



# Safeguarding and Child Protection Policy

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## Section 1 - Introduction, Context, and Rationale

### 1.1 Our Principles, Beliefs, and Philosophy

Nord Anglia Education’s unique philosophy is to ‘Be Ambitious’. This is underpinned by our commitment to ensuring that all students are supported in realising their ambitions by being able to learn and thrive in the safest possible environment. Our students are empowered to make decisions for themselves. They are supported in this through specific elements of the curriculum which are aimed at enabling students to be able to keep themselves safe (e.g. through personal, social and health education, well-being programmes or similar).

Nord Anglia Education and the schools within our organisation recognise that having a safeguarding and child protection policy does not mean that all risks to our students are eliminated. Rather, we expect that all Nord Anglia Education staff are able to recognise where a student is at risk of, or is actually, being harmed - and to do all they can to reduce further risk or further harm. This includes all staff and volunteers in our schools, as well as any contractors or partner agency staff used by schools.

We recognise that schools have a particularly important role to play in protecting students. Schools are in the best position to identify concerns early, provide or identify help for students, and to help prevent any concerns from escalating. Consequently, Nord Anglia Education and all our schools accept and adhere to these basic principles:

- A child’s welfare is paramount. Each student has the right to be protected from harm and exploitation, and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that also helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is ‘the best interests of the students’.
- All students have the same equal rights to protection. However, we also recognise that we need to do more for some students due to their special educational needs, disability, gender, religion or sexual orientation.

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## 1.2 Aims and objectives

Nord Anglia Education and the schools within our organisation aim to:

- Provide a world-class, safe and happy environment which enables all students to thrive and learn.
- Outline the systems and processes that we will follow to ensure that students remain safe at school.
- Raise awareness among all staff of safeguarding/child protection issues, and define staff roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or are likely to suffer, harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Put in place effective procedures for staff/volunteers or individuals from third-party organisations who encounter issues related to child protection/safeguarding.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection. This is achieved through the provision of clear policies.

## 1.3 Accountability and Ownership

This policy will be endorsed and adopted at the highest levels, both in our schools and in the wider organisation. The policy will be adopted by EXCO (Executive Committee) and signed off by the CEO. This policy will also be applied to any partner agency with unsupervised access to children and young people through their work with Nord Anglia Schools, as well as any contracted organisation working on any Nord Anglia Education school site.

## 1.4 Definitions

### Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care, and enabling every student to have optimum life chances and enter adulthood successfully.

### Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering, or likely to suffer from, harm as a result of abuse or neglect.

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## Staff

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

## Parent

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

## Rationale

This policy sets out the principles and expectations, as well as the procedures and processes, which have been adopted by the British International School (BIS) Hanoi and the organisation as a whole. The policy also describes the steps that will be taken in meeting our commitment to safeguarding students, at both a school and organisational level.

Vietnamese Law (102/2016/QH13 and Decree No 56/2017/NĐ-CP) provides a clear statutory framework to support Child Protection within Vietnam. BIS Hanoi strictly adheres to all applicable local laws with regard to Child Protection and Safeguarding.

Nord Anglia Education and BIS Hanoi fully recognise our moral and statutory responsibility to meet the international standards for safeguarding and child protection, in addition to the following Articles of the United Nations Convention on the Rights of the Child (UNCRC):

Article 3: which states that the best interests of children must be the primary concern in decision making about them.

Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.

Article 14: which states that children have the right to think and believe what they want and to practise their religion.

Article 19: which states children have the right to be protected from hurt and mistreatment, both physically and mentally.

Article 34: which states that Governments should protect children from sexual exploitation and abuse.

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Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.

Article 36: which states that children should be protected from any activity that takes advantage of them or which could harm their welfare and development.

Article 37: which states that no one is allowed to punish children in a cruel or harmful way. All member states of the UN have signed up to the 1989 convention, with the exception of the United States of America.

All the UN articles can be found at the following link:  
[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

In addition to Nord Anglia Education’s commitment to the UN convention on the rights of the child, Nord Anglia Education uses the safeguarding standards set by the international safeguarding organisation “Keeping Children Safe” to benchmark against; alongside the UK schools’ statutory guidance ‘Keeping Children Safe in Education’ (September 2016). The policy is also underpinned by the UK multi-agency guidance “Working together 2015” where relevant.

### Local Safeguarding Agencies/Advice

At BIS Hanoi, the Business Director will be the contact person for any interactions with the Vietnamese authorities. The Designated Safeguarding Lead will be regularly updated and involved in any decisions and required actions.

Where necessary and appropriate, the Designated Safeguarding Lead, with assistance from the Business Director, will communicate with the National Helpline for Child Protection. This is an established government agency for the protection of children in Vietnam.

<http://tongdai111.vn/>  
Telephone: 111

Advice or guidance, where necessary, will be sought from the Head of Safeguarding for NAE: Barry Armstrong; [barry.armstrong@nordanglia.com](mailto:barry.armstrong@nordanglia.com) Phone: +44 (0)1235 355848 or mobile: +44 (0)7710 086737.

