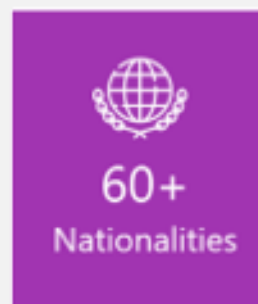
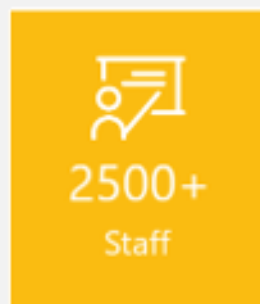




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Document Name:	Safeguarding / Child protection Policy		
Document Reference:	ALE-003-Rev 00		
Circulation:	All AlephYa Schools and Central Office		
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Status	Version	Change Reference	Date	Next Review Date
Approved	00	First Group Circulation		

School Name	Responsible Lead	Signature	Date
Ajyal - Al Falah			
Ajyal - MBZ			
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HPS American	Nicolas Jreije		January 21, 2025
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TIS			
ABQ – AZZAN			
ABQ – IMTIAZ			
ABQ – SEEB			
ABQ – SOHAR			

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1. Purpose

The purpose of this policy is to protect and safeguard the welfare of children and young people within AlephYa. It aims to promote a safe and supportive environment where students feel secure, valued, and heard. The policy outlines preventive measures, procedures for identifying and reporting concerns, and provisions for supporting students at risk. This ensures compliance with best practices and legal standards for safeguarding and child protection.

2. Scope

This policy applies to all students, staff, volunteers, contractors, visitors, and stakeholders associated with AlephYa. It encompasses all aspects of safeguarding and child protection, including creating a positive environment, adhering to security protocols, and responding to any allegations or incidents of abuse or maltreatment. The scope ensures that everyone in the AlephYa community contributes to maintaining a safe, respectful, and inclusive environment.

3. Definitions

Physical Abuse: Includes acts such as hitting, shaking, throwing, poisoning, burning, scalding, drowning, or suffocating. It may also involve situations where a parent or guardian fabricates or induces illness in a child.

Emotional Abuse: Persistent emotional maltreatment that has long-lasting effects on a child's emotional development. This may include making a child feel unloved, inadequate, or valued only for meeting another person's needs. It can also involve age-inappropriate expectations or placing a child in situations that cause fear or exploitation.

Sexual Abuse: Involves coercing or enticing a child to engage in sexual activities, including contact and non-contact acts. Non-contact acts may include showing pornography, watching sexual activities, or encouraging inappropriate behavior.

Neglect: Persistent failure to meet a child's basic physical and emotional needs, resulting in serious harm. Examples include not providing adequate food, shelter, clothing, or medical care, or failing to protect a child from harm or danger.

4. AlephYa Safeguarding Framework and Principles

At AlephYa, we recognize that fostering high self-esteem, confidence, supportive relationships, and clear communication with trusted adults is essential in preventing abuse and promoting student wellbeing. To ensure a secure and nurturing environment for all students, our schools are committed to the following principles:

- **Policy Communication and Understanding:** Safeguarding and child protection policy will be clearly communicated, understood, and agreed upon by all stakeholders, including board members, staff, volunteers, parents, and students.
- **Equal Rights and Organizational Responsibility:** All students are entitled to equal care, protection, and safety, which the school fully assumes responsibility for while they are under its supervision.
- **Safe Environment:** A safe and secure environment will be maintained where students feel supported, encouraged to express themselves, and confident that their concerns will be taken seriously and addressed appropriately. Students will receive a student-friendly version of the policy or relevant awareness materials from the school.
- **Accessible Adults:** Students will have access to trusted adults within the school who can provide guidance and support when they are worried or facing difficulties.
- **Curriculum Integration:** The curriculum will include enrichment activities, assemblies, and Personal, Social, Health, and Economic (PSHE) education to equip students with the knowledge and skills to identify and avoid risks and harmful situations.
- **Collaborative Relationships:** The school will build strong partnerships with parents, guardians, and external agencies to foster a collective approach to safeguarding and child protection.
- **Zero Tolerance for Maltreatment:** AlephYa enforces a zero-tolerance policy for all forms of maltreatment, including physical, emotional, and sexual abuse, neglect, and exploitation, ensuring that all actions and environments prioritize student wellbeing and safety.

