

The International School @ ParkCity
CHILD PROTECTION AND SAFEGUARDING POLICY
Relevant to Whole school

1. Purpose of the policy

The International School @ParkCity believes that Child Protection and Safeguarding is the responsibility of **all** members of the school community. It is our responsibility to ensure that our operations, staff and programmes do not harm our students.

The purpose of our Child Protection and Safeguarding Policy is to help to keep our pupils safe from harm by:

- 1) explaining the nature of Child Protection and Safeguarding
- 2) identifying the potential for an incident or accident to occur and taking steps to reduce the possibility of it occurring
- 3) recognising abuse and neglect and how ISP will respond.
- 4) recognising that there may be situations that are beyond the scope of work of staff within ISP. In such cases, the school may insist that parents immediately seek the opinion and support of external experts to help their child. In such circumstances the school will act as a 'support for the support'.

This policy applies to all students in the School. Once a student reaches the age of 18 they are regarded legally as an adult by the laws of Malaysia. Some of our students will be 18 years and above, and as such they may be treated differently outside of school. For the purposes of this policy, when considering school matters and those related to the care of students outside of school, any student over the age of 18 will still be regarded as a child.

Safeguarding & Child Protection Statement

Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding. The school - where appropriate - adopts a whole-school approach to safeguarding children.

All staff and volunteers will ensure that their approach and actions are child-centred – putting the wishes and feelings of victims at the heart of any safeguarding response. This means that they'll consider, at all times, what is in the best interests of the child. We aim to build a school community where wellbeing is at the heart of all we do.

The International School @ParkCity builds its safeguarding, child protection, and welfare systems around the following:

- Ensuring that all staff and volunteers understand their responsibilities with regard to safeguarding and child protection.
- Ensuring that all staff are trained to understand the risk factors for all child protection, safeguarding and welfare concerns and know the indicators of abuse, neglect, and exploitation, and know the appropriate reporting mechanism.

- Ensuring that all staff have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
- Ensuring that every student understands that they can report any concern to any member of staff, knowing they will be believed and never made to feel like raising a concern is a problem.
- Ensuring that staff listen to victims well and know how to report any concerns about sexual violence or harassment between peers.
- Having a procedure to deal with any issues of child-on-child abuse which includes a robust and credible reporting system which is well-promoted, accessible, and simple to understand.
- Ensuring a zero-tolerance attitude towards any form of child-on-child harassment or sexual violence, and appropriate responses to issues we encounter – and never adopting the attitude that sexualised harassment is “just banter” or “boys being boys”.
- Teaching students to keep themselves safe, including online, from all forms of abuse, bullying, harassment, or exploitation.
- Swiftly and effectively addressing any child protection or safeguarding concerns and ensuring robust, timely referrals are made to other agencies in line with local safeguarding protocols.
- Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
- Ensuring the suitability of all staff through safe recruitment practice and maintaining an accurate and up-to-date Single Central Record.
- Maintaining clear procedures in line with the latest guidance for reporting allegations against staff members.
- Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for safeguarding and child protection.
- To support the school’s vision to be Malaysia’s premier international school by placing connectedness, engagement and wellbeing at the centre of our community while building excellence in the academic sphere, sports, the arts and beyond.

Cultural Context

We acknowledge that different cultures have differing definitions or approaches to Child Protection and Safeguarding. ISP does not condone physical punishment in any way and promotes the use of alternative methods such as positive behaviour management. A section within the school handbook on Child Protection states this and also asks all parents to protect and nurture their child’s emotional development by adhering to our policy of non physical punishment. All parents are required to sign to agree to the contents of this when they enrol their child at ISP.

2. Key contacts for Child Protection and Safeguarding

Position	Name	Email	Telephone
Designated Safeguarding Lead (DSL)	Gary Crick	gary.c@isp.edu.my	Ext 225
Principal	James Worland	james.w@isp.edu.my	Ext 101
Student Wellbeing Advisor	Sunthari Subramaniam <i>Student Wellbeing Advisor</i>	sunthari.s@isp.edu.my	Ext 105
Student Wellbeing Advisor	Becky Deaville <i>Student Wellbeing Advisor</i>	rebecca.d@isp.edu.my	Ext 105
Head of Secondary	Simon Taylor	simon.t@isp.edu.my	Ext 103
Deputy Head of Secondary	Tom Keenan	thomas.k@isp.edu.my	Ext 102
Head of Primary	Rebecca Findlay	rebecca.f@isp.edu.my	Ext 309
Deputy Head of Primary	Nathan Phipps	nathan.p@isp.edu.my	Ext 622
Head of Early Years Centre	Angela Hutchinson	angela.h@isp.edu.my	Sep. line

3. Safeguarding Children

The International School @ParkCity recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health and/or development.
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Enabling children to have optimum life chances, so they can enter adulthood successfully.
- Taking action to enable all children to have the best outcomes.

Child protection refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

As part of meeting a child's needs, ISP:



- Recognises that sharing information in a timely manner is crucial in identifying and tackling all forms of abuse and neglect.