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## Related Documents

This overarching safeguarding/child protection policy should be read in conjunction with the following:

- BIS recruitment policy
- Whistleblowing policy
- Code of conduct for all employees
- NAE Guidance for safe working practice
- NAE Social media policy
- BIS Code of Conduct
- BIS Anti-Bullying policy
- BIS Positive Behaviour Management policy
- BIS Health and Safety summary
- BIS Trips policy

## Section 2 - Organisational and Individual Responsibilities

### Nord Anglia Education Senior Management Responsibilities

Nord Anglia Education's EXCO, the Chief Executive Officer and the Education Director recognise their ultimate responsibility to ensure that the organisation and all Nord Anglia Education schools understand and follow the guidance provided by this and all other relevant policies relating to safeguarding.

### BIS Hanoi Senior Leadership Team Responsibilities

School Principal, Head of Primary, Head of Secondary, Business Director & Director of Admissions and Marketing.

- Ensure that this policy and related procedures are implemented across their school and are followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure that the school site is secure.

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- Customise this policy for their particular school.
- Ensure that mapping of local legislation, guidance and supportive agencies is undertaken and added to the school’s customised version of this policy.
- Only deploy staff who will have unsupervised contact with children if safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

### Responsibilities of the Designated Safeguarding Lead (or Deputy) in a school-

At BIS Hanoi the Designated Safeguarding Leads are:

**Rebecca Carroll (Primary)** - rebecca.carroll@bishanoi.com - ext. 214

**Chris Newman (Secondary)** - christopher.newman@bishanoi.com - ext. 216

**James Trett (Deputy DSL)** - james.trett@bishanoi.com - ext. 186

In a situation where a DSL is absent from either section of the school, a child protection concern will be directed to one of the other trained DSLs from the list above.

The designated staff role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

### Being guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- Alongside the Principal and Head Teachers, ensure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Undertake appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children. Records in CPOMS are regularly reviewed by the DSL.
- Have a clear understanding of the local expectations around safeguarding, including

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- who to contact, what agencies exist to provide support and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.

All staff have a responsibility to report any concern they have about the safety of any child in their care to the Designated Safeguarding Lead. It is then the responsibility of the Designated Safeguarding Lead to make decisions about what to do next and to take appropriate action.

**All Staff Responsibilities (including staff from any partner organisations or contractors who have unsupervised contact with children)**

**All staff will:**

- Follow the procedures outlined in this document if/when concerned about any child.
- Ensure they are familiar with and follow this safeguarding policy and all other policies related to safeguarding (e.g. Codes of Conduct, Guidance for Safe Working Practice).
- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to the signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Undertake appropriate child protection/safeguarding and safer recruitment training (and refresher training, as required by Nord Anglia Education).
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.
- At the start of each academic year, all staff will participate in a presentation outlining this policy, related procedures and who to contact for issues related to safeguarding
- Teaching staff will record any concerns on CPOMS and report these to the Designated Safeguarding Lead (DSL).
- Support students, staff and other adults who have concerns, or who are the subject of concerns, will act appropriately in instigating or cooperating with any subsequent investigation process.
- If a non-teaching member of staff has a concern for a child’s welfare, or believes a child is at risk of being harmed, then the concern should be reported directly to the DSL in all instances. If a member of non-teaching staff does not speak English, they should inform the Primary/Secondary Office, who will report the concern directly to the DSL.

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All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:

- Undergo a safeguarding briefing/induction in relation to their role to ensure that they understand what is required of them if they have concerns, and to whom they should report any concerns.
- Provide written confirmation which demonstrates that, where appropriate, all partner agency staff/contractors have been safely recruited with appropriate checks undertaken, and that a safeguarding briefing has been provided to these staff (appropriate to the role and contact they will have with children) before they commence their role on any Nord Anglia Education school or organisation site. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous. In these instances, it is for the Principal/Head teacher or the Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organisations themselves.
- Follow the guidance laid down in this policy at all times.
- Be provided with guidance on appropriate safe working practice
- Partners/contractors working at BIS Hanoi will be provided with a copy of the BIS Hanoi Safeguarding and Child Protection Policy and will be expected to adhere to it. These requirements will be part of any contractual arrangement.

### Section 3 - Training and Support

BIS Hanoi will ensure that:

- All staff and volunteers in our school are provided with appropriate general safeguarding training upon joining the organisation and then at least every three years. This training will be available through Nord Anglia University (NAU), other online platforms, and face-to-face events.
- Relevant policies are made available in a range of relevant languages.
- Staff and volunteers are supported, and have the necessary skills, to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Designated Safeguarding Leads have appropriate, up-to-date knowledge - and that they have access to appropriate additional and specialist training (approved by the Education Director/Head of Safeguarding. This will be refreshed every two years).
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if they are concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be

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renewed every five years.

- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has experienced, or is suffering from, any form of harm will receive support. Once agreed with any investigating agency (where appropriate), students can be offered direct support through a school counsellor or via external agency input. BIS Hanoi will hold information in relation to local, regional or national bodies that may be able to offer direct support to students in these circumstances.

Nord Anglia Education and our schools recognise our duty of care to our employees. Where staff have been involved in reporting and responding to abuse, we recognise that this can be very difficult to deal with in isolation. Nord Anglia Education's schools will therefore offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue. Nord Anglia Education's schools will keep a list of relevant organisations (including law firms, hospitals and counsellors) in order to facilitate this, which can be made available to staff on request.

Please remember that, unless specifically asked to do so, staff should never carry out an investigation regarding any suspected abuse. This can be highly specialist work and any actions could interfere with a criminal investigation (if required and appropriate under local laws).

## Section 4 - Forms of Abuse

There are a significant number of ways in which students may be exposed to risk and danger. All require a response. 'Abuse' is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or as the failure to take action to protect a child who is at risk of, or already suffering, harm.

Commonly recognised forms abuse include:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This might involve conveying to a child that they are worthless, unloved, or valued only insofar as they meet the needs of another person.
- **Sexual Abuse:** which involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse

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can involve direct contact activities but also non-contact activities (for example over social media or the internet).

- **Neglect:** This is the persistent failure to meet a child’s basic physical or psychological needs. It is likely to result in the serious impairment of the child’s health or development.

While the examples above represent the four main areas of potential abuse, abuse itself can take many forms, which can involve one or more of these areas. School staff and all other staff within the organisation need to be aware of what to look for, and what actions to take, when they are concerned about potential instances of abuse.

### [List of additional forms of abuse can be found in Appendix 4](#)

## Specific Safeguarding Issues

### E safety

The growth of electronic media in everyday life, alongside a rapidly evolving variety of electronic devices, creates additional risks for children. For this reason, BIS Hanoi has implemented a web filter to help protect students from online dangers. Risks and dangers of being online include:

- Bypassing age restrictions and/or accessing inappropriate content (intentionally or unintentionally)
- Communicating with unknown adults or other children (which makes children vulnerable to bullying and grooming)
- Grooming and sexual abuse
- Sharing personal information
- Gambling or running up debts
- Cyber Bullying

Cyber bullying is an increasingly common form of bullying and is most often facilitated by social networks and mobile phones.

Nord Anglia Education believes that the best way to protect our students is to increase awareness and understanding of the risks of the online world. This is achieved through teaching in our curriculum via personal, social and health education, sex and relationship education, and wellbeing programmes. Our curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk. It students with the skills, strategies and language they need to take appropriate action.

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## Social Media

When used appropriately, social media can be a powerful and effective method of communication. In order for students to make best use of the many educational and social benefits of different technologies, they need opportunities to use and explore the digital world - including using multiple devices from multiple locations.

As with all technologies, we need to be aware of the potential dangers and set clear boundaries for the use of social media in a school environment. We also need to recognise that the risks associated with the use of social media - and all technology - lies not with the technology itself, but with the user.

To equip students to use these technologies safely, students are provided with training and guidance as part of the school curriculum. Students are made aware that, if they are concerned about anything they encounter through social media, this should be reported to school staff. BIS Hanoi has a dedicated social media policy in place for the safeguarding of both staff and students. This policy can be accessed via the school intranet.

Communicating with current and former students via personal social networking sites, or via other non-school related mechanisms such as personal emails and text messages, can lead to employees being vulnerable to serious allegations concerning the safeguarding of children and young people. All communication with students, via any personal social media page or elsewhere, should be avoided. If there is a legitimate case for an exception, this must be agreed with a member of the school Senior Leadership Team.

Social media guidance for our students includes:

- Not to sign up to social media sites that have an age restriction, until they reach the appropriate age.
- Not to post anything which is offensive to any other student, parent or staff member - either in their own name or anonymously.
- Not to attempt to send 'friend requests' to a member of staff.
- To report anything of concern that someone sends them through social media (or other technology) to a staff member.
- Students are provided with guidance and training on the safe use of social media and other technologies.

Adults should:

- Ensure that personal social networking sites are set to 'private' - and that students are never listed as approved contacts.

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- Never use, or access, social networking sites of students unless requested to do so by a member of SLT.
- Not divulge their personal contact details or any other personal information to students, including mobile telephone number.
- Only use equipment (e.g. mobile phones) that have been provided by the school when communicating with children - and to ensure that parents and a line manager have given permission for this form of communication to be used.
- Only make contact with children for professional reasons and in accordance with any school or NAE policy.
- Recognise that text messaging should only be used as part of an agreed protocol - and when other forms of communication are not possible.
- Not use web-based communication channels to send personal messages to a child/young person or their families without the express permission of your line manager or the Principal/Headteacher.
- Avoid any form of online, electronic (or otherwise) relationship with former students unless this is as part of planned and agreed engagement with Alumnae. This is especially important with ex-students who are still under 18.
- Ensure that all communications are transparent and open to scrutiny.
- Be professional in their communications with students to avoid any possible misinterpretation of motives, or behaviour which could be misconstrued.
- Above all, do nothing that is likely to bring into question your suitability to work for Nord Anglia Education, or your suitability to work with children or young people in a Nord Anglia School.