5. Student Rights and Protection

- All students have the right to be heard, express their opinions, and participate in select decision-making processes within the educational institution, as determined by staff.
- Students are entitled to dignity and respect in all interactions within the school community.
- All students will be treated with fairness and justice, ensuring equal opportunities and unbiased treatment.
- Students requiring support will be provided with an advocate and any necessary assistance to address their needs.
- The school will ensure students are safe, protected from harm, and informed about what constitutes risk and harm.

6. Roles and Responsibilities for Safeguarding and Child Protection

- **Principal**

- Act as the primary guardian of safeguarding and ensure the policy is embedded across all operations of the school.
- Oversee all safeguarding activities and ensure compliance with local laws, as well as the directives of legal enforcement or relevant agencies in any country.
- Maintain an environment where students feel safe, respected, and heard.
- Ensure students are aware of how to report concerns safely and confidentially.
- Support the DSL /CPC in fulfilling their responsibilities.
- Ensure all staff and volunteers complete mandatory safeguarding training.
- Take immediate action in cases of safeguarding emergencies, including suspending any staff or volunteers under investigation.
- Liaise with external authorities, such as KHDA, ADEK, CPU, or equivalent agencies in other countries, for severe cases.
- Facilitate communication between students, parents, staff, and external agencies regarding safeguarding concerns.
- **Note:** The principal cannot serve as the DSL or CPC but must be a member of the CPT and actively participate in all safeguarding meetings.
- **Senior Leadership Team**
- Ensure the safeguarding and child protection policy is developed, implemented, and reviewed regularly.
- Allocate necessary resources to support safeguarding measures, including training and infrastructure.
- Promote a culture of accountability and transparency across the organization.
- Oversee adherence to safeguarding regulations, including Federal Law No. 3 of 2016 (Wadeema's Law), KHDA, and ADEK policies in UAE, or as per the authorities and regulations in other countries.
- Evaluate the effectiveness of safeguarding practices through audits and feedback.
- **Child Protection Coordinator/ Designated Safeguarding Leas (CPC)/ (DSL)**
- Serve as the central point of contact for all safeguarding concerns within the school.
- Oversee the development, implementation, and monitoring of safeguarding policies and procedures.
- Ensure timely reporting of suspected abuse to external agencies, including the CPU, FCA, or their equivalents in other countries.
- Maintain accurate and confidential records of all safeguarding cases and their resolution.
- Coordinate and deliver safeguarding training to all staff and volunteers.

- Conduct orientation sessions to educate parents about safeguarding practices.
- Provide ongoing support and guidance to staff handling safeguarding issues.
- Work closely with the Principal, CPT, and external agencies to address safeguarding concerns effectively.
- Develop action plans for high-risk students and ensure follow-through.
- **Child Protection Team (CPT)**
- Support the CPC/DSL in managing safeguarding cases and maintaining records.
- Work with counsellors, social workers, and leadership to implement intervention plans.
- Regularly review high-risk cases and provide updates to the CPC/DSL.
- Participate in strategy meetings and offer insights for case resolution.
- Attend all mandated safeguarding training sessions.
- Promote awareness of safeguarding responsibilities among staff and volunteers.
- **All Staff and Volunteers**
- Be vigilant and able to identify signs of physical, emotional, and sexual abuse, as well as neglect and exploitation.
- Report any suspected abuse immediately to the concerned staff member within the Child Protection Team (CPT), as outlined in the school flow chart. If the concern is serious or repeated, escalate it to the CPC/ DSL or the principal.
- Avoid conducting independent investigations or confronting the alleged perpetrator.
- Share safeguarding information only with authorized personnel on a need-to-know basis.
- Attend all safeguarding training sessions and refreshers mandated by the school or regulatory authorities.
- Uphold high standards of behaviour and act as role models for students.
- **Students**
- Learn about personal safety and recognize risks through school programs and activities.
- Report any concerns or unsafe situations to trusted adults.
- Encourage positive peer interactions and report instances of bullying or mistreatment.
- **Parents and Guardians**
- Familiarize themselves with the school's safeguarding policy and procedures.
- Attend orientation sessions and parent-teacher meetings to stay informed about their roles and responsibilities.

