up' culture;
- | all staff must have the attitude that 'it could happen here' with regard to safeguarding;
- | safer children make more successful learners;
- | representatives of the whole School community, both local and expat staff, will be involved in safeguarding policy development and review;
- | safeguarding and related policies will be reviewed annually unless an incident or new legislation (Kazakh or British) or guidance suggests the need for an interim review.



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Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, including contracted staff such as cleaners and kitchen staff, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18. Our duty to promote the welfare and health and safety applies to **all** pupils in our care, whether they are under or over the age of 18.

Parent refers to birth parents and other adults who are in a parenting role; for example, step-parents, guardians, foster carers and adoptive parents.

Throughout the policy, the terms “**must**” and “**should**” are used with specific definitions. “**Must**” will be used when the person in question is legally required to do something and “**should**” will be applied when the advice set out should be followed unless there is good reason not to.

Safeguarding in Haileybury Astana





Safeguarding includes:

- | ensuring pupil health and safety;
- | referring concerns or allegations about a child to the appropriate bodies promptly;
- | counter-bullying measures;
- | actions to prevent and/or address all forms of abuse;
- | actions to prevent and/or address harassment and discrimination;
- | use of physical intervention;
- | meeting the needs of pupils with medical conditions;
- | providing first aid;
- | drug and substance misuse;
- | educational visits;
- | intimate care;
- | internet safety;
- | issues which may be specific to a local area or population, for example gang activity;
- | school security.

Child Protection Statement

Haileybury Astana fully recognises its moral and statutory responsibility in Kazakhstan as well as meeting international standards to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Policy Principles

Haileybury Astana's principles are aligned with those of the United Nations Convention on the Rights of the child (UNCRC). Central to this is the acknowledgment that every child has basic fundamental rights.

These include the right to:

- | **life, survival and development**
- | **protection** from **violence, abuse or neglect**
- | an **education** that enables children to **fulfil their potential**
- | be **raised by**, or have a **relationship with, their parents**
- | **express their opinions** and be **listened to**.

Therefore the welfare of the child is paramount:

- | All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- | All members of staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- | Children and staff involved in child protection issues will receive appropriate support.

Policy Aims



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- | To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- | To ensure consistent good practice;
- | To demonstrate the School's commitment with regard to child protection to pupils, parents and other partners;
- | To contribute to the School's portfolio of safeguarding policies.

The School's Commitment

There are seven main elements to our policy:

1. Establishing a safe environment in which pupils can learn and develop; include in the curriculum activities and opportunities which equip children with the skills needed to stay safe from abuse and which will develop resilience and realistic attitudes to the responsibilities of adult life;
2. Ensuring the governance of safeguarding and promotion of welfare is fully embedded within the school;
3. Raising awareness of child protection issues and ensuring staff, volunteers and contractors working at the school are fully aware of the issues and how to act in the event of concerns being raised;
4. Ensuring the implementation of safer recruitment practices in full accordance with the requirements of UK 'Keeping Children Safe in Education' standards together with Kazakh law so that the school makes sure that all appropriate checks and risk assessments are carried out on new staff and volunteers who will work with children;
5. Supporting pupils who are in need of protection or require additional help to achieve good outcomes;
6. Listening to the children in our care and ensuring that children know that there are adults in the School whom they can approach if they are worried or in difficulty, as the ethos is one where children feel secure and are encouraged to talk, and are listened to;
7. Creating an open culture where staff feel confident to speak up whenever they have concerns about a child or an adult, and are aware of how and when to act on concerns that they have, and how to work in a safe and appropriate manner.

Confidentiality

Haileybury Astana recognises that all matters relating to child protection are highly confidential. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will share that information on a strict 'need to know' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the School unless in confidential meetings for that purpose.

3. SAFEGUARDING LEGISLATION AND GUIDANCE

Haileybury Astana is committed to being compliant with all standards for safeguarding in Kazakhstan, in line with the UK and the standards of relevant accrediting bodies. Due to their day-to-day contact with pupils, members of staff in schools and colleges are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that members of school staff are alert to the signs of abuse and understand the procedures for



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reporting their concerns. The School will act on identified concerns and provide early help to prevent concerns from escalating.

UK legislation and guidance

Section 94 of the Education and Skills Act 2008 requires the Secretary of State to prescribe standards for independent educational institutions to safeguard the welfare, health and safety of children. The relevant standards are set out in the Education (Independent School Standards) Regulations 2014 (the ISS Regulations 2014).

The statutory guidance *'Keeping Children Safe in Education'* (DfE) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise, such as possible conflict with the requirements of the Republic of Kazakhstan, or as a result of the differing social services provisions in Kazakhstan, compared to the UK.

All members of staff are required to have signed a safeguarding Code of Conduct, which includes a clause to confirm that they have read and understood at least Part One of the KCSIE guidance. This guidance underpins Haileybury Astana's commitment to safeguarding.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

The statutory guidance *Working Together to Safeguard Children* (DfE, March 2015) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Prevent Duty Guidance 2015: With effect from 1 July 2015, all UK schools became subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 in exercising their functions "to have due regard to the need to prevent people from being drawn into terrorism". The School recognises that "safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm".

