

SAFEGUARDING & CHILD PROTECTION POLICY

I. Purpose

Anne Hill International School (AHI) fully recognises its moral, ethical, and statutory responsibility in Vietnam as well as meeting international standards to ensure Child Protection and promote the welfare of all children. We will endeavour to provide a safe and welcoming environment where children are respected and valued and given the right learning conditions to stay safe and be successful. We are alert to the signs of abuse and neglect and will follow our procedures to ensure that our community receives effective support, protection, and justice. As such, the aims for this policy are to:

- Provide all staff with the necessary information and training to enable them to meet their child protection responsibilities
- Protect all children and students who attend AHI and use our services
- Demonstrate the school's commitment to safeguarding students, parents, and the wider community
- Provide all visitors with the overarching principles that guide our approach to safeguarding

II. Type & Scope

Type: External

This policy applies to all stakeholders of the AHI community including staff, teachers, leadership team, parents & guardians, volunteers and visitors.

Scope

This policy also includes, but is not limited to:

- Referring concerns or allegations about a child to the appropriate bodies or parties promptly
- All forms of abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of students with medical conditions
- Providing first aid

- Drug and substance misuse
- Educational visits
- Issues which may be specific to a local area or population, for example, child exploitation and trafficking

III. Policy Statement

3.1. AHI Safeguarding Team

Role	Name & Contact
Head of School (HoS)	Mr. Sean Pdraig O' Maonaigh — sean.omaonaigh@annehill.school
Chief Operating Officer (COO)	Ms. Truong Thanh Gia Lai (Katie) — katie.truong@annehill.school
Designated Safeguarding Lead (Preschool)	Ms. Aundrea Farley, Preschool Vice Principal — aundrea.farley@annehill.school
Designated Safeguarding Lead (Primary)	Mr. Noel Collins, Vice Principal, Curriculum and Student Life — noel.collins@annehill.school
Designated Safeguarding Lead (Primary)	Mr. Ben Cracknell, Vice Principal – Academic & Pastoral Care (Lower Primary) — ben.cracknell@annehill.school
Designated Safeguarding Lead (Primary)	Mr. Matthew Mayne, Vice Principal – Academic & Pastoral Care (Year 4 – Middle Years) — matthew.mayne@annehill.school

3.2. Definitions

In many schools, 'Safeguarding' and 'Child protection' are terms that are used interchangeably; however, we believe it is important to distinguish between these two terms.

In short:

- **Safeguarding** is what we do to protect children from harm and to promote well-being. As such, it applies to all children and students.
- **Child Protection** is how we respond to incidents of harm. It therefore applies only to children who have/are experiencing abuse in their lives.

Safeguarding and Child Protection are central to our School Mission of delivering affordable and high-quality, international education within a 'safe and caring environment'.

Abbreviations in this policy:

- DSL — Designated Safeguarding Lead
- DDSL — Deputy Designated Safeguarding Lead

- AHI — Anne Hill International School
- HSE — Health, Safety & Environment

3.3. Health & Safety

Anne Hill International School has separate policies for both Safeguarding and Health and Safety Policy.

It is the intention of AHI to provide a safe and nurturing learning environment for learning and working, for the whole school community including students, employees, parents, and all other community members who come onto the school premises.

To ensure that all members of the school community understand and are aware of their responsibilities in maintaining a healthy and safe environment, all staff members are required to familiarise themselves with the Health & Safety Policy. The success of this policy and the establishment of a healthy and safe environment rely on the cooperation of all persons, strong governance and vigilant supervision.

3.4. How We Keep Students Safe

- Employing rigorous recruitment procedures for all staff to check their suitability to work with children
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe
- Training for all staff in safeguarding awareness
- Ensuring that all staff have read, understand, and signed the safeguarding & child protection policy
- Ensuring that all staff are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse
- Ensuring that daily registers are taken, and absences monitored
- Establishing a safe environment in which children can learn and develop whilst valuing them, listening to and respecting them
- Adopting best practice as it relates to safeguarding through clearly defined procedures and a code of conduct for all staff, volunteers and visitors
- Developing and implementing effective social media and Digital Citizenship and e-safety policies and related procedures
- Providing effective management for all staff and contractors through supervision, support, and training
- Sharing information about safeguarding and best practice with students, parents, staff, outside providers, volunteers and visitors
- Sharing concerns with agencies who need to know and involving parents and students appropriately

3.5. Confidentiality

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

3.6. Safeguarding Legislation, Guidance and Framework

AHI is committed to being compliant with all standards for safeguarding in the host country of Vietnam and guided by UK standards. Due to their day-to-day contact with students, 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 reporting their concerns. AHI will act on identified concerns and provide early help to prevent concerns from escalating.

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

Vietnam

Although there is little infrastructure in Vietnam to deal with Child Protection issues there is a growing awareness at the government level that this needs to be addressed, as evidenced by the Directive No. 23/CT-TTg 2020 on strengthened measures to ensure child rights and child protection.