- Work with the school to address their child’s needs and concerns.
- Report any observations of potential harm to school authorities promptly.
- Reinforce safety lessons taught at school and monitor their child’s online activities.
- **External Agencies**
- Work with the school to address safeguarding concerns and provide resources.
- Conduct risk assessments and provide case management support.
- Monitor compliance with safeguarding policies and provide guidance for improvement.

7. Child Protection Leads

• School-Level Child Protection Leads

- Each school is required to appoint a Child Protection Lead.
- At a minimum, the CPC/DSL and their deputy must be Level 3 trained in Child Protection and Safeguarding to ensure they possess the necessary expertise to handle safeguarding concerns effectively.
- The name, role, and contact details of the appointed individuals must be documented and included in this policy.
- This information should also be made accessible to staff, parents, and students. made accessible to staff, parents, and students.
- The Child Protection Leads, along with their teams, must hold regular meetings, at least once a month, to review ongoing cases, discuss improvements to the safeguarding practices, and ensure compliance with policies and regulations.

• Nominated Person from AlephYa Central Office

The designated central contact for Child Protection matters across all schools is:

Naglaa Radwan, Group Head – Health and Safety and Safeguarding.

Email: Naglaa.radwan@alephyaeducation.com

8. Safeguarding Practices and Guidelines

• Recognizing Abuse

- Understand and identify the various forms of abuse, including physical abuse, emotional abuse, sexual abuse, neglect, and exploitation.
- Be vigilant in observing any signs or behaviours that may indicate a child is at risk or experiencing harm.

• Reporting Concerns

- All safeguarding concerns must be reported to the CPC/DSL or Principal immediately.
- Document concerns factually, including the date, time, and specific observations.

- Escalate serious concerns to external agencies, such as the Child Protection Unit (CPU) within 24 hours, or to the relevant authorities as mandated by local regulations in other countries.
- **Standards of Conduct for Staff, Volunteers, and Visitors**
- Respect and protect the rights of all students, ensuring no actions put them at risk of maltreatment.
- Refrain from engaging in any inappropriate behaviour toward students or in their presence.
- Report any incidents of inappropriate behaviour against students immediately to the DSL/CPC or Principal.
- Serious allegations of abuse by staff, volunteers, or visitors will be reported directly to the Police and Child Protection Unit (CPU), or to the relevant authorities as required by local regulations in other countries. The accused individual will be immediately removed from school premises to ensure student safety.
- **Managing Cases**
- The CPC/DSL will coordinate with the CPT to investigate and address safeguarding concerns, working closely with the Central Office Safeguarding Lead for complex cases.
- High-risk cases will involve collaboration with external agencies, including law enforcement and child welfare services, with oversight from the Central Office.
- Develop and monitor individualized action plans for students at risk, ensuring effective interventions.
- **Emergency Procedures**
- In cases of immediate danger, contact law enforcement or emergency services without delay.
- Notify the Principal and DSL/CPC of any emergency actions taken.
- Ensure all steps and communications are documented thoroughly.
- **Training and Awareness**
- All staff must complete annual safeguarding training appropriate to their roles.
- The DSL/CPC and CPT should complete Level 3 Safeguarding and Child Protection Training.
- Students will participate in age-appropriate lessons on safety and recognizing abuse.
- Parents will receive workshops and resources to support their role in safeguarding.
- Volunteers will undergo proper induction and training on the student protection policy and safeguarding measures.

9. Supporting Students at Risk

Schools within the group are committed to providing comprehensive support to students who may be at risk, have experienced abuse, or witnessed violence by:

- Promoting self-esteem and resilience through curriculum activities and fostering a positive, inclusive ethos.
- Implementing consistent behaviour management practices to address unacceptable behaviours while affirming students' intrinsic value.
- Training staff to identify and respond sensitively to signs of abuse, particularly for students with disabilities, behavioural difficulties, or sensory impairments.
- Collaborating with counsellors, social workers, and external agencies to provide tailored support for students and their families.
- Building supportive relationships with parents when it aligns with the child's best interests.
- Proactively addressing digital safety and cyberbullying through education and preventive measures.
- Creating individualized action plans for vulnerable students, including enhanced supervision and specialized interventions.

