



BAHLOOL BRITISH INT.  
SCHOOLS

# SAFEGUARDING and CHILD PROTECTION POLICY

Whilst all Policies have a minimum date for review as a guideline, policies are under constant review. Changes to policies will occur as required.

Approved by:	CEO and Chairman	Date:	October 2022
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Last reviewed on:	Executive Principal and Chairman	Date:	August 2025
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Next review due by:	Annually	Date:	August 2026
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This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Bahlool British International School (LBBIS)

## The purpose of this policy:

- To protect children and young people who receive LBBIS's services. This includes the children of adults who use our services.
- To provide staff and volunteers with the overarching principles that guide our approach to child protection.

LBBIS believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

## Legal Framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Child Rights Law – Law No. 26 of 1983
- Penal Code & Anti-Trafficking Law 2012
- UN Convention on the Rights of the Child

**Executive Principal:** Siobhan Brady

**Designated Safeguarding Lead (DSL):** Siobhan Brady – Level 3 Trained (September 2024)

**Deputy Designated Safeguarding Lead (DDSL):** Syeda Rbiya – Vice Principal – Level 3 trained (September 2025)

**Safeguarding Officer:** Zahraa Salloukh – Head of Welfare and Wellbeing - Level 3 trained (September 2025)



## **Introduction**

Bahlool British International School is concerned about the welfare and safety of all its pupils and works to create an ethos in which pupils feel secure and listened to.

If our Safeguarding Policy is successful, concerns that arise will be dealt with as quickly, as sensitively and as effectively as possible. Records will be paper based, recorded accurate and securely stored and passage of information will always occur when it is in the best interest of the child for this to take place.

## **Aims:**

- To provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues.
- To make explicit the school's commitment to the continued development of good practice and sound procedures so that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.
- To integrate safeguarding issues into the curriculum
- To take account of policies in related areas such as behavior, anti-bullying and e-safety.

## **Definitions: (updated from Keeping Children Safe in Education 2025)**

**Neglect** – The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. This includes neglect of medical care, nutrition, clothing, shelter, hygiene, supervision, and emotional support.

**Physical Abuse** – Any deliberate or likely physical harm to a child, or failure to prevent physical injury or suffering, including hitting, shaking, poisoning, burning, or other forms of physical harm.

**Sexual Abuse** – Involvement of a child in sexual activity that they do not fully understand, cannot consent to, or that violates social or family boundaries. This includes exploitation through sexual activities, online grooming, sharing of sexual images, or exposure to inappropriate sexual content.

**Emotional Abuse** – Persistent emotional ill-treatment of a child that has severe and adverse effects on their emotional development, mental health, or behaviour. This includes constant criticism, threats, rejection, lack of affection, or exposure to frightening or inappropriate content/actions.

**Potential Abuse** – Situations where children may not have been abused but are considered at high risk of abuse in the future. This includes children living in households where another child has been abused, or where there is a known abuser in the environment.

**Bullying** – Any repeated behaviour, direct or indirect, verbal, physical, or online, that intentionally harms, intimidates, or humiliates another person. This includes cyberbullying, social exclusion, spreading rumours, and any behaviour that negatively affects a child's wellbeing.

**Peer-on-Peer Abuse** – Abuse that occurs between children of a similar age or status. Includes physical, sexual, or emotional abuse, and online harassment. Staff must take all allegations seriously.

**Online Safety Risks** – Exposure to harmful content, online grooming, sharing inappropriate images, or cyberbullying. Includes risks from social media, games, and apps. Staff should be vigilant and promote safe online behaviours.



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## **Signs of Possible Abuse (Not exhaustive and not necessarily indicative of abuse – Keeping Children Safe in Education 2025)**

**Neglect** – Possible signs include: constant hunger, tiredness, frequent lateness or absence, poor personal hygiene, untreated medical or dental problems, stealing, low self-esteem, running away, or inappropriate clothing for weather conditions.