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf



The NSPCC estimates that over half a million children are abused in the UK each year. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event, and it can increasingly happen online.

KCSIE (2022) has added the following section on Mental Health of Children

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing



and resilience among young people.

The Republic of Kazakhstan legislation and guidance

In the area of protection of the rights of the child and childhood, work is being carried out in the Republic of Kazakhstan in order to secure the social and legal guarantees of children's quality of life, in harmony with international standards. An important step in the implementation of international standards for the quality of life of children was the ratification of the UN Convention "On the Rights of the Child" by Kazakhstan in 1994.

The general principles of the Convention On the Rights of the Child were implemented in many laws of Kazakhstan, including: "On the Rights of the Child in the Republic of Kazakhstan," "On Marriage and Family," "On Children's Villages of Family Style and Youth Homes," "On Health Protection of the Citizens of the Republic of Kazakhstan," "On Social, Medical, Pedagogical, and Correctional Support for Children with Disabilities," "On Juvenile Crime Prevention and Prevention of Child Neglect and Homelessness," and others.

Violence against children, neglect, dysfunctional families, homelessness and various forms of child exploitation (including child labour and prostitution) are urgent social problems.

4. CHILD PROTECTION PROCEDURES

Providing early help is more effective in promoting the welfare of children than reacting later. All our members of staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information, and work together to provide children and young people with the help they need.

KCSIE states: "Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk."

Sometimes a single traumatic event may constitute 'significant harm', such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and long-standing, which can change or damage a child's physical and psychological development. Some children live in families or social circumstances where their health and development are neglected. Such neglect may cause impairment to the extent of constituting significant harm, as may emotional, physical and/or sexual abuse.

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse.

Child abuse means the maltreatment of a child by *inflicting* harm (for example, by hitting a child), or by *failing to act* to *prevent* harm (for example, by leaving a small child at home alone, or leaving knives or matches within reach of an unattended toddler). Abuse may be committed by adult men or women, by other children, and by adolescents. Children may be abused in a family or in an institutional or community setting by those known to them, or by



people they do not know (e.g. via the internet). Online abuse is a growing concern and staff should be aware of its existence and vigilant for signs that it is taking place.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. All staff should be aware that abuse, or safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Physical abuse

Physical abuse is 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's psychological state and 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 ridiculing what they say or how they communicate.

Emotional abuse may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 online bullying), 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person 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. 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.

Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). It is important to be aware that sexual abuse can be perpetrated by men, women **and children**.



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Neglect

Neglect is 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- | provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- | protect a child from physical and emotional harm or danger;
- | ensure adequate supervision (including the use of inadequate care-givers); or
- | ensure access to appropriate medical care or treatment.

This form of abuse may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The above categories are identified by the NSPCC, and definitions have been taken from *Working Together to Safeguard Children* (DfE, July 2015) and *Keeping Children Safe in Education* (Df).

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below:

- | bullying, including online bullying (see below)
- | children missing education—and Annex A
- | child missing from home or care
- | child sexual exploitation (CSE)—and Annex A
- | county lines
- | domestic violence
- | drugs
- | fabricated or induced illness
- | faith abuse
- | female genital mutilation (FGM)
- | forced marriage
- | gangs and youth violence
- | gender-based violence/violence against women and girls
- | hate
- | homelessness
- | mental health
- | missing children and adults strategy
- | private fostering
- | preventing radicalisation
- | relationship abuse
- | sexting
- | trafficking
- | upskirting

Annex A of KCSIE contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.



Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include bullying (including online bullying), gender-based violence/sexual assaults, and sexting, but is not limited to these manifestations.

Staff should be clear as to Haileybury Astana's policy and procedures with regards to peer-on-peer abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in rare cases has resulted in suicide.

All incidences of bullying, including online bullying and prejudice-based bullying, should be reported and will be managed through our anti-bullying procedures. Heads of Key Stages should keep records of bullying-type behaviour, which should be submitted termly to the DSL. The School's Anti-Bullying Policy is reviewed annually and published at the start of each academic year.

The subject of bullying is addressed at regular intervals via the school's policies and curriculum for Personal Social, Health and Citizenship Education (PSHCE). If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headmaster, DSL and the DDSL may consider implementing child protection procedures.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that members of staff are also aware of the range of *behavioural* indicators of abuse and report any concerns to the DSL or DDSL.