Internet and email systems should only be used in accordance with the Nord Anglia/school policy.

**Note:** In the context of these procedures, the term ‘Adult’ is used rather than ‘Employees’ (or ‘Staff’). This is because the policy should be applied to all adults - whether they are employees, volunteers or contractors.

### Mobile phone and Camera Images

We acknowledge that capturing images of children as they learn is a rewarding experience that enriches our communication with parents. In order to protect children when capturing images, please adhere to the following non-negotiable expectations:

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- Any images taken with personal devices must be stored on school accounts (in Microsoft OneDrive) and deleted from personal devices as soon as possible.
- Photographs of students which are being used by staff for the purposes of learning or marketing are only taken on school cameras/devices.
- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images which are to be used for marketing need to be agreed with parents/carers before use.
- Visitors and parents/carers should be asked not to use mobile devices within the school and/or early years settings, except where permission has been granted to capture images of their own child or children.
- All parents/carers must give permission for photographs to be used for publicity purposes and should sign a disclaimer if they do not wish for their child's image to be used externally.

### Allegations against staff and visitors

An allegation can be made against a staff member or visitor at any point. It is important that such allegations are treated seriously and that the appropriate procedures are followed.

An allegation is different to a complaint. It can be defined as follows:

- Where an individual has behaved in a way that has harmed or may have harmed a child.
- Where an individual has potentially committed a criminal offence against a child.
- Where an individual has behaved in a way towards a child, or children, that poses a risk to children.

In the event of an allegation being made against a member of the school staff, a visitor, or a volunteer/substitute, it will always be investigated by the Principal. If there is evidence that a criminal act has been committed, the matter must be referred to the local authorities. In all cases (criminal or not), the Principal of the school and the Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours. HR must also be informed by contacting the regional HR Director and the Group HR Director as soon as possible. In the case of the allegation being against the Principal, the Regional HR Director and the Regional Managing Director, as well as the Head of Safeguarding and Group HR Director, should be informed.

For serious allegations, the matter must always be reported as soon as possible to the Director of Education, the Group HR Director and the Chief Executive Officer. The regional emergency plan should then be deployed.

**No action to investigate the concern should be taken before consultation with the Head**

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**of Safeguarding and HR, alongside Group Legal to verify if Legal Privilege is to be maintained, and an agreement reached about how best to approach and investigate the concern.**

If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Regional HR Director and Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped out the local arrangements and guidance for dealing with allegations (these should be reviewed at this stage).

**Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations of conduct for staff and volunteers, and the Nord Anglia Education guidance for safe working practice.**

### Whistleblowing

Nord Anglia Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns regarding the actions or attitude of colleagues. Appropriate concerns which have been raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistleblower. Malicious whistleblowing however, will be seen as a potential disciplinary matter. (see Nord Anglia Education’s whistleblowing policy).

### Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may take the form of face-to-face actions or the misuse of social media or technology. BIS Hanoi has its own Student Code of Conduct which outlines our approach to restorative practices and a commitment to help resolve specific issues.

### Language, Special Educational Needs and Disabilities

All staff should recognise that children with language difficulties, Special Educational Needs, or disabilities, and parents with different cultural expectations and language abilities, can represent additional safeguarding challenges. Depending on the nature of a child’s language

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ability, special needs or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour or any injury relates to a disability rather than the fact that they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted by behaviours such as bullying - but may not show any outward signs. Communication difficulties in particular can make it very difficult for a child to indicate what's happening and, therefore, make it difficult to overcome any such barrier. Staff should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour.

### Allegations made by a child about another child (Peer on peer abuse)

All staff should recognise that children are capable of abusing their peers.

Sexual violence and sexual harassment can occur between students of any age and sex, and from primary through to secondary. Incidents can occur in school or outside school and can involve a group of students sexually assaulting or sexually harassing a single student, or another group. Sexual violence and sexual harassment exist on a continuum which may overlap; they can occur online and face to face (both physically and verbally) but are never acceptable in any situation.

Staff in school need to understand the different forms that sexually harmful behaviours can take. This includes sexual violence and sexual harassment, but also includes:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- 'Sexting' and other forms of inappropriate on-line communication

Reports regarding sexually harmful behaviours should never be ignored or dismissed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Students who are victims of sexual violence and/or sexual harassment, wherever it happens, will find the experience stressful and distressing. It is possible that this will have a negative impact on their educational attainment, which can be further exacerbated if the alleged perpetrator(s) attends the same school.

Staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school including intimate personal relationships.