**Physical Abuse** – Possible signs include: unexplained injuries, bruises, burns, or bites; improbable or evasive explanations for injuries; untreated injuries; fear of medical help; fear of physical contact or going home; over-aggressive or defensive behaviour; reluctance to remove clothing; repeated facial injuries or marks consistent with hitting or whipping.

**Sexual Abuse** – Possible signs include: age-inappropriate sexual behaviour or knowledge, genital itching or discomfort, wetting/soiling, regression (acting 'like a baby'), distrust of familiar adults, reluctance or fear of undressing, unexplained injuries to genital or anal areas, depression, panic attacks, withdrawal, clinginess, self-harm, or signs of sexual exploitation (including online grooming).

**Emotional Abuse** – Possible signs include: developmental delay, over-reaction to mistakes, excessive fearfulness, low self-esteem, withdrawal, anxiety, rocking or thumb-sucking, fear of parents being contacted, stealing, fabricated illness by a caregiver (e.g., Munchausen by proxy), or enforced illness. Symptoms may include repeated unexplained illnesses, doctor shopping, unusual reactions to illness, multiple similar illnesses in family members, or unexplained deaths in siblings.

**Peer-on-Peer Abuse** – Possible signs include: bullying or intimidation of others, being intimidated by peers, physical injuries from fights, sexualised behaviour between children, online harassment, social isolation, or emotional distress linked to peers.

**Online Risks / Harmful Content** – Possible signs include: anxiety or distress after using the internet, secretive online behaviour, withdrawal from offline activities, inappropriate sexualised or aggressive behaviour online, exposure to self-harm or violent content, sharing or receiving explicit images, or grooming attempts by others online.

For further detail see Appendix 1.

### **Framework**

To safeguard children (DfE, 2025, Keeping Children Safe in Education), and in accordance with the Iraq Child Rights Law – Law No. 26 of 1983, schools are expected to ensure:

- They have clear and effective procedures in place for responding to situations where there is a belief or concern that a child has been abused, is at risk of abuse, or is experiencing harm.
- These procedures must also cover circumstances in which a member of staff, volunteer, or other adult working in the school is accused or suspected of abuse.
- Schools must ensure that all staff understand their safeguarding responsibilities, know how to recognise signs of abuse, and know how to report concerns promptly and appropriately.

KCSIE 2025:

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- DSL should have responsibility for co-ordinating action within the school.
- All staff should receive Safeguarding training appropriate to their role.
- Schools should have procedures, of which all staff are aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse.



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## **Roles & Responsibilities:**

**Executive Principal:** Siobhan Brady

**Designated Safeguarding Lead (DSL):** Siobhan Brady – Level 3 Trained (September 2024)

**Deputy Designated Safeguarding Lead (DDSL):** Syeda Rbiya – Vice Principal – Level 3 trained (September 2025)

**Safeguarding Officer:** Zahraa Salloukh – Head of Welfare and Wellbeing - Level 3 trained (September 2025)

## **The Executive Principals role is to:**

- To ensure all staff are familiar with school guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure that the school operates an effective safeguarding policy;
- To ensure that all staff receive foundation training in safeguarding;
- To be responsible for co-ordinating action and liaising with other agencies and support services over safeguarding issues;
- In consultation with the LBBIS Head Office to assist in enquiring into allegations of child abuse.
- To follow, as appropriate, recommendations made by LBBIS Head Office
- To be aware of any relevant documents (See further reading at end of policy)
- To support and advise staff on safeguarding issues generally.
- To ensure they have had up to date, relevant training.
- To monitor the attendance and development of children who have given cause for concern.
- To disseminate relevant information to the appropriate staff e.g. to class teachers or Teaching Assistants (TA).
- To complete appropriate records and send on to new schools (where relevant)
- To maintain accurate and secure safeguarding records in chronological order.

## **Vice Principal**

To deputies for Executive Principal in their absence.