A child who is being abused or neglected may:

- | have bruises, bleeding, burns, fractures or other injuries;
- | show signs of pain or discomfort;
- | keep arms and legs covered, even in warm weather;
- | be concerned about changing for PE or swimming;
- | look unkempt and uncared for;
- | change their eating habits;
- | have difficulty in making or sustaining friendships;



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- | appear fearful;
- | be reckless with regard to their own or other's safety;
- | self-harm;
- | show signs of not wanting to go home;
- | display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- | challenge authority;
- | lose interest in their school work;
- | be constantly tired or preoccupied;
- | be wary of physical contact;
- | be involved in, or particularly knowledgeable about drugs or alcohol; or
- | display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a larger picture, and each small piece of information will help the DSL to decide how to proceed. It is therefore essential that staff report their concerns. Staff do not need 'absolute proof' that a child is at risk, but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role. Reports made in good faith will always be dealt with in accordance with the School's Whistleblowing Policy, regardless of outcome.

Impact of abuse

The impact of child abuse should not be underestimated. Survivors of child abuse may experience anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, and long-term medical or psychiatric difficulties. Many children do recover and go on to lead healthy, happy and productive lives, although most adult survivors agree that emotional scars remain, however well buried.

Taking action

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember are:

- | in an emergency, take the action necessary to immediately help the child;
- | report your concern to the DSL as soon as possible;
- | do not start your own investigation;
- | share information on a 'need to know' basis only – do not discuss the issue with colleagues, friends or family;
- | complete a record of concern; and
- | seek support for yourself, if you are distressed.

If you are concerned about a child's welfare

There will be occasions when a member of staff may suspect that a child may be at risk, but have no concrete evidence. For example, the child's behaviour may have changed; his or her actions may reveal confusion or distress; physical but inconclusive signs may have been noticed. In these circumstances, the member of staff must try to give the child an opportunity to talk. The signs they have noticed may be due to a variety of factors; for example, a parent has moved out, a close friend or relative has died, a grandparent is ill. It



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is fine for staff to ask the child if they are OK or if they can help in any way.

If a child does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL or DDSL.

If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened them with dire consequences if they tell anyone; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a child talks to a member of staff about any risks to their safety or well-being, the staff member will need to let the child know that they must pass the information on – staff are not allowed to keep secrets and must never promise to do so. The point at which you tell the child this is a matter for your professional judgement. If done immediately, the pupil may think that you do not want to listen. If left until the end of the conversation, the child may feel that s/he has been misled into revealing more than they would otherwise have done.

During such conversations with children, staff **should**:

- | allow them to speak freely;
- | remain calm, and not overreact – the child may stop talking if they feel they are upsetting the listener;
- | give reassuring nods or words of comfort (“I’m so sorry this has happened to you”; “I want to help”; “This isn’t your fault”; “You are doing the right thing in talking to me”, etc.);
- | not be afraid of silences – members of staff must remember how hard this must be for the child;
- | under no circumstances ask investigative questions (such as how many times this has happened, whether it happens to siblings too, or what the pupil’s parents think);
- | tell the child, at an appropriate time, that in order to help them, the member of staff must pass the information on;
- | not automatically to offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- | avoid admonishing the child for not disclosing earlier. Saying things such as “I wish you had told me about this when it started”, or “I can’t believe what I’m hearing” may intended as supportive, but could be interpreted by the child to mean that they have done something wrong;
- | report verbally to the DSL or DDSL, even if the child has promised to do it by themselves;
- | write up their conversation as soon as possible on the record of concern form, and hand it directly to the DSL or DDSL; and
- | seek support if they feel distressed.

Notifying parents

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively. The DSL or DDSL will make contact with the parents in the event of a concern, suspicion or disclosure. However, if the School believes that notifying parents could increase the risk to the pupil or exacerbate the problem, advice will first be



sought from other agencies where possible.

Children with sexually harmful behaviour

It is important to recognise the potential for abuse by peers. With regards to peer-on-peer abuse, staff will refer such concerns to the DSL or DDSL, who will consult with external agencies where there is a risk of significant harm. Allegations of peer-on-peer abuse will involve parents being contacted.

Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection procedures, rather than anti-bullying procedures. Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex. The School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves, and the child protection procedures will be followed for both victim and perpetrator. Members of staff who become concerned about a child's sexual behaviour should speak to the DSL or DDSL immediately.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims may be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All members of staff must be made aware of the indicators of sexual exploitation through safeguarding training. Any concerns should be reported immediately to the DSL or DDSL.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that potential evidence is not compromised by being released into the public domain. Members of staff should only discuss concerns with the DSL or DDSL, the Head, or the Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis.

Child protection information will be stored and handled, as much as possible within the context of Kazakhstan, in line with General Data Protection Regulation (May 2018) principles.

Despite this, safeguarding children from harm as indicated in KCSIE which states that, "fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."



Child protection records and other written information must be stored in a locked facility.

Every effort will be made to prevent unauthorised access. Sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. When members of staff write up safeguarding concerns, once the files are sent to the DSL or DDSL they must be deleted from the staff member's email accounts and computer(s).