10. Vetting, Hiring, and Monitoring of Staff, Volunteers, and Visitors

- All staff, volunteers, and visitors must be vetted through comprehensive screening, including criminal record checks from all countries where they have resided or worked.
- The principal is responsible for ensuring that all individuals meet safeguarding requirements and remain compliant with student protection standards.
- Immediate action must be taken to prohibit any individual from working with students if they pose a potential risk to their safety or wellbeing.
- Regular monitoring must be conducted to maintain compliance with safeguarding policies and identify potential concerns.
- Any suspected misconduct or behaviour that could endanger students must be reported immediately to the appropriate safeguarding authorities.

11. Confidentiality and Information Sharing

- Safeguarding information will be handled with strict confidentiality to protect the safety and privacy of students and families.

- Information sharing will occur strictly on a need-to-know basis among authorized personnel directly involved in safeguarding processes.
- When necessary, safeguarding concerns will first be escalated to the Safeguarding Lead or appropriate staff at the Central Office for guidance and action if needed.
- If further escalation is required, cases will be referred to external agencies such as the Child Protection Unit (CPU), Family Care Authority (FCA), law enforcement, or relevant authorities in other countries, in accordance with their respective laws or regulations.
- Case reports and student data are strictly confidential. The identities of the student subject to alleged or suspected maltreatment, the alleged or suspected perpetrator, and the individual reporting the concern must be protected by all parties involved.
- Safeguarding data will only be shared with authorized individuals, such as members of the ADEK, KHDA, CPU, FCA, investigative teams, or relevant authorities in other countries, as required by applicable laws or regulations.
- Authorized individuals are strictly prohibited from discussing active or closed cases with the media, unauthorized staff, or any third parties. Discussions are limited to investigative and judicial authorities as per their legal responsibilities.
- Parents or guardians will be informed of safeguarding concerns unless doing so poses a risk to the child or compromises the investigation.
- Clear protocols for sharing information with external agencies will ensure timely and appropriate interventions while maintaining compliance with all relevant legal and ethical standards.

12. Whistleblowing Policy

- Staff members have a responsibility to report safeguarding concerns, misconduct, or policy breaches through the whistleblowing mechanism.
- Reports can be made anonymously to encourage openness and protect individuals raising concerns from retaliation.
- The DSL/CPC, Principal, or Central Office Safeguarding Lead will investigate whistleblowing reports promptly and transparently.
- Staff will be informed about whistleblowing protocols during safeguarding training and via the staff handbook.
- Whistleblowing will be handled in line with ethical and legal standards to protect both the reporter and those involved.

- AlephYa maintains a separate Whistleblowing Policy, which provides comprehensive guidance on reporting procedures, protections, and follow-up actions.

13. Record-Keeping and Data Protection

- All safeguarding records will be securely stored in locked cabinets or encrypted digital systems, accessible only to authorized personnel.
- Records will be retained in compliance with UAE data protection laws, local school regulations, or the applicable laws and regulations of other countries.
- Electronic safeguarding records will be managed through secure platforms, ensuring confidentiality and integrity.
- Regular audits of record-keeping practices will be conducted to ensure compliance and accountability.
- Detailed records will include timelines, actions taken, communications, and outcomes to support transparency and accountability in safeguarding processes.

14. Online Safety

- Students will receive regular lessons on digital literacy and online safety, covering topics such as cyberbullying, grooming, phishing, and inappropriate content.
- Age-appropriate programs will teach students how to recognize risks, report concerns, and use technology responsibly.
- The school will implement advanced monitoring and filtering systems to block access to harmful or inappropriate online content.
- Flagged activity will be reviewed to ensure student safety while respecting privacy considerations.
- Staff will be trained to recognize signs of online abuse or exploitation and respond effectively to online-related safeguarding concerns.
- Guidance will be provided to staff on maintaining professional boundaries in digital communication with students.
- The school will enforce strict policies governing the use of technology, including acceptable use agreements signed by students and staff.
- Policies will address the responsible use of social media, video conferencing tools, and digital communication platforms.
- Parents will be offered workshops and resources to understand online risks, guide their children toward safe digital behavior, and manage screen time and online interactions effectively.