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Staff at BIS Hanoi are provided with training to identify concerning sexualised behaviour and to know when to refer these concerns to the DSL. Allegations of peer-on-peer abuse will be recorded, investigated and dealt with in the same way as any other safeguarding or bullying concern.

Victims, perpetrators and any other child affected by sexually harmful behaviours will be also be supported. A clear statement will be made that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

BIS Hanoi take a zero-tolerance approach to the issue and include appropriate input through the curriculum to help educate students about a variety of issues related to sexually harmful behaviours - including issues such as consent.

The planning for residential trips will identify risks associated with inappropriate student relationships and will include measures to prevent peer-on-peer abuse. This is an integral part of the risk assessment for all school trips, residential or not.

BIS Hanoi recognises that local procedures should always be followed when dealing with a case of sexual assault or harassment between students. The process for contact with local authorities is explained on page 4 as part of the Local Safeguarding Agencies/Advice section of this policy.

### Safeguarding students who are vulnerable to extremism

Nord Anglia Education schools value freedom of speech and the expression of beliefs/ideology as fundamental rights which underpin our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable, or which leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

### Safe Touch and Physical Intervention/restraint

Physical contact with a student may be necessary at times in school. Examples of this include, but are not limited to:

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- Holding the hand of a young child (EYC or Primary) at the front/back of the line when going to assembly, crossing the road or when walking together around the school
- Comforting a distressed pupil (for example, placing a hand lightly on a shoulder)
- Shaking the hand of a pupil who is being congratulated or praised
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE lessons or sports coaching
- Administering first aid

There may also be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances, and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force. This is used to inform our best practice.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

It is essential to understand that the first step in managing a potentially harmful situation is to seek to de-escalate it through verbal communication, use of body language and via a calm but firm response.

Staff should always use their professional judgement and seek support from a senior member of staff where necessary. Should a situation arise where physical intervention is necessary - after all attempts for de-escalation have been exhausted - the following are examples of possible actions which could be taken:

- Physically interposing between students
- Blocking a student's path
- Guiding a student away from the situation

The Principal requires that any adult involved in any such incident reports the matter to him as soon as possible. The staff member is required to document the incident in full, giving a full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required, a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

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## Domestic Abuse

The accepted definition of domestic abuse is:

‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years or over who are, or have been, intimate partners or family members regardless of gender or sexuality.’

The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional forms. Exposure to domestic abuse can have serious, long-lasting emotional and psychological impact on children. In some cases, the child might blame themselves for the abuse, or may have to leave the family home as a result.

## Safe Recruitment and Selection

BIS Hanoi will do all it can to ensure that all those staff working with children in our school are fit to work with our students. In order to do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures. (see Nord Anglia Education’s recruitment policy and background checking policy).

Safe Recruitment procedures include but are not limited to:

- Scrutinising applicants through the interview process and application forms
- Verifying identity
- Checking qualifications
- Obtaining appropriate references
- Undertaking sequential criminal background checks from all countries where the applicant has lived or worked in the last 10 years.

From July 2017, at least one member of every interview panel at both the organisational and school level, who are interviewing for a post or posts that may have unsupervised contact with children, will have undertaken safe recruitment training. BIS Hanoi will keep a central record of all the recruitment checks undertaken on all staff. This record will include details relating to the DBS (Disclosure and Barring Service check - for anyone who has lived or worked in the UK only) as well as the relevant criminal records checks for non-UK countries, and certificates of good conduct, qualifications, prohibition order checks and so on.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal or Regional HR Manager.

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For staff who work exclusively, or at least for the main part of their role, in Early Years/Early Childhood settings (0 to 5 years), there will be an additional requirement that a suitability declaration is completed. This will state clearly that they are not living with someone who has been convicted of specific offences relating to children or serious violent crime.

## Section 5 - The Provision of Virtual Education

### Basic expectations

During the COVID19 pandemic, a rise in inappropriate images of children online rose by 45%. It is acknowledged that extended periods of time online increases the risk of students to abuse. Staff engaging online with students need to understand the need for professionalism and strict boundaries so that their behaviour cannot be misinterpreted.

### Staff should be aware of the following:

- With virtual education provision, the ability to use both video and chat with students through remote platforms is important and may involve 1:1 contact. This contact is permissible to support interactive learning. Professionalism must always be maintained to protect both staff and students. It is important to recognise and implement the NAE code of conduct and NAE Guidance for Safer Practices.
- During lessons, staff must ensure that non-work-related files and applications are closed.
- Normal professional boundaries apply.
- Recording of lessons is only permissible when the parents of the students are aware of this and have given consent. Recordings should only be done if and when necessary.
- Online contact with students should be timetabled and not ad-hoc. Outside of the timetabled lessons, a staff member must seek permission from SLT to contact students.
- Parents must be aware of all online contact.
- Contact must be through school platforms.
- The use of personal mobile phones should be avoided. In instances where use is necessary, no student numbers can be stored on staff phones.
- Personal social media is not permitted as a form of contact.
- Attendance must be taken every lesson.
- Non-attendance should always be followed up to ensure the safety of the student.