Child protection information will be stored separately from the child's file. Child protection records are normally exempt from the disclosure provisions of the UK Data Protection Act. This means that pupils and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head. The UK Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Children and families requiring additional support

As distinct from cases where a child has suffered or is likely to suffer significant harm, where children and families need support from agencies beyond School, we will respond after consultation with the relevant Headmaster of School and the Deputy Head. We will liaise closely to coordinate support, with the agreement of the child and their parent/carer(s), and in accordance with local children's social care procedures in Kazakhstan, where available.

5. 'PREVENT' DUTY AND FEMALE GENITAL MUTILATION (FGM)

The Prevent Duty is the duty placed by the UK Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This is a concern of the Republic of Kazakhstan as well. UK Department of Education advice (June 2015) for schools and childcare providers regarding the Prevent Duty states, "School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately."

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Members of staff who have concerns about a pupil must make these concerns known to the DSL at the earliest opportunity. The DSL or DDSL will then make a judgement as to whether or not it is appropriate to make a referral to external agencies in Kazakhstan, or the appropriate embassies for foreign nationals.

In the UK, 'Channel' is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism:



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www.gov.uk/government/publications/channel-guidance

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are various factors that may increase risk.

Signs of vulnerability include:

- | underachievement
- | being in possession of extremist literature
- | poverty
- | social exclusion
- | traumatic events
- | global or national events
- | religious conversion
- | change in behaviour
- | extremist influences
- | conflict with family over lifestyle
- | confused identity
- | being a victim of, or witness to, race or hate crimes
- | rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- | showing sympathy for extremist causes
- | glorifying violence, especially against those of other faiths or cultures
- | making remarks or comments about being at extremist events outside school
- | evidence of possessing illegal or extremist literature
- | advocating messages similar to illegal organisations or other extremist groups
- | out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent)
- | secretive behaviour
- | online searches or sharing extremist messages or social profiles
- | intolerance of difference, including faith, culture, gender, race or sexuality
- | graffiti, art work or writing on extremist themes
- | attempts to impose extremist views or practices on others
- | verbalising anti-Western or anti-British views
- | advocating violence towards others

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.



Members of staff should recognise the possibility that a girl may disclose information relating to a sibling or close friend who has suffered abuse in the form of FGM. Members of staff should be alert to the mandatory reporting requirement for suspected cases of FGM, which became a statutory duty from October 2015 in the UK. Suspected case of FGM must be disclosed immediately to the DSL or DDSL.

6. ROLES AND RESPONSIBILITIES

Professional expectations

Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and providing help for children in order to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with the police, health care system and other children's services, we promote the welfare of children and protect them from harm.

All our staff are aware that *Teacher Standards 2012* states that teachers, including headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and Newly Qualified Teachers (NQTs), and we fully adhere to these standards with rigour, applying our school disciplinary procedures, where appropriate, in cases of misconduct.

The Designated Safeguarding Lead (DSL)

- | has the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff;
- | must receive updated child protection training at least every two years;
- | acts as a source of support and expertise to the School community;
- | encourages a culture of listening to children and taking account of their wishes and feelings;
- | is alert to the specific needs of children in need, and those with Special Educational Needs (SEN);
- | has a working knowledge of Haileybury Astana procedures;
- | has been trained in the Prevent Duty and how to make referrals to the appropriate agencies, or Channel in the UK;
- | has an understanding of locally agreed processes for providing early help and intervention;
- | keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on the child's general file, but kept separately from it;
- | immediately refers cases of suspected abuse to local services or the police as appropriate;
- | ensures that the child protection file for any pupil leaving the School is forwarded in confidence (and separately from the main pupil file) to the proper person at the pupil's new school as soon as possible;
- | attends and/or contributes to child protection conferences;



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- | coordinates the School's contribution to child protection plans;
- | develops effective links with relevant statutory and voluntary agencies;
- | ensures that all staff sign to indicate that they have read and understood the Child Protection Policy and Safeguarding Code of Conduct;
- | ensures that a record of staff attendance at child protection training is kept;
- | ensures that the Safeguarding and Child Protection Policy is regularly reviewed and updated annually;
- | liaises with the Nominated Governor and the Headmaster as appropriate;
- | publishes the Safeguarding and Child Protection Policy, e.g. on the School's website;
- | ensures parents are aware of the School's role in safeguarding, and that referrals about suspected abuse and neglect may be made;
- | in the Head's absence, ensures cases concerning a member of staff are referred appropriately to the Chair of Governors and/or the Disclosure and Barring Service (DBS); and
- | submits an annual report to the Governors about how the School's duties have been carried out. Any reported weaknesses will be rectified by the DSL without delay.

Deputy Designated Safeguarding Lead (DDSL)

- | must be appropriately trained in child protection at least every two years. In the absence of the DSL, the DDSL carries out those functions necessary to ensure the ongoing safety and protection of children at the School;
- | must have the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff;
- | will assume all of the functions as for the DSL, as stated above, in the event of the long-term absence of the DSL.