Evidenced cases of abuse can be referred to the Vietnamese police; Vietnamese Law will apply in these cases. Direct intervention by the Designated Safeguarding Lead and parents is a primary option that will be considered before referral to the authorities. Where the DSL considers that a referral to the Vietnamese authorities may be required, there are factors which will be broadly considered in our local context before making a final decision and this will only be made after consultation with the Head of School/Designated Safeguarding Lead and in answer to the question, "Is this a child in need of protection and in consideration to the following: The child is unlikely to achieve or maintain, or have the opportunity to achieve or maintain, a reasonable standard of health or development, without the intervention of an outside agency. The child's health or development is likely to be impaired, or further impaired, without intervention (ii) Is this a child protection matter? Under UK legislation a child could be a child protection risk if: There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead or Deputy DSL will be responsible for collecting all relevant

evidence so that collective judgement concerning 'significant harm' and levels of need can be ascertained.

The UK

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*' (KCSIE) (DfE, September 2025) 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 in conflict with the requirements of Vietnam and as a result of the differing social services provisions in Vietnam compared to the UK.

All members of staff are required to have signed a Code of Conduct in relation to Safeguarding which includes a clause to confirm that they have read and understood at least Part One of the KCSIE (Keeping Children Safe in Education) 2025 guidance.

This guidance underpins AHI's commitment to safeguarding.

3.7. Child Protection

3.7.1. Importance of Vigilance

All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Providing early help is more effective in promoting the welfare of children than reacting later. We are aware that 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 students with the help they need.

KCSIE states that: '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 longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

3.7.2. Storage and Disposal of Confidential Information

- **Storage:** Physical records containing confidential information are stored in a locked, secured location. The DSL has the key in possession. Folders are clearly marked with their content. All physical records are scanned and kept as a backup on a secure online storage platform. Leaving sensitive information on a desk is seen as a security breach.
- **Disposal:** Physical records containing confidential information are shredded. Electronic documents are deleted permanently.
- **Online Data:** Submitted incident / safeguarding concern forms are only available to the DSL & DDSL. Computers containing confidential data are password protected.

3.7.3. Recognising Abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm (for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler). Abuse may be committed by adult men or women and by other children and young people. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Internet abuse is a growing concern and schools should be vigilant to this.

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

3.7.4. Specific Safeguarding Issues

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

- Bullying or cyberbullying
- Children missing from education

- Child missing from home or care
- Child sexual exploitation (CSE)
- 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 (VAWG)
- Hate
- Honour based violence (HBV)
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Annex A of KCSIE September 2025 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, truanting, and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to AHI's policy and procedures with regards to peer-on-peer abuse.

3.7.5. 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 wellbeing and in rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying policy and procedures. The School's Anti-Bullying & Conflict Resolution Policy is annually reviewed and published to all children at the start of each academic year.

The subject of bullying is addressed at regular intervals via the school's policies and the IPC (International Primary Curriculum) subject of Health and Wellbeing. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be

ineffective, the Headteacher/DSL will consider implementing child protection procedures.

3.7.6. 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 the Deputy DSL. Please refer to Appendix B for more information.

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 sports or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- 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
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- 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 jigsaw, 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 **Whistleblowing Policy**, regardless of outcome.

3.7.7. Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

3.8. Disclosures and Reporting Procedures

3.8.1. Procedure

The role of all staff is not to investigate or verify the situation, but to report the concern or disclosure and set in motion the process of getting help for the child. **It is important to remember that 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 when taking action 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 of the child
- Report concern by filling out the Recording Form for Safeguarding Concerns
- Seek support for yourself if you are distressed

Step 1

You have a concern about a child's well-being, based on:

- Something the child or another child or adult has told you
- Something you have noticed about the child's behaviour, health, or appearance
- Something another child or adult said or has done

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

Step 2

Decide whether you need to find out more by asking the child/young person, or their parent to clarify your concerns, being careful to use open questions: ...beginning with words like: 'how,' 'why,' 'where,' 'when,' 'who'?

Step 3

Let the child/young person know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell _____ so that she can help us think about how to keep you safe.'

Step 4

Use the Recording Form for Safeguarding Concerns for Preschool and Recording Form for Safeguarding Concerns for Primary (Appendix D) to make a written record as soon as possible after the event, making a mental and then written recording of:

- Name of child
- Date, time, and place
- Who else was present
- What was said/What happened/What you noticed ... speech, behaviour, mood, drawings, games or appearance/injuries. If child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern

(Refer to Appendix E – Recording Safeguarding Concerns for more information)

Step 5

Verbally confirm that the DSL or Deputy DSL has received the completed Recording Form for Safeguarding Concerns Form as soon as possible. Verbal conversation must be recorded by the DSL.

The DSL will decide on further appropriate action and will remain in close communication with other professionals around the child/young person and with the family if appropriate.

3.8.2. 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 what will happen if they tell; 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 wellbeing, 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 they tell the child this is a matter for professional judgement. If they jump in immediately, the student may think that they do not want to listen. If left until the very end of the conversation, the child may feel that he has been misled into revealing more than he would have otherwise.

During conversations with a child, members of staff will/should:

- Allow them to speak freely
- Remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- 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 does the student's parent(s) think about all this
- At an appropriate time, tell the child 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 do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but could be interpreted by the child to mean that they have done something wrong
- Tell the child what will happen next. The child may agree to go to see the DSL, otherwise let the child know that someone will come to see them before the end of the day
- Report verbally to the DSL, even if the child has promised to do it by themselves
- Write up their conversation as soon as possible on the Recording Form for Safeguarding Concerns Form and notify its completion to the DSL
- Seek support if they feel distressed

3.8.3. Notifying Parents

AHI will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively. The DSL will contact the parent in the event of a concern, suspicion, or disclosure. However, if AHI believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from other agencies where possible.