### For students:

Attending lessons as part of NAE should be a positive experience. Professionalism is expected from staff - but high standards of engagement and behaviour are also expected from our

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students. Upon admission to BIS Hanoi, students are expected to comply with the Student IT Acceptable Use Policy. This is located on the student intranet. Appropriate use of technology is also outlined in the school BYOD policy. A link to both policies are also located in Secondary student diaries.

In addition to the above considerations, students should:

- Use technology appropriately.
- Never post anything related to students or staff on social media without permission of those involved.
- Not share passwords.
- Report any concerning online contact to parents or school staff
- Remember that bullying is never tolerated, even in online environments
- Attend online classes ready to learn.
- Reported any sickness to the school as per normal school procedure.

## Section 6 - Reporting Procedures

### 6.1 Procedures to be followed by any staff member or volunteer who is concerned about any student

If a member of staff suspects that any student in their care may be a victim of abuse, or is at risk of abuse or another form of harm, they should not try to investigate it themselves. Instead, they should inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Appendix 1 contains a flowchart of key actions required for any referral.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share concerns which may later prove to be unfounded, than to hold on to information that may have helped protect a student from harm. In many cases, a student will not make a direct disclosure, but staff may become concerned due to a physical or emotional indicator. In these circumstances, staff should still use the referral form (and the body map) in CPOMS, to make a report to the Designated Safeguarding Lead.

Whenever any student makes any form of direct disclosure, the guidelines under the heading ‘Dealing with Disclosure’ below should be followed.

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## 6.2 Dealing with Disclosure, Reporting and Further Action

### General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses, or is likely to disclose, relates to abuse being suffered by them or another child. Staff should always give this as a warning before meeting with the child.

The following guidance is based on five key practices for all staff:

#### Receive

Where possible, always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child (even if this is to say “I can’t stop now, but come and see me in my office at...”). During any disclosure, try to listen, allow silences and try not to show shock or disbelief. It is important at this stage to ask only clarifying questions.

#### Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

#### React

React to what the child is saying only as far as you need to in order to gain further information. Don’t ask leading questions. Keep questions open, for example: “Is there anything else you need to tell me?”. Try not to criticise the alleged perpetrator, as this may be a family member for whom the child may still have feelings.

#### Record

Make brief notes about what the child says during the conversation. If this is not possible, make notes as soon as you can after the conversation and certainly within 24 hours. Make sure to record exactly what the child says and not your own interpretation of what was said. Record details such as the time, date and place (complete all sections of the record of concern form in CPOMS).

#### Report

Where a child makes a disclosure, or where you have your own concerns for any reason, it is vital that the procedures outlined in this policy are followed. A full written/typed account of the concern should be reported via CPOMS and a discussion had with the Designated

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Safeguarding Lead as soon as possible. The referral made via CPOMS should include, where relevant, a completed body map.

- Example of the CPOMS referral form is located in Appendix 2
- Example of the CPOMS body map template is located in Appendix 3

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal/Head Teacher in the absence of the DSL), should be informed as soon as possible.

The Designated Safeguarding Lead will collate any available evidence and ensure that the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will consider and, where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and whether to take the matter further within the local legal framework. It is important that a full record of all the information gathered and decisions made are recorded and stored confidentially.

The following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

At BIS Hanoi we:

- Recognise that we reside in a city and country that offers little external support.
- Recognise the limitations in some areas of child protection provision.
- Will assess the quality and skills of counsellors, and other support staff, in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
- Will act in accordance with local legislation as well as the principles and practices outlined in this policy.

## Section 7 - Record Keeping and Confidentiality

### Record Keeping

All records relating to child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept securely and separately from the child's general school records. The information within such records should be shared only with those who need to have it - for example to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties.

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- Child protection records are securely stored in CPOMS and can be accessed by the Designated Safeguarding Lead and school Principal.
- Records of any child disclosure should be clearly dated and filed without future amendment.
- A child protection file in CPOMS should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways. For example:
  - If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
  - If information is forwarded to the school by a previous school attended by the child.
  - If the school is alerted by another agency regarding child protection concerns about that child.
- Using the CPOMS, members of staff should compose a written/typed account of any concern they have regarding the welfare or well-being of a child. This record should be passed to the Designated Safeguarding Lead as soon as possible. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead, but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.
- If, due to extenuating circumstances, any information is removed from a file (electronic or otherwise) for any reason, a dated note is placed in the CPOMS record indicating who has taken it, why and when.
- All incidents should be added to CPOMS on the day the concern was raised and ideally before children leave the school campus. In instances where there are child protection concerns, staff should immediately report the issue verbally to the DSL, before reporting the concern on CPOMS.
- The record proforma in CPOMS includes:
  - A record of the child's details: name, date of birth, address and family details.
  - Date and time of the event/concern.
  - The nature of the concern raised.
  - The action taken and by whom: Name and position of the person making the record.