The Board of Governors

- | will appoint a governor for child protection who will undertake training in inter-agency working, in addition to basic child protection training;
- | will ensure that the School has a Designated Safeguarding Lead (DSL), whose role is explicit in the role holder's job description;
- | will ensure that the School has a safeguarding and child protection policy and procedures, including a staff safeguarding code of conduct, that are consistent with UK and Kazakh statutory requirements, as well as the standards of an appropriate accrediting body, are reviewed annually, and are signed off by the Chair of the Board of Governors;
- | will ensure that the School's Safeguarding and Child Protection Policy and procedures are made available publicly on the School's website and/or by other means as appropriate;
- | will ensure that the School has procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Head, and allegations against other children;
- | will ensure that the School follows safer recruitment procedures that include statutory checks on staff suitability to work with children;
- | will ensure that the School develops a training strategy that ensures all staff, including the Head, receive information about the School's safeguarding arrangements on



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induction and appropriate safeguarding and child protection training, which is regularly updated in line with any changing statutory and accreditation requirements;

- | will ensure that the School makes all contract staff, temporary staff and volunteers aware of the School's arrangements for safeguarding and child protection;
- | will ensure that the School contributes to any relevant inter-agency working and plans, where necessary;
- | will ensure that the School provides a coordinated offer of early help when additional needs of pupils are identified;
- | will ensure that the School considers how pupils may be taught about safeguarding, including online safety, as part of a broad and balanced curriculum, and
- | will address and rectify without delay any deficiencies or weaknesses in the School's safeguarding and child protection policy and procedures, which are brought to the attention of the Board of Governors.

The Board of Governors nominates a member to be responsible for liaising with the agencies on strategic issues of safeguarding and child protection, and in the event of an allegation being made against the Headmaster or a member of the Board of Governors. It is the responsibility of the Board of Governors to ensure that the School's safeguarding, recruitment and managing allegations procedures are in accordance with national guidance both in Kazakhstan and the UK, as well as the requirements of relevant accrediting bodies.

The Headmaster

- | ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff;
- | allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;
- | ensures that all staff feel able to raise concerns about poor or unsafe practice, and that such concerns are handled sensitively and in accordance with 'whistle-blowing' procedures;
- | ensures that children are provided with opportunities throughout the curriculum and in PD to learn about safeguarding, including keeping themselves safe online;
- | liaises with the Chair of the Board of Governors where an allegation is made against a member of staff or of the Board of Governors; and
- | ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service (DBS), if a UK national, or to the relevant embassy for other foreign nationals.

The Medical Team

The medical team will hold copies of *Working together to Safeguard Children* (DfE March 2015) and *Keeping Children Safe in Education* (DfE) and has its own protocols for recognising and acting upon signs of child abuse. The Nurse works in accordance with the *Nursing & Midwifery Council's Code of Conduct*. They will liaise closely with the DSL and other members of the school's safeguarding team, e.g. the Health & Safety team.



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The Doctor has legal and contractual obligations to report the same, either to the Headmaster or hospital. Medical staff are invited to participate in any school training concerned with the welfare and protection of children.

7. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils, Haileybury Astana agrees standards of good practice, which are published as professional guidelines in the relevant handbooks. These include guidelines on physical contact; use of reasonable force; supervising changing rooms; language; searching and confiscation; working alone with a pupil; social media; bullying; favouritism; gifts and private tutoring.

Members of staff are expected to follow the guidance given in the document '*Guidance for Safer Working Practice for Adults who Work with Children and Young People*' (DfE 2009) and *Working Together to Safeguard Children* (DfE September 2020).

Good practice includes:

- | treating all children with respect;
- | setting a good example by conducting oneself appropriately;
- | involving children in decisions that protect them;
- | encouraging positive, respectful and safe behaviour among children;
- | being a good listener;
- | being alert to changes in children's behaviour and to signs of abuse and neglect;
- | recognising that challenging behaviour may be an indicator of unhappiness or abuse;
- | reading and understanding the School's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, including: Anti-Bullying, Behaviour, Trips, Social Media and online safety, First Aid, Health & Safety, confidentiality;
- | asking the child's permission before initiating physical contact, physical support during PE, touching during music lessons for the purposes of demonstration, or administering first aid;
- | maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;
- | meeting with a child in a room where the teacher can be seen, so that a child is never at risk or the teacher open to false allegations;
- | ensuring that pupils' toilets and changing rooms are never used or frequented by adults and staff;
- | being aware that the personal and family circumstances and lifestyles of some children may lead to an increased risk of abuse;
- | applying the use of reasonable force only as a last resort and in compliance with the School policy on Reasonable Force;
- | referring all concerns about a child's safety and welfare to the DSL or DDSL or, if necessary through the DSL to external agencies;
- | following the School's rules with regard to communication with children and use of social media and online networking.
- | Physical Contact with Pupils and the Use of Reasonable Force: KCSIE emphasizes



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the theme of looking after children with SEN and Disabilities. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behavior. Nevertheless, at Haileybury we must all be aware that physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated, lead to questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. The school has a separate policy dealing with this issue and staff must be aware of its contents.