3.8.4. Children with Sexually Harmful Behaviour

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

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

The management of children and students with sexually harmful behaviour is complex. AHI will work with other relevant agencies to maintain the safety of the whole school community. Students 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 immediately.

3.8.5. 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, and victims can be boys or girls. A particular group with heightened vulnerability is children with Special Educational Needs (SEN). This population of students are at an increased risk of sexual exploitation or sexual abuse due to but not limited to their challenges with:

- Communication barriers
- Lack of education about appropriate relationships with others and adults
- Misunderstanding regarding signs of abuse
- Dependency on others
- Inadequate support
- Personal hygiene

Children and students 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, which is a particular concern within our local and national community. All members of staff are made aware of the indicators of sexual exploitation in their safeguarding training and any concerns should be reported immediately to the DSL.

3.8.6. Prevent Duty and FGM

The Prevent Duty is the duty in the UK Counter-Terrorism and Security Act 2023 on specified authorities, in the exercise of their functions, to have due regard of the

need to prevent people from being drawn into terrorism. This is a concern of Vietnam as well. The UK Prevent Duty Department of Education advice for schools and childcare providers, December 2023, states that, '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 student, will make these concerns known to the DSL at the earliest opportunity. The DSL will then make a judgement as to whether or not it is appropriate to make a referral to external agencies in Vietnam 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.

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

Signs of Vulnerability:

There are no known definitive indicators that a student is vulnerable to radicalisation, but there are a number of signs that together increase the 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
- Victim or witness to race or hate crimes

Recognising Extremism:

- Early indicators of radicalisation or extremism may include:
- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school

- Out of character changes in dress, behaviour, and peer relationships (but there are also very powerful narratives, programmes, and networks that students 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 that displays extremist themes
- Attempts to impose extremist views or practices on others
- Advocating violence towards others

Female Genital Mutilation (FGM):

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. FGM is illegal in the UK. 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 and disclose this immediately to the Head of School/DSL.

3.8.7. Managing Allegations Against Staff

Allegations of abuse can be made by children and they can be made by other concerned adults. Any concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Whistleblowing Compliance Committee who will take the necessary action. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Malicious allegations against staff will be investigated and dealt with by the Whistleblowing Compliance Committee and, if appropriate, the Executive Management Board. Where there are concerns about the Head of School, this shall be referred to the Executive Director who sits on the Whistleblowing Compliance Committee. Any concern or allegation against a Head of School will be reported without informing the individual concerned. In the event that a disclosure concerns a member of the Whistleblowing Compliance Committee, that individual will recuse themselves from all deliberations related to that case. Alternative arrangements for oversight will be determined by the remaining Committee members. Where there are concerns about the Designated Safeguarding Lead, this should be referred to the Deputy Safeguarding Lead and Head of School. (Refer to Appendix G – Managing Allegations Against Staff)

3.8.8. Types of Allegations

As specified in Keeping Children Safe in Education (2025) the following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** There is sufficient identifiable evidence to prove the allegation
- **False:** There is sufficient evidence to disprove the allegation
- **Malicious:** There is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false
- **Unfounded:** There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw; alternatively, they may not have been aware of all the circumstances
- **Unsubstantiated:** This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

3.8.9. Immunity and Speaking Up Procedures

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. This procedure empowers staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

In a growing community like AHI, there is always a risk that a breach in child safeguarding or inappropriate behaviour may occur. Such activities cannot be tolerated and their rapid identification and elimination is of benefit to AHI, its staff and, above all, the students.

AHI recognises that its staff are often the first people to suspect or realise that something is wrong and is therefore fully committed to dealing responsibly and professionally with their genuine concerns about child safeguarding. AHI also recognises that, for a number of reasons, staff often feel reluctant to raise such concerns. That is why AHI will always support any and every member of staff who 'speaks up' about a concern they have.

To make a disclosure in our school, you only need to act in good faith, e.g., with an honest belief about the concern you raise. Through its policies and practice, the school actively encourages you to raise concerns internally making use of the accepted channels of reporting – either through the school's Designated Safeguarding Lead, the Head of School or to the Whistleblowing Compliance Committee. Your concern will be treated in the strictest confidence. AHI will ensure that your concerns are investigated promptly and efficiently and, whenever possible, you will be advised of the outcome.

AHI will not hold responsible or at fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person

wilfully and intentionally falsified a report. This could include reporting matters concerning members of staff.

3.8.10. Safer Recruitment

The safer recruitment of all staff at AHI is the first step to safeguarding and promoting the welfare of children in education. At AHI, we ensure the practice of safe recruitment in checking and recording the suitability of all staff.

Our safer recruitment policy and processes aims to:

1. Deter potential abusers by setting high standards of practice and recruitment
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

We ensure that at least one member of staff on every recruitment panel has undertaken training in safer recruitment and that:

- Up-to-date police records from a teacher's country of origin and previous country of employment, have been received and checked by the school
- After two years – usually at the time of contract renewal – we renew this police check
- We have at least two references, one of which must be from a candidate's current, or most recent, employer
- If a teacher has worked in two or more schools, within 5 years, telephone contact is made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children
- We give staff training (online and in person) on arrival in safeguarding and refresh this training annually

3.8.11. Minimum Safeguarding Requirements of Contractors

- We expect the following as a minimum in the case of all contractors:
- Induction training provided which covers safeguarding
- Police checks for any member of staff who will be employed on-site for longer than 6 days
- Our Code of Conduct for contractors is shared and a record is kept of their having read and understood it.