## **Class Teachers**

Class teachers will, in most cases, be the first person to raise a concern. They will collate detailed, accurate, secure written records of concerns and liaise with the designated safeguarding staff.

They will keep all concerns and reports confidential and ensure that the information is handed over to one of the safeguarding officers as soon as possible.

## **The School Nurse**

It is the role of the school nurse to ensure that relevant information obtained in the course of their duties is communicated to the DSL. Types of injuries, attendance and frequency are recorded.

## **The Responsibilities of the whole School Staff**

- All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the DSL
- Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children must be treated with respect within a framework of agreed and understood behaviour.



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- All school staff are expected to:
- Be aware of signs and symptoms of abuse (see Appendix 2)
- Report concerns to the DSL as appropriate
- Keep clear, dated, factual and confidential records of safeguarding concerns.
- Follow all guidelines, practice and policy relating to safeguarding as laid down by the school, Bahlool British International Schools or UAE Law.
- The school also has a duty under UAE Law to report any abuse or suspected abuse to the Police.

### **Appointment of Staff**

The school is committed to safer recruitment and will ensure that all staff appointments are made in line with statutory guidance, including Keeping Children Safe in Education (DfE, 2025), and local legal requirements such as the Iraq Child Rights Law – Law No. 26 of 1983. In addition to guidance issued by Bahlool British International Schools Head Office, the following safeguards will be observed:

- Safeguarding as a priority
  - All recruitment documentation, including job adverts, candidate information packs, and interview invitations, will make it clear that safeguarding and promoting the welfare of children is a high priority. Candidates will be informed that rigorous pre-employment checks are required before any appointment is confirmed.
- References
  - A minimum of two written references will be obtained for all candidates, including a reference from the candidate's most recent employer, specifically addressing their suitability to work with children.
  - References will always be verified directly with the referee; open or generic references will not be accepted.
- Employment history
  - Candidates will be required to account for any gaps in their employment or education history during the interview process.
- Criminal record and good conduct checks
  - Staff already living in Iraq must provide a Certificate of Good Conduct (or national equivalent) from the Iraq Police.
  - Staff who have recently moved to Iraq must provide a certificate of good conduct or criminal record check from the authorities in the country/countries they previously resided in.
  - All staff will be subject to identity verification and checks against relevant child protection and barred lists, as applicable.
- International and online checks
  - Where a candidate has lived or worked outside Iraq, international background checks will be sought, including verification of qualifications, previous employment, and references.
  - The school will conduct online and social media screening to identify any potential safeguarding risks.
- Pre-employment medical and suitability assessments
  - All appointments are subject to satisfactory medical clearance, where applicable, and confirmation that the candidate is physically and mentally fit to carry out their role safely.
- Interview and selection process
  - At least two interviewers, including one with safeguarding training, will conduct interviews.
  - Interviews will explore candidates' attitudes toward children, safeguarding knowledge, and ethical conduct.

These procedures ensure that all staff recruited by the school meet the highest standards of safeguarding and professional integrity, minimising the risk of harm to children.

### **Allegations against Members of Staff**

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Executive Principal or Chairman or Vice Principal in their absence.



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Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Designated safeguarding officer. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

The Executive Principal will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer to the LBBIS Head Office in accordance with the safeguarding procedures.

If the Principal decides that the allegation warrants further action through safeguarding procedures, a referral must be made direct to the LBBIS Head Office. If the allegation constitutes a serious criminal offence, it will be necessary to contact the LBBIS Head Office before informing the member of staff.

If it is decided that it is not necessary to refer to Head Office, the Principal will consider whether there needs to be an internal investigation.

If the concerns are about the Principal, then this must be reported to Head Office.

Concerns investigated by Head Office will be escalated to external authorities including the police should an offence have been committed.

### **Whistleblowing & Staff Protection**

LBBIS is committed to the highest standards of openness, integrity, and accountability. Staff must feel confident to raise safeguarding or child protection concerns, including concerns about colleagues, leaders, or the organisation, without fear of reprisal.