All staff will be expected to sign a Professional Code of Conduct and also a Safeguarding Code of Conduct at the start of each academic year and at the commencement of their employment.

8. ABUSE OF TRUST

All members of staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards the children must be beyond reproach.

In addition, members of staff should understand that, under the UK Sexual Offences Act 2003, it is an offence for a person over the age of 18 who is in a position of trust to have any kind of sexual relationship with a person under the age of 18, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a pupil under 18 would be a criminal offence in the UK, even if the pupil is over the age of consent.

In relation, UK nationals and residents that are found to have committed a sexual offence in a country outside of the UK, that would normally constitute a sexual offence in England and Wales, could be found guilty under the Sexual Offences Act 2003, Section 72 following a recent update to legislation in line with KCSIE.

<https://www.legislation.gov.uk/ukpga/2003/42/section/72#commentary-c20916651>

It is also an offence for minors to distribute child pornography to each other, including photos and sexting, and through social media.

Members of staff must not use their status and standing to form or promote relationships with pupils which are of a sexual nature, **or which may become so once the pupil leaves the school**. Sexual relationships with former pupils may therefore be open to scrutiny in case the member of staff was grooming the person while they were a pupil of the school, and thereby constitute an abuse of trust.

The age of consent in Kazakhstan is 16. The age of consent is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity. Individuals aged 15 or younger in Kazakhstan are not legally able to consent to sexual activity, and such activity may result in prosecution for statutory rape or the equivalent local law. Kazakhstan statutory rape law is violated when an individual has consensual sexual contact with a person under age 16.



9. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may be at an increased risk of abuse. It is important to understand that this increase in risk is more likely due to societal attitudes and assumptions, and failures to acknowledge children's diverse circumstances, rather than the individual's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that our children receive equal protection, we will give special consideration to children who are:

- | disabled or have special educational needs;
- | young carers at home during term time, pauses and holidays;
- | living in a domestic abuse situation;
- | affected by parental substance misuse;
- | living away from home;
- | vulnerable to being bullied, or engaging in bullying;
- | living in temporary accommodation;
- | living transient lifestyles;
- | living in chaotic and unsupportive home situations;
- | vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- | involved directly or indirectly in sexual exploitation;
- | or who whose level of English makes it more difficult for them to express themselves to staff in school
- | Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support.

10. MISSING CHILDREN

The School must follow clear and consistent procedures for registration and attendance to ensure the safety of all children, and to carry out its duty of care. The School recognises that a child going missing from education could be a potential indicator of abuse or neglect, including sexual abuse and sexual exploitation. Members of staff must therefore respond promptly to absences and follow the School's Missing Child procedures, which are part of the Attendance Policy as appropriate. The Heads of School monitor any unauthorised absence at the start or end of any leave period, and must be particularly cautious if a child goes missing on repeated occasions; any concerns arising must be raised promptly with the DSL or DDSL.

The Board of Governors recognises that it should put in place appropriate safeguarding



responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

11. HELPING CHILDREN TO KEEP THEMSELVES SAFE

Children are taught to understand and manage risk in various ways, including the PSHCE programme. Children are encouraged to think about risks they may encounter and to work out how such risks can be overcome. These discussions are empowering and enabling. They aim to promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves in a safe and responsible manner. They are also regularly reminded about online safety and counter-bullying procedures. The School continually promotes an ethos of care and respect for others. Children are encouraged to speak to a member of staff in confidence about any worries they may have.

12. SUPPORT FOR THOSE INVOLVED IN CHILD PROTECTION ISSUES

Child abuse is devastating for the child. It can also result in distress and anxiety for staff who become involved. The School will support children, their families, and staff by:

- | taking all suspicions and disclosures seriously;
- | nominating a link person (normally the DSL) who will keep all parties informed and be the central point of contact;
- | where a member of staff is the subject of an allegation made by a child, separate (independent) link people will be nominated to avoid any conflict of interest and appropriate support provided for him or her;
- | responding sympathetically to any request from children or staff for time out to deal with distress or anxiety;
- | maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- | storing records securely;
- | offering details of help lines, counselling or other avenues of external support;
- | following the procedures laid down in our whistleblowing, complaints and disciplinary procedures; and
- | cooperating fully with relevant statutory agencies.

13. COMPLAINTS PROCEDURE

The School's complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that does not initially reach the threshold for child protection action. Examples of poor practice include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil, or discriminating against them in some way. Such complaints are managed by members of the Senior Leadership Team and



governors. Complaints from staff are dealt with under the School's Staff Discipline, Conduct and Grievance policy.

14. STAFF CONCERNS ABOUT A COLLEAGUE

A member of staff who is concerned about the conduct of a colleague towards a child is undoubtedly placed in a difficult situation. He or she may worry that they have misunderstood the situation and will wonder whether a report could jeopardise a colleague's career. However, all staff must remember that the welfare of the child is paramount. The School's Whistleblowing Policy enables members of staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported directly to the Headmaster. Complaints about the Headmaster should be reported to the Chair of Governors.

15. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals can pose a serious risk to children and we must therefore act on every allegation. Members of staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff – including the DSL or a DDSL - should be reported to the Headmaster. If the Headmaster is absent, allegations against all staff should be reported to the Chair of Governors.

Allegations against the Headmaster or a member of the Board of Governors should be reported to the Chair of Governors.

The full procedures and UK statutory guidance for dealing with allegations against staff can be found in 'Keeping Children Safe in Education' (DfE).

16. STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Academic staff have



access to online training and will be expected to undertake regular training in this on specific modules. All staff have face-to-face training annually.

- | New staff and governors will receive an explanation during their induction, which includes the School's safeguarding and child protection policy and procedures, reporting and recording arrangements, professional guidelines in the various staff handbooks, contact details for the DSL and a copy of Part One of KCSIE;
- | All staff, including the Headmaster and governors, will receive training that is regularly updated, in line with advice from the relevant statutory bodies in the UK and internationally and must read at least Part One of KCSIE; following recent updates in legislation, this training will also include
 - o An overview of the Behaviour, Rewards and Sanctions policy
 - o Missing from Education (within the context of both the Junior and Senior School)
 - o Online Safety Training, including Educare courses.
- | The DSL and DDSL will receive child protection training updated at least every two years, including training in inter-agency procedures as appropriate in an international setting;
- | Temporary staff and volunteers in regulated activity will have regular safeguarding and child protection training;
- | Visitors and visiting staff will be supervised by a member of the School staff at all times;
- | All staff supplied by other bodies will be made aware of the School's procedures, policy and the contact details of the DSL and DDSL.

17. SAFER RECRUITMENT

The School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *'Keeping Children Safe in Education'* (DfE) and the School's own policies and procedures together with procedures pertaining to contractors, coaches and partners etc.

Safer recruitment means that all applicants will:

- | complete an application form which includes their employment history;
- | provide two referees, including the Headmaster, and at least one who can comment on the applicant's suitability to work with children.
- | provide evidence of identity and qualifications;
- | be checked in accordance with the Disclosure and Barring Service (DBS) if worked in the UK and other agencies for other foreign nationals , meeting regulations as appropriate to their role;
- | provide evidence of their right to work in Kazakhstan in order to obtain a working visa; and
- | be interviewed.

Safer recruitment also means that the School will ensure that:

- | the candidate's mental and physical fitness to carry out their work responsibilities is verified;
- | at least one member of each recruitment panel will have attended safer recruitment



training;

- | at least one referee will be contacted to give a verbal reference
- | all new members of staff undergo an induction that includes familiarisation with the School's Safeguarding and Child Protection and Policy and Procedures and identify their child protection training needs;
- | all staff sign to confirm they have received a copy of the Safeguarding and Child Protection and Policy and Procedures; which is part of the Safeguarding Code of Conduct; and
- | written confirmation is obtained from supply agencies that agency staff have been appropriately checked.

Full details of the School's recruitment procedures are to be found in the Safer Recruitment Policy.

Volunteers

Volunteers, including governors, will undergo checks and a risk assessment commensurate with their work in the School and contact with the children.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the School's risk assessment process and statutory guidance.

Contractors

The School checks the identity of all contractors working on site and requests police checks where appropriate.

18. SITE SECURITY

All members of the School's community are required to take responsibility for site security and remain vigilant about trespassers. The School's Security team provides supervision of the site and can be contacted 24/7 at the Security Control room.

Visitors to the School, including contractors, are required to sign in at the main gate where they will be given a visitor's badge on a lanyard. Key safeguarding information is issued to all visitors. Subject to their position and purpose, visitors should be escorted. All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure that children in the School are kept safe.

19. THIRD PARTY USE AND OFF-SITE ARRANGEMENTS

Procedure for third party users of the School facilities

The School's facilities, particularly sporting facilities, may be hired by third party users, and under these arrangements the School has no control over, and assumes no liability for the



conduct of individuals from third party users. However, the School will ensure, as far as it is able, that third party users have appropriate child protection and safer recruitment procedures in place. Third party users are also made aware of the School ground areas which are out of bounds.

Third party users will be required to provide the School with a copy of the organisation's Child Protection Policy prior to approval being given for their use of the School's facilities. All third party users providing activities which involve children will be required to sign a declaration to confirm that:

- | the third party user has a child protection policy in place;
- | safer recruitment procedures are followed for the third party user's staff and volunteers;
- | all staff and volunteers are appropriately trained in child protection and safeguarding procedures.

The Headmaster or the DSL and DDSL will be informed of any child protection allegation or incident which takes place on the School premises during use by that organisation.