3.8.12. Staff Training

The Designated Safeguarding Lead keeps detailed records of all staff safeguarding training and issues reminders when training updates are required. It is good practice to include a safeguarding agenda item in staff meetings.

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 (Child Protection for International Schools, for non-teaching staff: Child Protection Basics for International Schools). All staff have face-to-face training annually.

New staff will receive an explanation during their induction, which includes the AHI's child protection and safeguarding 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:

- The DSL and DDSL will receive child protection training updated at least every two years
- Temporary staff and volunteers in regulated activity will be given appropriate information and training
- Visitors and visiting staff will be supervised by a member of the School staff at all times, aligned with the Volunteer and Visitor Policy
- All staff supplied by other bodies will be made aware of the School's procedures, policy and the contact details of the DSL and the Deputy DSL

3.8.13. Self-Assessment and Internal Quality Control

We have several mechanisms for ensuring that our safeguarding procedures and policies are effective and up to date. These include:

- An internal audit occurs annually, completed by the DSL, reviewed by Head of School
- External audits as part of CIS member accreditation

For guidelines of self-assessment: refer to Appendix H – Checklist for an Effective Safeguarding Policy & Appendix I – International Task Force on Child Protection – School Evaluation Committee: 24 Essential Questions for Schools.

3.8.14. Budgeting for Safeguarding

In recognition of the central importance of safeguarding to the entire enterprise, safeguarding has its own budget line in the school accounts. From this budget comes:

- Funds for the biannual audit
- Funds for signage
- Funds for storage and office sundries

Training of staff connected to safeguarding is budgeted for under the main CPD budget.

3.8.15. Risk Assessment

Risk assessment is undertaken to good effect in promoting safety. Such assessments cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities and the venues used, use of minibuses and other forms of transport.

Our risk assessments include sections to address child safeguarding risks and a risk management plan. Our risk assessments consider all safeguarding matters when working with other partners and third-party providers, for example on expeditions and trips.

Where appropriate, short briefings/training input are given to staff of host organisations/locations on child safeguarding and how to report issues of concern.

IV. Roles & 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 provide help for children, 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 our colleagues in the police, local authorities, health and other children's services, we promote the welfare of children and protect them from harm.

All our staff including Heads of Departments, 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, 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 AHI to carry out the duties of the post, including allocation of resources and supporting and directing other staff with Safeguarding concerns
- Receives updated child protection training at least every two years
- Acts as a source of support and expertise to the AHI 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 or those with special educational needs
- Has a working knowledge of AHI procedures

- 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, but kept separate from the child's general file
- Escalates any suspicious cases of abuse to the Head of School, for reviewing and escalating to concerned local authorities
- Where students leave AHI, ensures the child protection file is copied for any new school as soon as possible but transferred separately from the main student file
- Attends and/or contributes to child protection webinars & conferences
- Coordinates AHI's contribution to safeguarding plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the Safeguarding & Child Protection Policy and safeguarding code of conduct (see Appendix L)
- Ensures that the Safeguarding & Child Protection Policy is regularly reviewed and updated annually
- Liaises with the Executive Management Board/Head of School as appropriate
- Ensures that a record of staff attendance at child protection training is kept
- Makes the Safeguarding & Child Protection Policy available publicly, on AHI's website or by other means
- Ensures parents are aware of AHI's role in safeguarding and that referrals about suspected abuse and neglect may be made
- In the Head of School's absence, ensures cases concerning a member of staff are referred appropriately to the Whistleblowing Compliance Committee and/or the disclosure and barring service (DBS)
- Submits an annual report to the governing body about how the AHI's duties have been carried out. Any reported weaknesses will be rectified by the DSL without delay.

Deputy Designated Safeguarding Lead (DDSL)

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

Executive Management Board (EMB)

- Will appoint a board member for child protection who will undertake training in inter-agency working, in addition to basic child protection training
- Will ensure that AHI has a designated safeguarding lead (DSL), whose role is explicit in the role holder's job description

- Will ensure that AHI has a child protection policy and procedures, including a staff safeguarding code of conduct, that are consistent with UK and Vietnam's statutory requirements as well as CIS standards, reviewed annually and are signed off by the EMB
- Will ensure that the school's Safeguarding & Child Protection Policy and procedures are made available publicly on AHI's website or by other means
- Will ensure that AHI has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head of School and allegations against other children
- Will ensure that AHI follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- Will ensure that AHI develops a training strategy that ensures all staff, including the Head of School, receive information about AHI's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any changing statutory and CIS requirements
- Will ensure that AHI makes all contract staff, temporary staff, and volunteers aware of AHI's arrangements for child protection
- Will ensure that AHI contributes to any inter agency working and plans
- Will ensure that AHI provides a coordinated offer of early help when additional needs of students are identified
- Will ensure that AHI considers how students may be taught about safeguarding, including online, as part of a broad and balanced curriculum
- Will address and rectify without delay any deficiencies or weaknesses in AHI's Safeguarding & Child Protection Policy and procedures, which are brought to the attention of the governing body
- Ensures that the Safeguarding & Child Protection Policy and all related child protection 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 DDSL 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 the Whistleblowing policy
- Ensures that children are provided with opportunities throughout the curriculum, in health and wellbeing, computing & internet safety to learn about safeguarding and become digitally responsible citizens
- Liaises with the Executive Director where an allegation is made against a member of staff or of the EMB
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the disclosure and barring service, if a UK national, or to the relevant embassy for other foreign nationals (see Appendix J)

School Nurse

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The School Nurse will liaise closely with the DSL and other members of the School's Safeguarding Team.