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In the case of disclosure, the record of the incident should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, as well as where the child was taken and returned to at the end of the disclosure.

## Confidentiality

Our schools regard all information relating to individual Safeguarding/child protection issues as confidential, and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Headteacher/Designated Safeguarding Lead and this should always be on a 'need to know' basis.

All records relating to child protection should be secured appropriately. Such information can be stored electronically and any related notes should be scanned and kept in original format.

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## Section 8 - Auditing, Reporting, Review and Sign off

To support the implementation of the Safeguarding and Child Protection Policy, and to enable schools to undertake a 'Safeguarding Health Check', Nord Anglia Education will provide schools with a self-assessment tool to facilitate a review of safeguarding arrangements. BIS Hanoi completes a thorough safeguarding evaluation each year and submits this to the Nord Anglia Education Head of Safeguarding.

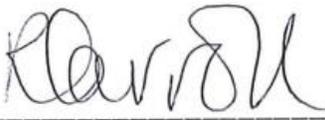
Elements of safeguarding practice in schools will also be included in the quality assurance framework and will continue to be an element of the school's Health and Safety review and NAE's audit process.

This policy will be reviewed and updated on a regular basis but at least every two years.

  
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10.1.2022

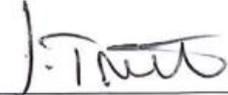
Signed and dated by each Designated Safeguarding Lead

  
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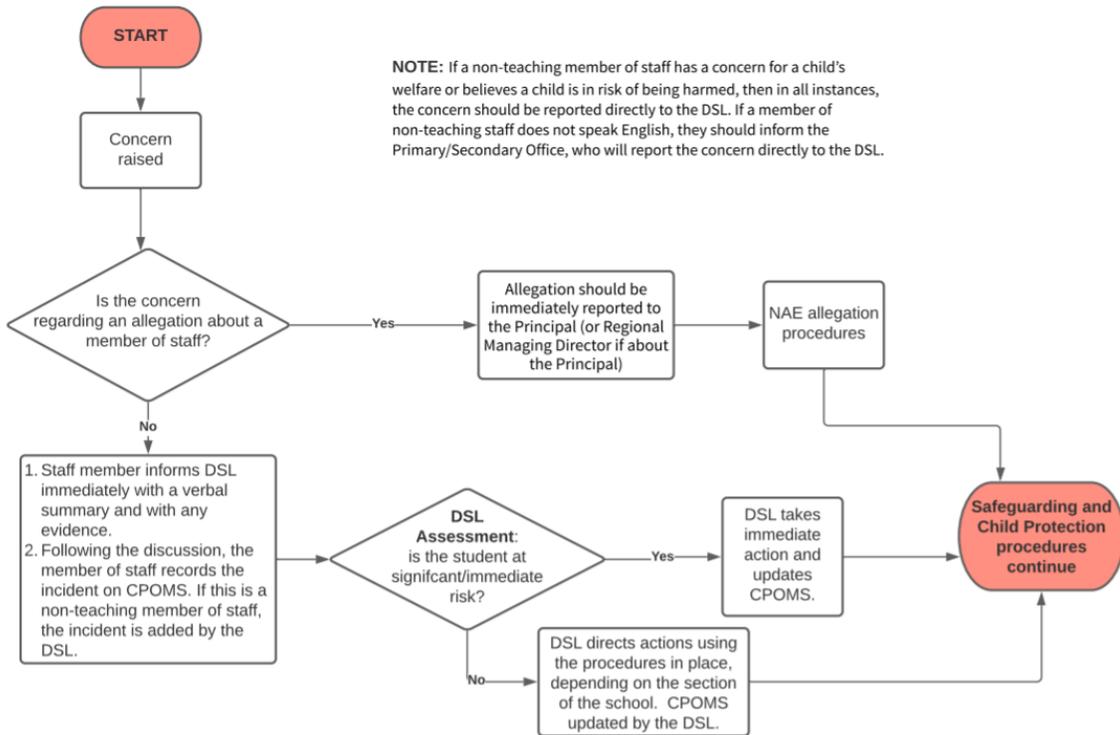
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## Appendix 1 - Flowchart of the referral process



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# Appendix 2 - Exemplar Record of Concern Form

**Student**

**Incident**

Please include as much information as possible about what has happened and the actions that have been taken.

**Categories**  Bullying  Cause for concern  Child protection  Home issues  Medical  Pastoral log  Primary - Behaviour  Secondary - DSL log  SEN  
Please select ONE category only.