Procedure for dealing with an allegation of abuse by an individual of a third party user using the School's facilities

If an allegation of abuse is made about an adult in a third party user, the organisation's Safeguarding Officer must notify the Headmaster, the DSL or DDSL on the same day as the incident occurred or the disclosure was made, or as soon as possible. The School expects the third party user to follow its own Child Protection Policy and the Headmaster will require confirmation that appropriate action has been taken before further use of the School's facilities will be allowed.

External organisations who have responsibility for children on another site

When our children attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place, as outlined in the School's Trips Policy.

20. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect our children we:

- | parents are required to opt out if they do not want photographs of their children to be shared on social media;
- | demonstrate respect, care and caution when including photographs of pupils in newsletters, our website, and any other School publication; and
- | encourage children to tell us if they are worried about any photographs that are taken of them.



21. ONLINE SAFETY

Children increasingly use mobile phones, tablets and computers on a daily basis. They are a source of information and entertainment, and a means of communication and education. However, we know that some adults and young people 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, webcam photography, or face-to-face meetings. The Prevent Duty requires the School to safeguard vulnerable individuals from being radicalised or drawn into extremism through the internet or social media.

The School's online safety policy is incorporated in the IT Policy. This explains how we try to keep children safe in School. Online bullying and sexting by children, via texts and emails, will be treated as seriously as any other bullying behaviour and will be managed through our anti-bullying procedures. The following measures are in place to promote online safety within the School:

- **IT Policy:** protects all parties by clearly stating what is acceptable and what is not. Children are expected to sign up to this at the start of each academic year and before access can be given to the School's ICT facilities.
- **Induction and Education:** all children are inducted in appropriate use of the School's ICT facilities and other aspects of this policy upon arrival. Class teachers/form tutors must remind children at the start of each academic year about their obligations and code of conduct. This is reinforced by the PSHE programme's content on online safety.
- **Monitoring:** the School will exercise its right to monitor the use of computer systems, including the monitoring of internet use, interception of emails, and the deletion of inappropriate materials at all times. In circumstances where the School believes unauthorised use of the computer system is, or may be taking place, or the system is, or may be, being used for unlawful purposes, the School reserves the right to inform appropriate authorities and provide documentary evidence. The computer network is owned by the School and may be used by children to advance and extend their knowledge and understanding.

Members of Staff also receive advice regarding the use of social networking and electronic communication with children, which follows the guidance given in the document '*Guidance for Safer Working Practice for Adults who Work with Children and Young People*' (DfE March 2009) and the Social Media Policy.

This means that staff should:

- ensure that personal social networking sites are set at private and pupils are never listed as approved contacts;
- never use or access social networking sites of pupils;
- avoid giving their personal contact details to pupils, including their mobile telephone number;
- only use equipment e.g. mobile phones, provided by the School to communicate with children such as on field trips and expeditions;
- only make contact with pupils for professional reasons and in accordance with the School's policy, and only through the authorised platforms used by the school;



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- | recognise that text messaging or social messaging should only be used as part of an agreed protocol and when other forms of communication are not possible; and
- | not use internet or web-based communication channels to send personal messages to pupils.



APPENDIX 1: INFORMATION FOR PARENTS

Child Protection: Safeguarding pupils – Information for Parents

Haileybury Astana aims to safeguard and promote the welfare of the children in its care and protect them from serious harm. This applies to all the activities the School undertakes, on campus and off-site. Staff and volunteers are vetted for their suitability to work with children prior to appointment. They receive training in safeguarding and child protection. They will report any concerns in accordance with official local safeguarding procedures. The School has a Safeguarding and Child Protection Policy, which is regularly reviewed, and published on the School's website.

It is important for parents to be aware that:

- | Staff and volunteers in the School have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of harm. There are four categories of abuse: physical, sexual, emotional, neglect.
- | In some cases the School is obliged to refer cases to external agencies so that a child's needs are assessed and to consider whether an investigation into possible child abuse is required. In many cases there will already have been discussions between the School and the parents of a child, and the situation and concerns will not come as a surprise to the parents. However, parents may not be told that the School has referred their child to external agencies if it is thought that this might either put the child at risk or it is in the best interests of the child for the parents not to be told.
- | If you think your child may have been abused, you can contact the School for support and advice. If you think the abuse may have happened in School (or during expeditions or extra-curricular activities), you should contact the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (DDSL). If the allegation of abuse involves a member of staff you should contact the Headmaster directly, or if the Headmaster herself is involved, the Chair of the Board of Governors should be contacted (details are available on the School's website).
- | If members of the School's staff need to express concerns about a child and refer a child to the DSL or Deputy Safeguarding Lead (DDSL), it is understood that this can cause distress for the child's parents. It is important that all parties – parents and members of the School's staff – try to discuss these matters as calmly and sensibly as possible.

KCSIE (2022)- Covid 19 Guidance has been removed from this document as it was anticipated that all schools would resume offline provision.

The school will update its website with annual publications of KCSIE (Keeping Children Safe in Education).