#### **Duty to Report:**

All staff, volunteers, and contractors have a duty to report any safeguarding concern, including suspected misconduct or malpractice by another member of staff, to the Designated Safeguarding Lead (DSL), Deputy DSL, or directly to the Executive Principal.

#### **Protection for Whistleblowers:**

Concerns raised in good faith will always be taken seriously. Staff who raise safeguarding concerns will be supported and protected from dismissal, victimisation, or discrimination, even if their concern proves unfounded.

#### **Escalation Routes:**

If staff feel unable to raise a safeguarding concern within school, they may escalate directly to the LBBIS Head Office, or to relevant external authorities such as the Ministry of Labour & Social Affairs (MoLSA) or the Ministry of Interior Family and Child Protection Units.

#### **Confidentiality:**

Whistleblowers' identities will be protected wherever possible, unless disclosure is required by law or necessary to protect a child.

#### **Malicious Allegations:**

Malicious or knowingly false allegations will be treated as a disciplinary matter; however, no action will be taken against staff who raise genuine concerns in good faith.



## Staff Contact with Students

To safeguard both students and staff, and to minimise the risk of allegations of abuse or misconduct, all staff must adhere to the following principles when interacting with pupils. This guidance is based on Keeping Children Safe in Education (DfE, 2025), international best practice, and safer working principles:

- Professional Boundaries
  - Staff must maintain clear professional boundaries with pupils at all times. Relationships should be based on mutual respect, trust, and the staff member's professional role.
  - Personal contact outside school hours, including social media, messaging apps, or other online platforms, should be avoided unless part of approved school activity.
- Physical Contact
  - Physical contact should only occur when it is necessary, reasonable, and appropriate to the child's needs, e.g., supporting young children with tasks or in emergencies.
  - Staff should avoid any form of physical contact that could be misinterpreted, and always act in a public or visible context.
- Communication with Students
  - Staff must use school-approved channels for communication (e.g., school email, learning platforms, or messaging systems) and avoid private messaging or personal social media.
  - Language and tone must always be professional, respectful, and appropriate, avoiding sarcasm, threats, or comments of a personal nature.
- One-to-One Situations
  - One-to-one interactions with pupils should occur in visible and interruptible spaces, with doors open or windows unobstructed wherever possible.
  - Staff must avoid being alone with a student in isolated areas unless necessary for their role, and should inform a colleague or line manager when such situations occur.
- Transport and Off-Site Activities
  - When supervising pupils off-site, staff must follow school procedures, including risk assessments, parental consent, and adherence to professional boundaries.
  - Staff should avoid private or unapproved transport arrangements with students outside official school activities.
- Recording and Reporting
  - Staff should record any incidents, conversations, or unusual behaviours that may be concerning, and report them according to the school safeguarding procedures.
  - Any allegation against staff must be reported immediately to the Designated Safeguarding Lead (DSL).

## School Procedures

- Any member of staff concerned about a child must inform the DSL or DDSL immediately.
- The member of staff must record information regarding the concerns as soon as possible after the event or disclosure using the school "Record of Concern" form. The recording must be a clear, precise, **factual** account of the observations.
- The DSL and/or DDSL will refer to Head Office if required. If it is decided to make a referral to Head Office this will be done, if necessary, without prior discussion with the parents.

The DSL or DDSL will ensure that a written report of the concerns is sent to them within 48 hours.



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- Particular attention will be paid to the attendance and development of any child who has been identified as at risk.
- If a pupil who has been identified as at risk changes school, the Executive Principal will inform the Head Office and consider the transfer of appropriate records to the receiving school.
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#### **Staff should be concerned if a pupil:**

- has any injury which is not typical of the bumps and scrapes normally associated with children's activities;
- regularly has unexplained injuries;
  - frequently has injuries, even when apparently reasonable explanations are given;
- offers confused or conflicting explanations about on how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- discloses an experience in which he or she may have been significantly harmed.