The School Nurse will have their own legal and contractual obligations to report the same, either to the Head of School. The Nurse will be invited to participate in any School Professional Development concerned with the welfare and protection of children.

Good Practice Guidelines

To meet and maintain our responsibilities towards the students, AHI will agree on standards of good practice, which will be published as professional guidelines in the relevant handbooks. These include guidelines on physical contact, language, alcohol, social events, communications, use of sanctions, bullying, and psychological abuse and favouritism.

Members of staff are expected to follow the guidance given in the document *Working Together to Safeguard Children* (DfE 2023).

Good practice includes:

- Treating all children with respect
- Setting a good example by conducting themselves 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, understanding, and applying the school's Safeguarding & Child Protection Policy and related appendices and guidance
- 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 a risk or the teacher open to false allegations
- Ensuring that students bathrooms 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
- Referring all concerns about a child's safety and welfare to the DSL, 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

- Following the school's pick up/drop off procedures
- All staff will be expected to sign at the commencement of their employment (see Employee Handbook) and the Code of Conduct at the start of each academic year

V. Review Cycle and Updates

This Safeguarding and Child Protection Policy will be reviewed annually to ensure it remains aligned with best practices, safeguarding standards, and the needs of the school community.

VI. Related Documents, Policies & SOPs

In conjunction with this policy, please also see:

- Positive Behaviour Policy
- Staff Code of Conduct (Part 3 of Employee Handbook)
- Whistleblowing Policy
- Anti-Bullying & Conflict Resolution Policy
- Health & Safety Policy
- Safer Recruitment Policy
- Volunteer and Visitor Policy
- Digital Citizenship and E-Safety Policy
- KCSIE – Keeping Children Safe in Education (DfE, September 2025)
- Working Together to Safeguard Children (DfE, 2023)

VII. Appendices

Appendix A – Four Categories of Abuse

1. 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.

2. 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 as far as they meet the needs of another person. 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 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 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, although it may occur alone.

3. 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. They 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, **as can other children.**

4. 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)

- 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 2023) and KCSIE (DfE 2025).

Possible indicators of neglect in our local context:

- A student is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- A student does not want to go home
- Both parents or legal guardians are absent from Ho Chi Minh City for any period of 24 hours or greater, without appropriate provision made for child's care, and a temporary guardian named
- Parents cannot be reached in the case of emergency

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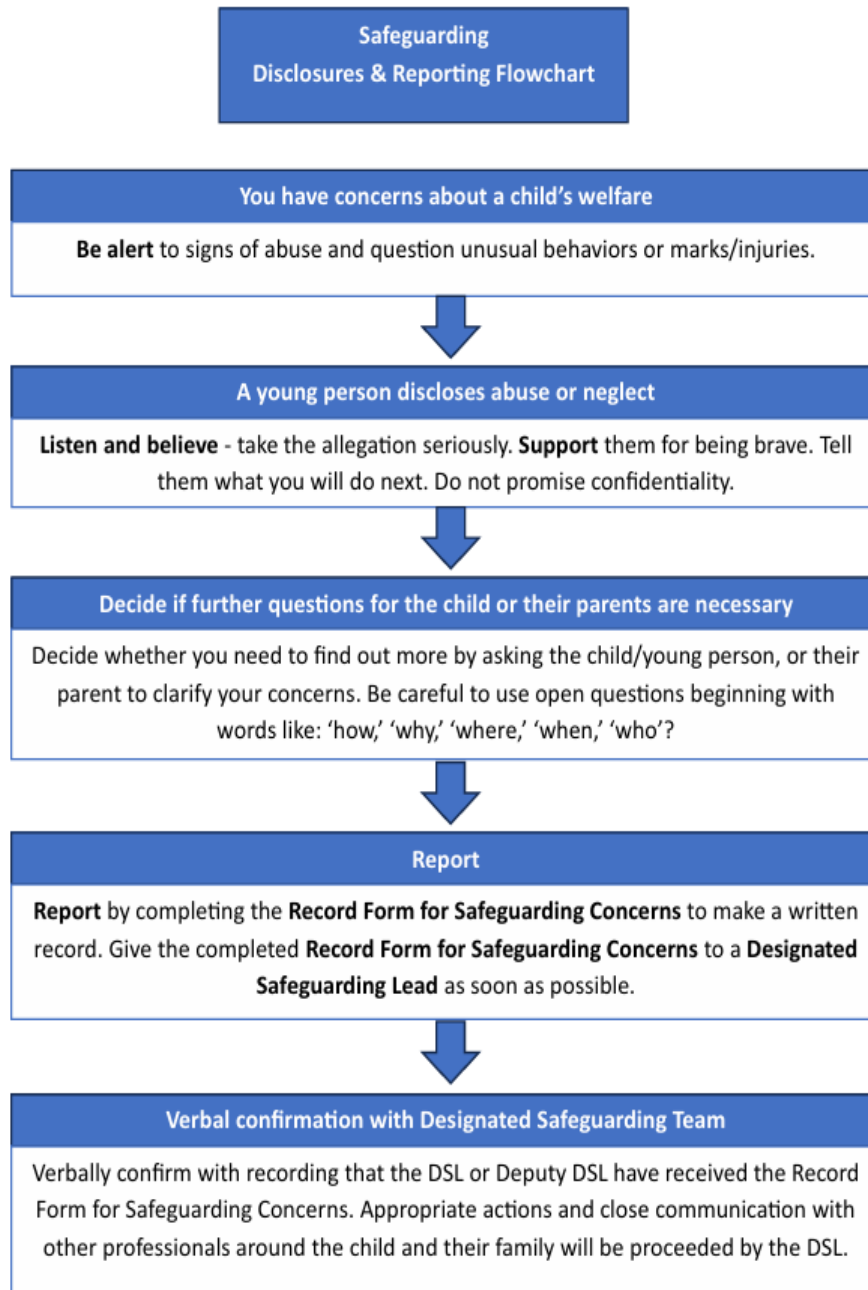