- Clear procedures will be established for responding to online safety incidents, such as cyberbullying, exposure to harmful content, or phishing attempts.
- All online safety breaches will be reported to DSL/CPC documented and addressed according to safeguarding protocols.
- The school will collaborate with law enforcement and child protection agencies to address serious online safety incidents and ensure compliance with legal obligations.

15. Monitoring and Policy Review

- Safeguarding practices and policies will be audited and reviewed annually by the Central Office Safeguarding Lead to evaluate compliance, identify gaps, recommend improvements, and ensure alignment with evolving regulations, best practices, and local laws in the UAE, including Wadeema's Law, KHDA, and ADEK guidelines, as well as the relevant regulations and laws of other countries.
- Policy updates will be promptly communicated to staff, parents, and students through briefings, meetings, and newsletters.
- Feedback mechanisms, such as surveys and focus groups with staff, parents, and students, will be used to inform policy updates and procedural improvements.

Appendix

Appendix 1: Types of Abuse and Recognizing the Signs

Understanding the various forms of child abuse and their indicators is crucial for effective safeguarding. Below is an overview of common types of abuse, along with potential signs to aid in identification.

1. Physical Abuse

Physical abuse involves causing physical harm to a child through actions such as hitting, shaking, burning, or poisoning.

Possible signs:

- Unexplained injuries or reluctance to discuss them
- Burns, especially from cigarettes
- Bruises in the shape of objects (e.g., belts)
- Bite marks
- Fingertip or slap marks
- Frequent injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive behavior
- Aggression towards others
- Untreated injuries or fear of medical treatment

2. Emotional Abuse

Emotional abuse is the persistent mistreatment that adversely affects a child's emotional development, such as making them feel unloved, worthless, or inadequate.

Possible signs:

- Developmental delays
- Inappropriate social responses
- Self-harm
- Extreme passivity or aggression
- Truancy or running away
- Substance abuse
- Excessive fear of situations or people
- Social isolation
- Depression

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child to engage in sexual activities, whether or not the child is aware of what is happening.

Possible signs:

- Depression, suicidal tendencies, self-harm
- Eating disorders
- Inappropriate sexual behavior for their age
- Unexplained pregnancies
- Truancy or running away
- Seeking advice for a "friend" with abuse issues
- Abusing younger children
- Sudden changes in behavior or fear of certain people
- Chronic health issues (e.g., stomach pains)
- Withdrawal or excessive isolation
- Genital or anal injuries

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, leading to serious impairment of health or development.

Possible signs:

- Failure to thrive (underweight, unwell appearance)
- Constant hunger
- Frequent accidents, especially burns
- Poor hygiene
- Avoidance of medical appointments
- Fatigue
- Reluctance to go home, frequent lateness or absences
- Poor social relationships

5. Bullying and Cyberbullying

Bullying involves repeated aggressive behaviour intended to hurt another individual, physically or emotionally. Cyberbullying occurs through digital devices and platforms.

Possible signs:

- Unexplained injuries
- Lost or destroyed belongings
- Frequent headaches or stomach aches
- Changes in eating habits
- Difficulty sleeping or frequent nightmares
- Declining academic performance
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviours

6. Child Sexual Exploitation

Child sexual exploitation involves manipulating or coercing a child into sexual activity in exchange for something the victim needs or wants, or for the financial advantage of the perpetrator.

Possible signs:

- Acquisition of money, clothes, or mobile phones without explanation
- Excessive secrecy
- Older boyfriends or girlfriends
- Staying out late or overnight without reason
- Sudden changes in behaviour or appearance
- Signs of physical abuse
- Substance misuse
- Emotional distancing from family and friends

7. Domestic Abuse

Domestic abuse is any incident of controlling, coercive, threatening behaviour, violence, or abuse between intimate partners or family members.

Possible signs:

- Anxiety or depression
- Withdrawal from social interactions

- Unexplained injuries
- Frequent absences from school
- Fearfulness around certain individuals
- Decline in academic performance
- Reluctance to go home

8. Online Abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, smartphones, or tablets.

Possible signs:

- Spending excessive time online
- Secrecy about online activities
- Receiving gifts or packages from unknown sources
- Emotional distress after using the internet
- Withdrawal from family life
- Unexplained changes in behaviour

Recognizing these signs is essential for early intervention and protection of children at risk. Maintaining vigilance and promptly reporting concerns to the appropriate authorities can help safeguard vulnerable individuals.