#### **Dealing with a disclosure:**

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which it might not be possible to keep;
- not promise confidentiality, as it might be necessary to refer the case to external agencies
- reassure the pupil that what has happened is not their fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct questions;
- ask open questions rather than leading questions
- not criticise the perpetrator;
- explain what has to be done next and who has to be told.

#### **Students with Special educational needs and disabilities**

Our school understands that students with special needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

#### **Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator



of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency.

### **Recording a disclosure**

When a pupil has made a disclosure, the member of staff should:

- make some brief notes as soon as possible after the conversation;
- as soon as possible write up the disclosure more fully using the “*Record of Concern*” (ROC) forms – Appendix 3, which are kept in offices and Head of Section’s.
- not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- draw a diagram to indicate the position of any bruising or other injury;
- record statements and observations, rather than interpretations or assumptions.

### **Support for pupils and staff**

The Principal will make all reasonable attempts to protect and otherwise support pupils who have disclosed information about possible child abuse incidents. Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff concerned should consider seeking support for him/herself and discuss this with the DSL or DDSL.

### **Student Voice in Safeguarding**

LBBIS recognises the importance of empowering pupils to speak up and participate actively in safeguarding practices. To ensure that all students feel safe, listened to, and confident to raise concerns, the school will:

- **Safeguarding Assemblies:**  
Deliver regular age-appropriate assemblies and tutor-time discussions to educate pupils about their rights, safe behaviours, and how to seek help.
- **Visible Safeguarding Information:**  
Display posters and visual materials around the school with the names, photographs, and contact details of the DSL, Deputy DSL, and safeguarding officers.
- **Anonymous Reporting Mechanisms:**  
Provide worry boxes or anonymous reporting systems (digital or paper-based) so pupils can share concerns discreetly.
- **Pupil Questionnaires & Feedback:**  
Conduct regular safeguarding surveys and feedback opportunities to gather pupils’ views on how safe they feel in school and how safeguarding can be strengthened.
- **Student Ambassadors:**  
Explore appointing trained student safeguarding ambassadors to act as peer points of contact and promote a culture of openness.

### **Confidentiality**

Members of staff have access to confidential information about pupils in order to undertake their everyday responsibilities.

Staff and volunteers are expected:

- to treat information they receive about pupils in a discreet and confidential manner.
- to, if they are in any doubt about sharing information they hold or which has been



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- requested of them, seek advice from the Principal.
- to be cautious when passing information to others about a pupil.
  
- Never guarantee confidentiality about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

### **Records & Monitoring**

Well-kept records are essential to good Safeguarding practice. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the DSL or DDSL without delay. The DSL, in consultation with the Principal will then decide on further action and any appropriate monitoring programme for the pupil.

Records are stored in a dedicated filing system maintained by the DSL. When pupils with records in this filing system pass on to their next school, the Principal is responsible for transferring information judged to be relevant to the child's next school.

### **Staff Training**

All staff should receive annual Level 1 Safeguarding training as part of the CPD programme. Staff are informed of any changes subsequently made. A refresher will take place in January. Those who join throughout the term will receive Level 1 Safeguarding training as part of the induction.

### **Safeguarding & The Curriculum**

The school curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk, including on-line behaviours;
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

### **Further Reading**

DfE (2025) – Keeping Children Safe in Education (Statutory guidance, updated annually)

DfE (2018) – Working Together to Safeguard Children (Statutory guidance)

DfE (2006, updated) – What to do if you are worried a child is being abused

DfE (2005, updated) – Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings

DfE (2007) – Safeguarding Children and Safer Recruitment in Education

Iraq – Child Rights Law – Law No. 26 of 1983 (as amended)

UNICEF / International Guidance – Child Protection: Global Standards and Best Practice for Schools



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### **Monitoring and Review**

This policy has been discussed and agreed by the LBBIS Head Office, teaching staff and leadership teams for implementation.