Appendix B – Indicators of Abuse

Things to watch out for:

<p>POSSIBLE INDICATORS OF PHYSICAL ABUSE</p> <ul style="list-style-type: none"> • Unexplained bruises and welts on any part of the body • Bruises of different ages (various colours) • Injuries reflecting shape of article used (electric cord, belt, buckle, table tennis bat, hand) • Injuries that regularly appear after absence or vacation • Unexplained burns, especially to soles, palms, back, or buttocks • Burns with a pattern from an electric burner, iron, or cigarette • Rope burns on arms, legs, neck, or torso • Injuries inconsistent with information offered by the child • Immersion burns with a distinct boundary line • Unexplained laceration, abrasions, or fractures 	<p>POSSIBLE INDICATORS OF EMOTIONAL ABUSE</p> <ul style="list-style-type: none"> • Emotional abuse can cause a child to change the way that they behave. • They might not care how they act or what happens to them, this is also known as negative impulse behaviour. • Or they may try to make people dislike them, which is called self-isolating behaviour. • A child who is being emotionally abused may develop risk-taking behaviours such as stealing, bullying and running away. • Self-harming or eating disorders • May lack social skills • Appear distant from parents
<p>POSSIBLE INDICATORS OF SEXUAL ABUSE</p> <ul style="list-style-type: none"> • Sexual knowledge, behaviour, or use of language not appropriate to age level • Unusual interpersonal relationship patterns • Venereal disease in a child of any age • Evidence of physical trauma or bleeding to the oral, genital, or anal areas • Difficulty in walking or sitting • Refusing to change into PE clothes, fear of bathrooms • Child running away from home and not giving any specific complaint • Not wanting to be alone with an individual 	<p>POSSIBLE INDICATORS OF NEGLECT</p> <ul style="list-style-type: none"> • Child is unwashed or hungry • Parents are uninterested in child's academic performance • Parents do not respond to repeated communications from the school • Child does not want to go home • Both parents or legal guardian are absent • Parents cannot be reached in the case of emergency

Appendix C – Indicators of Abuse



Appendix D – Recording Form for Safeguarding Concerns Poster



Are you concerned about a student?

If you have a concern about the safety or wellbeing of a student, please report it to a member of our Primary Safeguarding Team without delay. Report your concern in person and submit your written concern via the QR code.



Primary Safeguarding Team



Mr. Noel Collins
Designated
Safeguarding Lead



Mr. Ben Cracknell
Deputy Designated
Safeguarding Lead



Mr. Matthew Mayne
Deputy Designated
Safeguarding Lead

**SPEAK TO US IMMEDIATELY IF
YOU HAVE ANY CONCERNS**

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Appendix E – Recording Safeguarding Concerns

Overall Standard	<p><i>Safeguarding and promoting welfare is everyone’s responsibility within the school. This policy is in effect to ensure an effective process of Recording Safeguarding Concerns. Designated Safeguarding Lead to file each Recording Form for Safeguarding Concerns in a Safeguarding Master File and ensure clear communication with all involved.</i></p>
Step 1 Reporting	<ul style="list-style-type: none"> • Scan QR code on Safeguarding Poster (see Appendix D) or use the link to fill in the Recording Form for Safeguarding Concerns form • See Safeguarding Lead or Deputy Safeguarding Lead in person if preferable. • The form needs to be filled in at all times
Step 2 Internal Follow Up	<ul style="list-style-type: none"> • Email confirmation is sent by Designated Safeguarding Lead with required follow up to sender of the Recording Form for Safeguarding Concerns, Deputy Safeguarding Lead and Head of School in CC. Email subject displays student ID, not student name, for privacy reasons. E.g. AHI Safeguarding - Follow Up Recording Form for Safeguarding Concerns_123001-2. The last number indicates the number of incidents for this student. • Input data in Safeguarding Master File by Designated Safeguarding Lead
Step 3 External Follow Up	<ul style="list-style-type: none"> • If needed, Designated Safeguarding Lead to contact parents and / or third party • For further guidance, refer to Safeguarding & Child Protection Policy
Step 4 Other	<ul style="list-style-type: none"> • Should AHI staff have concerns about other staff members, they may choose to remain anonymous. Kindly refer to the Whistle Blowing Policy (Whistleblowing is the reporting of information which refers to suspected illegal, illicit, or unsafe behaviour)