**Linked student(s)**   
Type a student's name to link them to this incident.

**Maps** 

**Date/Time**  

**Status**

**Assign to**

**Files**

**Alert Staff Members**   
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Agency Involved**

**Add to planner**

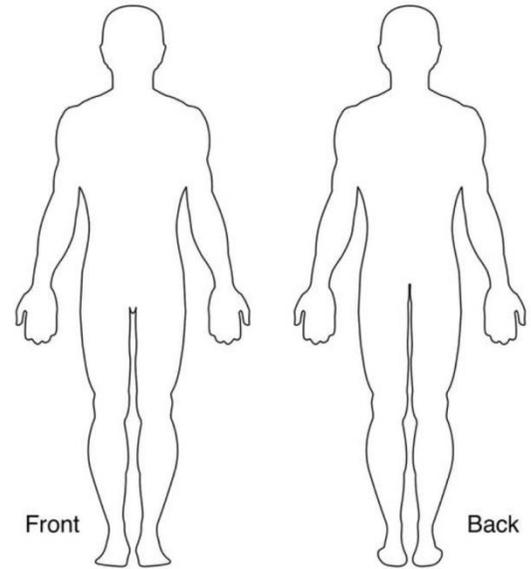
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## Appendix 3 - Body Map

Body Maps should be used to document and illustrate visible signs of harm or physical injuries. The body map feature in CPOMS should be completed alongside any record of concern and sent to the Designated Safeguarding Lead. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. If you notice an injury to a child, try to record as much of the following as possible with respect to the injury or injuries that you can see:

- Exact site of injury on the body (e.g. upper outer arm, left cheek)
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury (e.g. round, square or straight line)
- Colour of injury (list multiple colours is applicable)
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/blistering/bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed - are they holding themselves differently?



It is important that the date of the recording is noted, as well as the name and designation of the person making the record.

Where a child has a form of injury that requires attention, please ensure that first aid is applied as necessary.

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## Appendix 4 – Additional forms of abuse

### Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or through the use of technology (such as mobile phones or computers). In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases, the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation and coercion are common in exploitative relationships.

### Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls. It should therefore be dealt with by following the procedures set out in this document.

FGM is potentially damaging to children both emotionally and in terms of causing health issues. It is in breach of a number of articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK.

We recognise that this is cultural practice in some countries, where it is not always seen as abusive. While we should not condone the practice, we need to be aware of the sensitivities surrounding it and always act in a student's best interests.

### Forced marriages (FM)

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties. It can see somebody facing physical pressure (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family) to get married. A Forced Marriage is different to an arranged marriage, where both parties give consent.

In 2013, the first United Nations Human Rights Council adopted a resolution against child marriages and forced marriages. This resolution recognizes child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with FGM and some other cultural practices, we need to be aware of cultural sensitivities

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around Forced Marriages, but always act in the student's best interests. School procedures must be followed in the same way as for any other safeguarding or child protection matter.

### Self-Harm

Self-harm can take a number of physical and/or emotional forms - and there are many reasons why children and young people try to hurt themselves. Once a child begins to self-harm, it can become a compulsion. This is why it is incredibly important for schools to identify it as soon as possible - and take action to help the child affected.

The reasons why children and young people decide to hurt themselves are not always easy to decipher. In fact, the children themselves might not even know exactly why they do it.

There are, however, links between depression and self-harm. Often a child or young person who is self-harming is likely to be being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings resulting from these issues include: low self-esteem, low confidence, loneliness, sadness, anger, numbness and a feeling of a lack of control. Young people will sometimes go to great lengths to cover self-harm scars or injuries - and may explain any indications of self-harm as accidents.

Common indicators of self-harm include:

- **Physical indicators** such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- **Emotional indicators** such as depression, sudden weight loss, drinking or drug-taking, unusual eating habits, and isolation or withdrawal.

If staff suspect that a student is self-harming, or if a student has disclosed suicidal thoughts, this must be communicated to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved, as well as with their parents/carers, in order to agree a course of action. This might include referral of the student to an organisation that may be able to support them.

### Mental Health

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

Staff in schools are well placed to observe children day-to-day and identify students whose behaviour suggests that they may be experiencing some form of mental health problem (or be at risk of developing one).

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Where children have suffered abuse and neglect, or other potentially traumatic adverse experiences, this can have a lasting impact on them throughout childhood and into adolescence and adulthood.

Schools may not always have the expertise or resources to address any mental health issues. In these instances, unless it places a child at greater risk, early contact should always be made with the child’s family. Where possible an agreement should then be reached regarding a child’s access to the appropriate external professional body.

### Sexting

‘Sexting’ is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Sexting may also be referred to by students as trading ‘nudes’, ‘dirties’ or ‘pic for pic’.

There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else. These include:

- Joining in, because they think that ‘everyone is doing it’.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- Because they find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that, in creating and sending these images, they are potentially committing a criminal act. However, ideally we would not want to deal with these issues as criminal acts. The provision of learning and support is usually a much more beneficial way of approaching sexting.

### Note:

The above is not an exhaustive list of the potential forms of abuse which staff may have to deal with. For more information, please see “Keeping Children Safe in Education” 2016. This is a UK publication, but the types of abuse discussed can apply to any country around the world.

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