### **Governance Oversight**

Safeguarding is a shared responsibility across all levels of school leadership. To ensure accountability and transparency:

#### **Standing Item at Board/Governor Meetings:**

Safeguarding will be a permanent agenda item at all meetings of the Board of Governors and Head Office oversight meetings. This ensures governors remain fully informed of ongoing safeguarding matters, risks, and actions taken.

#### **Annual Safeguarding Report:**

The Executive Principal and Designated Safeguarding Lead (DSL) will prepare and present a written annual safeguarding report to the Board of Governors and Head Office. The report will include:

Training records for staff, governors, and volunteers.

Data on referrals, disclosures, and case management (maintaining confidentiality).

Review of safer recruitment practices.

Policy updates in line with national and international legislation.

Evaluation of the effectiveness of safeguarding practices and any recommendations for improvement.

#### **Governor Training:**

At least one designated governor will undertake safeguarding training annually and act as the Board's lead for safeguarding oversight.

### **This policy should be read alongside:**

Health and safety policy

LBBIS code of conduct policy

Safer recruiting policy

Staff Code of Conduct

Behaviour & Anti-Bullying Policy

Online Safety Policy

Inclusion and SEND Policy

**Executive Principal: Siobhan Brady**

**Review Date: August 2025**

**Signed:**

## **APPENDIX 1 - Safeguarding Guidance**

### **What to do if you are told of abuse:**

- Stop and listen.
- Take notes and keep (verbatim)
- Do not interrupt
- Do not be judgmental
- Do not promise confidentiality - staff must not work in isolation, but offer discretion.
- Avoid leading questions/coaxing, pressurizing
- Note any concerns about going home, now he/she has spoken up
- Inform the designated person promptly who will ask for a verbatim written record with time and persons present
- Discretion should be maintained inside and outside of the staff room.
- Never think it cannot happen
- Do not work in isolation

### **What happens next:**

- Member of staff with suspicion/concern/ disclosure informs DSL
- The DSL gathers information.
- All subsequent concerns are reported and recorded by the DSL.
- Where action is required they will either monitor, or refer to LBBIS Head Office and be advised whether to enter the incident with them.
- When in need of serious health or immediate welfare attention the child should be taken to the nearest A&E department.

When allegations are made against a member of staff, the Principal should be informed without delay:

- A written record will be requested which will be signed and dated.
- The LBBIS HR at Head Office is informed by the Principal.
- The member of staff may be suspended pending further investigations.

## APPENDIX 2 – Signs and Symptoms of Abuse or Neglect

**PHYSICAL ABUSE** - May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

### Signs:

• Unexplained injuries: Bruising; face/head, earlobes, arms, torso, neck, fingertip bruising, Belt marks. Human bite/teeth marks. Burns & scalds. Cuts: scratches, knife slashes, pinches, utensil slashes. Marks: linear, handprints. Fractured or broken bones.

Different explanations for how the injury happened

- Refusal to discuss injuries
- Arms & legs kept covered
- Fear of returning home/medical examinations
- Self-destructive tendencies
- Poor physical condition

**SEXUAL ABUSE** - Involves forcing or enticing a child to take part in sexual activities; activities involving inappropriate physical contact; activities such as child pornography, watching sexual activities; encouraging children to behave in sexually inappropriate ways.

**EMOTIONAL ABUSE** – Defined as the persistent ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It involves conveying to children they are worthless, unloved, inadequate and not wanted. Imposing expectations which are developmentally inappropriate to child.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, or alternatively 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 cyber-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, though it may occur alone.

**Signs:**

- Acting out
- Fear of new situations
- Self-harming and self-depreciation
- Fear of parents being contacted
- Relationship difficulties
- Regression
- Soiling or vomiting

**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

**Signs:**

- Constant hunger, failing to grow
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Thriving only away from home environment
- Unresponsiveness
- Being left alone or with inappropriate or inadequate minders