Appendix F – Dealing with Allegations: A Quick Reference Chart

SAFEGUARDING

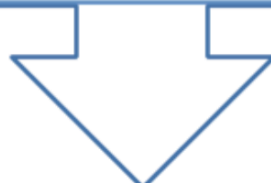
Allegations against staff or volunteers

If you become aware that a member of staff or volunteer may have:

- * Behaved in a way that has harmed or may have harmed a child
- * Possibly committed a criminal offence against or related to a child
- * Behaved towards a child in a way that indicates they pose a risk of harm to a child

Or a young person discloses abuse or neglect by a member of staff/volunteer

Listen and believe - take the allegation seriously. **Support** them for being brave. Tell them what you will do next. Do not promise confidentiality.



Report immediately to the DSL or Whistleblowing Compliance Committee

Appendix G – Managing Allegations Against Staff

Allegations of abuse can be made by children and they can be made by other concerned adults. Any concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the Whistleblowing Compliance Committee via the designated compliance email compliance@annehill.school who will take the necessary action. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or

considered. Malicious allegations against staff will be investigated and dealt with by the Whistleblowing Compliance Committee and, if appropriate, the Executive Management Board. Where there are concerns about the Head of School, this shall be referred to the Executive Director who sits on the Whistleblowing Compliance Committee. Any concern or allegation against a Head of School will be reported without informing the individual concerned. In the event that a disclosure concerns a member of the Whistleblowing Compliance Committee, that individual will recuse themselves from all deliberations related to that case. Alternative arrangements for oversight will be determined by the remaining Committee members. Where there are concerns about the Designated Safeguarding Lead, this should be referred to the Deputy Safeguarding Lead and Head of School. (Refer to Appendix G – Managing Allegations Against Staff)

No individual should feel that they cannot speak up and let their concerns be known about any matter relating to the safety of children in the school. Individuals who raise such concerns are assured that they need not fear any deleterious consequences because of having raised such concerns. It is their absolute right – indeed their duty – to speak up when they have concerns. For more information, see Appendix F - Dealing with Allegations: A quick reference form.

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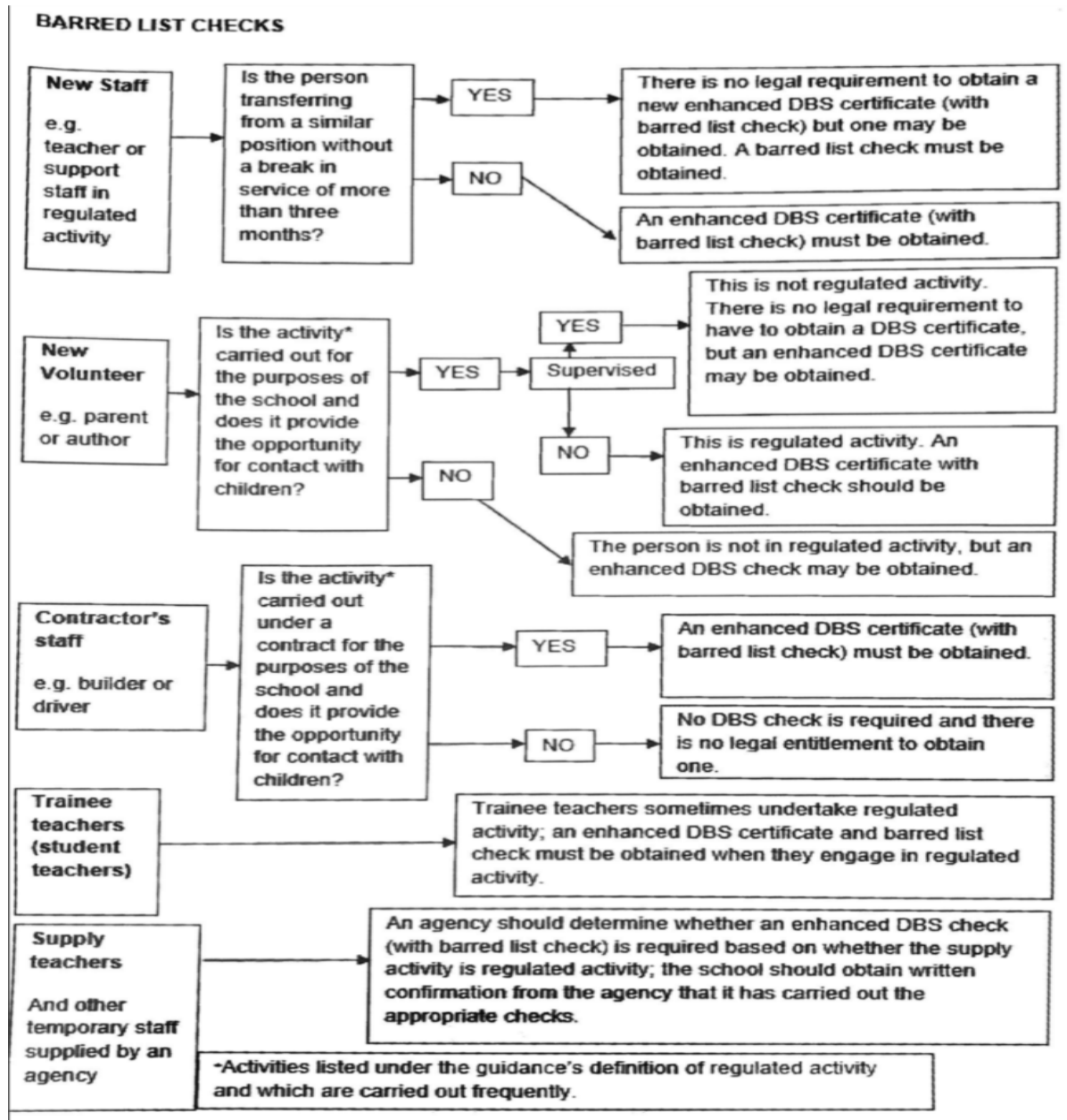
Appendix H – Checklist for an Effective Safeguarding Policy