For more information and advice on child protection, visit the Ministry of Interior's Child Protection Centre (UAE)

<https://www.moi-cpc.ae/en/CHILD.PROTECTION.DIMENSION.aspx>

For more information and advice on child protection, visit the Family Protection Department under the Ministry of Human Resources and Social Development (Saudi Arabia):

<https://www.hrsd.gov.sa/en/knowledge-centre/decisions-and-regulations/regulation-and-procedures/1205>

Additional resources on child rights and protection are available at the Saudi National Portal:

<https://www.my.gov.sa/wps/portal/snp/careaboutyou/childrights/?lang=en>

For more information and advice on child protection in (Oman), you can contact the Ministry of Social Development's Child Protection Hotline:

Hotline Number: 1100

[This hotline is available 24/7 for reporting cases of child abuse or neglect.](#)

Appendix 2: Child Protection Record Form

Student Details

- Student Name: _____
 - Grade/Section: _____
 - Student ID: _____
 - Male/Female: _____
-

Reporter Details

- Reporter Name: _____
 - Date: _____
 - Time: _____
 - Role(DSL/Teacher/...): _____
-

My Concern(s)

(Please indicate as many as are appropriate):

- An adult has reported concerns to me.
 - A child has disclosed information to me.
 - I have observed something concerning.
 - I suspect child abuse.
-

Details of the Incident

(If the child has provided an account of this incident, give details below):

Attitude of the Child

(Please indicate the attitude of the child regarding the incident):

Parent's Account

(If the parent has volunteered an account of this incident, give details below):

Attitude of the Parent

(Please indicate the attitude of the parent regarding this incident):

Additional Information

(Provide any additional relevant information):

Action Taken by Child Protection Coordinator

(Details of the actions taken by the officer):

Signature and Time

- Signed: _____
- Date: _____
- Time: _____

Follow-Up Notes

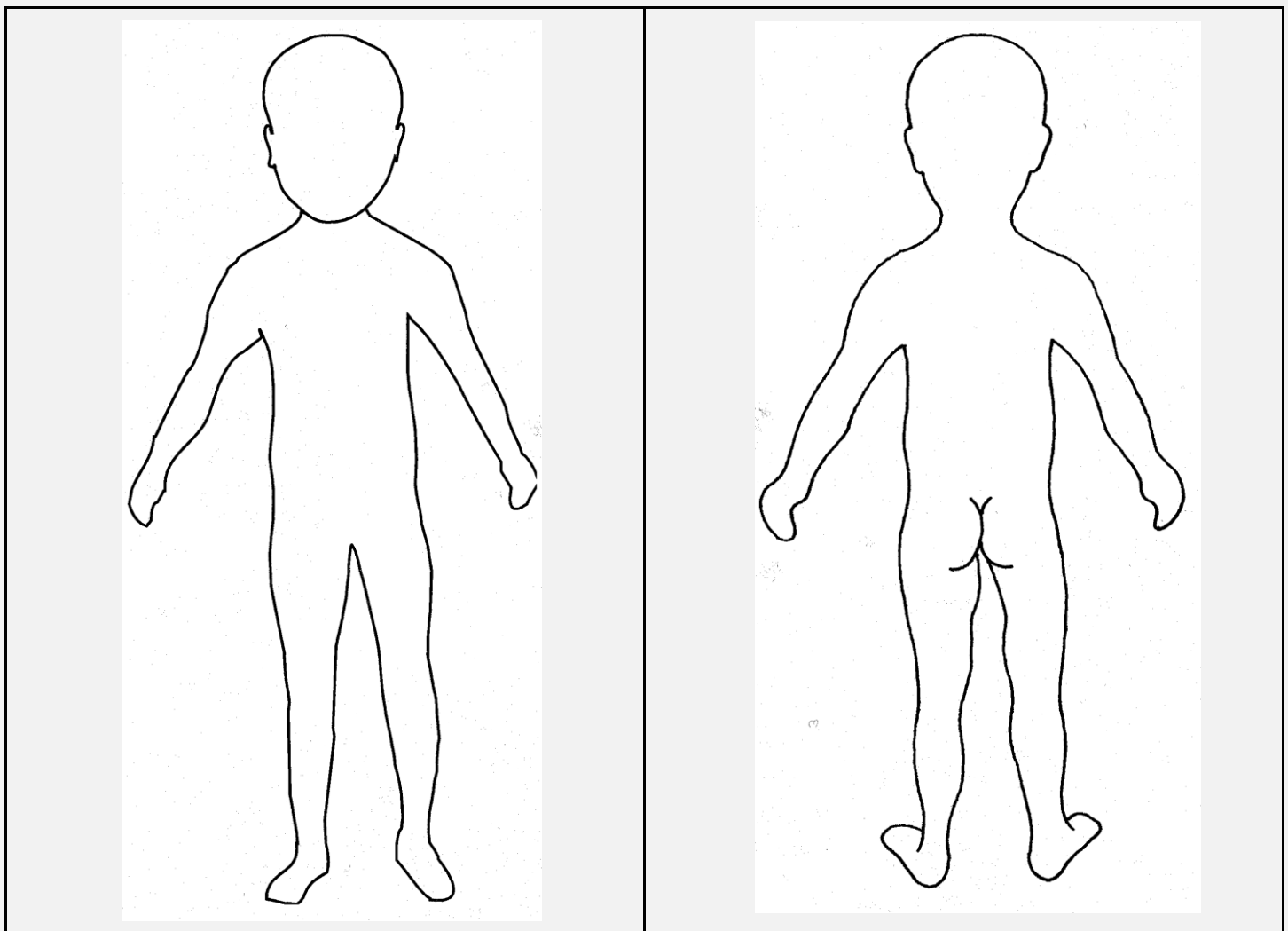
(Include details of further actions, dates, and persons involved):

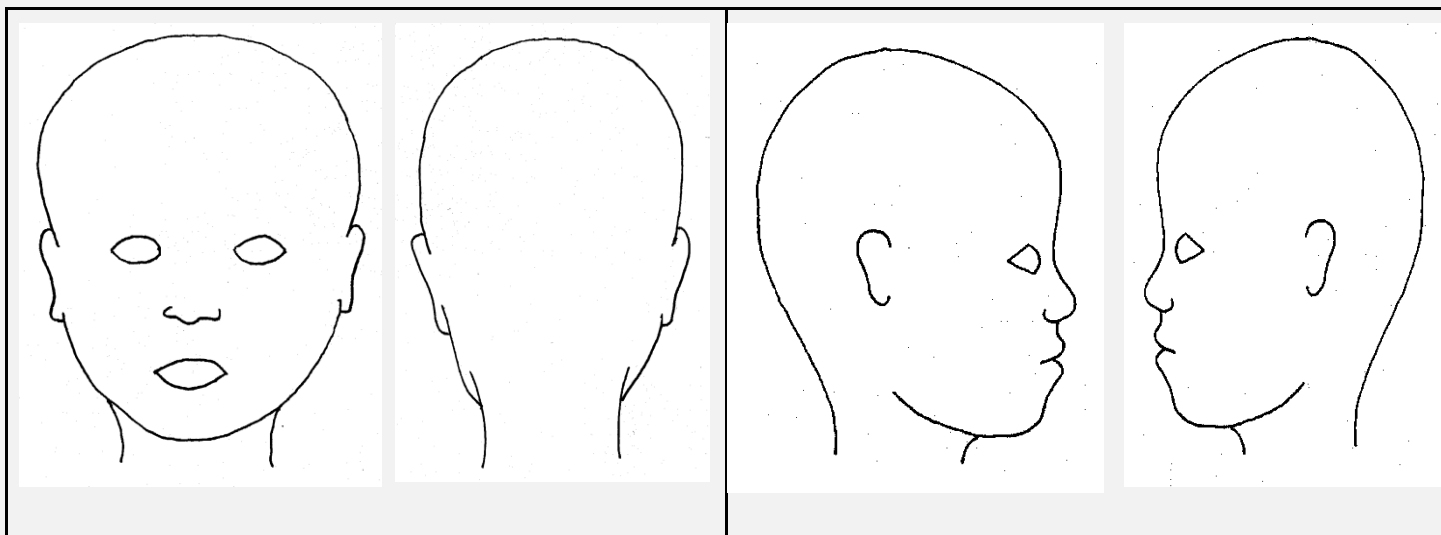
Appendix 3: Child Protection Body Map

To be completed only by school doctor/ nurse

Student Name:	Staff Name:
---------------	-------------

Grade/ Section:	Date:
Student ID:	Time:
Male/ Female:	Role:





Description of the injury:

If the child has given an account of this injury give details:

Please indicate the attitude of the child regarding the injury:

Any additional information:

Notes of any further details

Name:

Signature:

Date:

Time:

Appendix 4: Investigation Process

Investigation Process Overview

The investigation process is designed to ensure a thorough, transparent, and fair approach to addressing safeguarding concerns. It outlines clear responsibilities, documentation requirements, and escalation protocols to protect students and uphold organizational standards.

Investigation Steps

1. Initial Report

Receiving the Concern:

Any safeguarding concern must be reported immediately to the Child Protection Coordinator (CPC) or Designated Safeguarding Lead (DSL).

Concerns may arise from:

- A disclosure by a student.
- Observations of concerning behaviour or injuries.
- Reports from staff, parents, or third parties.

Recording the Concern:

Document the concern using the appropriate Child Protection Record Form.

Ensure all details, including dates, times, and individuals involved, are recorded accurately.

2. Preliminary Assessment

CPC/DSL Initial Review:

Conduct an initial review to determine the nature and urgency of the concern.

Decide whether the concern can be managed internally or requires escalation.

Assess the need for immediate action to protect the child from further harm.

Immediate Actions:

Ensure the safety of the student by implementing protective measures if necessary.

Avoid confronting the alleged perpetrator during the preliminary phase.

3. Evidence Collection

Written Statements:

- Obtain signed statements from all students involved, ensuring they are factual and concise.
- The accused staff member must provide a written statement in collaboration with HR, the Principal, and the DSL/CPC to ensure transparency and accountability.

- Any other staff members who may be related to the incident or have witnessed it are required to submit individual written statements to contribute relevant observations and information.

Additional Documentation:

Collect relevant evidence, including:

- CCTV footage (if available).
- Social worker or counsellor reports summarizing student support sessions.
- Documentation of previous concerns or incidents related to the case.

Avoid Certain Practices:

Do not record videos of students or incidents.

Ensure all evidence gathering aligns with confidentiality and safeguarding standards.

4. Analysis and Documentation

Incident Report:

Prepare a detailed investigation report summarizing:

- The nature of the concern.
- Evidence collected.
- Actions taken during the investigation.
- Findings and recommendations.

5. Decision-Making

Internal Resolution:

If the concern is minor and resolvable within the school, implement appropriate disciplinary or corrective actions.

Escalation:

If the concern is severe or involves potential legal violations:

- Escalate to the Central Office Safeguarding Lead for guidance and support.
- Notify external agencies, such as the Child Protection Unit (CPU), Family Care Authority (FCA), law enforcement, or equivalent authorities in other countries, as necessary.

6. Post-Investigation Actions

Support for Students:

Provide counselling sessions and ongoing support to the affected student(s).

Lessons Learned:

- Conduct debriefing sessions with staff to identify lessons learned and prevent recurrence.
- Reinforce safeguarding policies and procedures through training and reminders.

Follow-Up:

- Monitor the situation to ensure implemented measures are effective.
- Maintain regular communication with parents or guardians, unless this increases risk to the child.

Required Documentation

- Signed statements from all involved individuals.
- HR records for implicated staff, including:
 - Safeguarding training records.
 - Signed code of conduct and safeguarding pledge.
- Revised investigation report addressing all points.
- CCTV surveillance report (if available).
- Counsellor or social worker session summaries.
- Evidence of actions taken by the school, such as disciplinary measures or termination.

Key Principles

Confidentiality:

Maintain the privacy of all individuals involved. Share information only with authorized personnel.

Thoroughness:

Collect all relevant evidence and ensure the investigation is comprehensive.

Timeliness:

Address concerns promptly to mitigate risks and protect all parties.

Compliance:

Adhere to local laws, relevant regulations and internal safeguarding policies throughout the process.