Question	Yes/No
The policy should state the school's commitment to safeguarding and that it aims to create a culture of vigilance.	
The policy should be clear that pupils are taught about safeguarding	
The policy should outline the definitions, signs and symptoms of the four kinds of abuse and neglect.	
The policy should include the signs and symptoms of child sexual exploitation.	
The policy should include the signs and symptoms of female genital mutilation (FGM).	
The policy should refer to the mandatory duty on teachers to report disclosures on FGM about a female under 18.	
The policy should refer to so-called 'Honor-based' Violence	
The policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')	
The policy should reflect the fact that children with special educational needs and disabilities can face additional safeguarding challenges.	
The policy should be clear about the school's response to peer-on-peer abuse.	
The policy should define 'Private Fostering' and note that there is a mandatory duty to inform the local authority of children in such arrangements.	
The policy should set out the role of the Designated Safeguarding Lead	
The school has at least two Designated Safeguarding Leads and these are named in the policy, along with contact details.	
The school has a named governor for safeguarding who is identified in the policy, along with appropriate contact details. The policy should also name the person to whom concerns about the headteacher can be taken.	
The policy is clear that staff should promptly share their concerns in writing with the DSL and sets out the procedure for doing so.	

Appendix I – International Task Force on Child Protection – School Evaluation Committee: 24 Essential Questions for Schools

1. To what extent can the school be assured that it is only employing people of good character? Does the country/state have a system for checking employees?
2. Does the school take measures to ensure that all helpers, volunteers and contract workers are people of good character?
3. How does the school ensure that all faculty and staff are aware of the school's child protection policies and practices?
4. Do faculty and staff know how to identify possible signs of child abuse and do they know what to do if they have suspicions of maltreatment or if a student discloses abuse?
5. To what extent is the school leadership cognizant of all policies and procedures related to child protection?
6. What training do school leaders receive on child protection?
7. Who has overall or delegated responsibility for ensuring the safety of students?
8. Who has overall responsibility for ensuring that child protection procedures are followed in line with approved school policies?
9. What training is available to staff and faculty to ensure that they are familiar with issues related to child safety?
10. What does the school mean by the term child abuse?
11. Do the school's operational procedures support and encourage good practice leading to enhanced child protection?
12. To what extent and how often are child protection policies and procedures reviewed?
13. What external support / organisations can a school call upon for support with child protection issues?
14. Is the school aware of, and complies with, all legal and statutory requirements / obligations within the country in which it operates?
15. What security and protection measures are taken by the school to ensure the safety of students in school?
16. Does the school have external expert advice about threat levels, for example from an embassy or the police? Can they call on the support of the police security services?
17. To what extent does child protection education form part of the written curriculum?
18. Are students aware of what to do if they feel uncomfortable or have concerns about mistreatment or abuse?
19. Are there national child protection agencies/policies and support agencies. Does the school comply and have good working relations with child protection agencies- does the school have named contacts.
20. Does the school make it clear on its web site that it complies with the law of the country regarding child protection and policy, also about attendance at school?
21. What measures are taken by the school to ensure the safety and protection of boarding students?
22. What measures are taken by the school to ensure the safety and protection of students in homestay accommodation?
23. Are school facilities designed and operated in a way that supports good child protection procedures?
24. Does the school have formal learning programs and promote about e-safety?

Appendix J – Flowchart of Disclosure and Barring Service



Appendix K – Key Contacts

Council of International School: Safeguarding (CIS)	CIS Schipholweg 113, 2316 XC Leiden, The Netherlands Phone: +31715243300 Email: info@cois.org
National Child Helpline, Center for Child Counselling and Communication & Department of Child Affairs	Tel: 111 National Operator for Child Protection, Department of Children, 35 Tran Phu Ba Dinh, Hanoi http://tongdai111.vn/sites/gioi-thieu

VIII. Approvals (Names & Signatures)

Executive Director:		Date:	01/05/2026
Head of School:		Date:	01/05/2026
Head(s) of Department:		Date:	01/05/2026

Previous Update(s)	Version 1 Version 2	Revision Date:	01/12/2023 01/12/2024
Current Update	Version 3	Revision Date:	01/05/2026
Next Update	01/05/2027	Revision Date:	