- Knows that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.
- Recognises the importance of confidentiality in all data the school holds and in particular in relation to safeguarding and child protection records.
- Recognises that mental health issues can be an indicator of abuse and neglect, and will share any such concerns appropriately.
- Will identify students who may be suffering from significant harm and make relevant decisions on their wellbeing.



ISP also understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside home or school and can occur between children outside of school. All staff should be considering wider environmental factors that are present in a child's life which are a threat to their safety and/or welfare.

4. Legislation and Guidance

This policy is derived from a variety of legislative provisions and statutory guidance. In particular, it is based on Malaysian law through:

-  MCA2001.pdf (Malaysian Child Act, 2001)
-  Sexual Offences Against Children Act 2017.pdf











We also use relevant guidance from the United Kingdom, in particular:













-  Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_c...
-  Working_together_to_safeguard_children_inter_agency_guidance.pdf

Related policies:

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint.

This document must therefore be read, used, and applied alongside the school policies and procedures referred to below:

-  #Safeguarding for school closure and Home Learning
-  Technology for Learning - A Parent's Guide (ENG)
-  ISP Handbook for Families 2022-23 (with a supplement for staff) 20220907.pdf
-  #Safe Recruitment Policy
-  #Behaviour Policy
-  #Health and Safety.docx
-  #Medical Department Policy and S.O.Ps
-  #Anti-bullying and Respect
-  #Wellbeing Policy
-  #Guardianship policy

-  Secondary COALS - Long term plan 22/23
-  #Work Experience - 3rd Party
-  #Attendance Policy
-  #Trips Policy
-  #Buses Policy
-  #Counselling Policy
-  #Emergency Procedures Policy.docx
-  #Missing Student Policy
-  #Swimming Policy.docx
-  #Social Media Policy
-  #Special Educational Needs and Disabilities (SEND).docx
-  Intimate Care Guidance

5. Responsibilities

The International School @ParkCity recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents, those with parental responsibility or carers has a role to play in safeguarding children.

All staff who work directly with children must read Part One and Annex B of KCSIE 2021. Staff who do not work directly with children can read the summary of Part One, where this is considered to be appropriate.

All staff must:

- Provide a safe environment in which children can learn.
- Be able and prepared to identify any child in need of early help.
- Be able to reassure victims that they are being taken seriously, and will be supported and kept safe.
- Staff should never give the impression that reporting abuse causes problems, and victims should not feel ashamed.
- Be aware of the role of the DSL, including how and when to contact them.
- Follow the school's reporting structures for safeguarding concerns
- Be able and prepared to deal with any safeguarding concern including knowing who to speak to and understand how to deal with sharing information and confidentiality issues.
- Be aware of, and act on, the contents of relevant school policies to keep children safe
- Receive appropriate training about safeguarding and child protection (including online safety and filtering & monitoring systems), which is updated via email or bulletins at least annually or as required.
- Be aware of what to do if a child tells them about being abused, neglected, or exploited.
- Be able to recognise physical abuse, emotional abuse, sexual abuse, and neglect, as well as other safeguarding issues.
- Be aware that safeguarding concerns can be linked to or caused by factors in a child's wider environment outside of the family, often referred to as contextual safeguarding.
- Be aware that mental health issues can be a significant indicator of abuse or neglect.
- Be able to report concerns about safeguarding arrangements within their school and know not to hesitate before doing so.

Further information to support staff to fulfil these responsibilities is contained throughout this policy.

The specific roles of members of the safeguarding team are outlined in [Appendix 1](#).

6. Child Protection and Safeguarding procedures

Where there is a child protection or safeguarding concern about a student, all staff at The International School @ParkCity will follow the necessary child protection procedures.

The school uses [CPOMS](#) to record incidents, including Child Protection concerns.

If you are concerned about the Child's immediate safety, or a child has disclosed a safeguarding concern please speak to the Principal, Head of School or Designated Safeguarding Lead prior to recording the concern on CPOMS.

You can view how to record a Child Protection concern in the [CPOMS protocol](#) document.

We follow the LISTEN, EXPLAIN, RECORD, PASS ON guidance.

LISTEN

- Let the child know that you will do everything in your power to help. Allow the child to talk and listen to them
- Tell them that you may make notes, if necessary, or do this immediately afterwards
- Do not ask leading or closed questions (e.g. Did he hit you? Was it Daddy that did this?). "And what happened next?" is a good question to ask.

EXPLAIN

- Do not promise confidentiality (be clear that you may have to share things with some other special people who will know what to do and be able to help)
- Refer to the ISP procedures for recording a concern (CPOMS)

RECORD / PASS ON

Fill in the relevant documentation and ensure that this is forwarded to the DSL at the earliest opportunity. Records are important for evidence, concerns, discussions and actions taken - **if it's not written down, it didn't happen**. Ensure that any notes or documentation are scanned and added to CPOMS. These should then either be destroyed or passed immediately to the Designated Safeguarding Lead.

Child's wishes and feelings

Where there is a safeguarding concern, staff should ensure the child's wishes and feelings are taken into account when determining what action to take. As part of our listen, explain, pass on/ record system children should be allowed to express their views and give feedback. We will always operate with the best interests of the child at heart.

Stages of Child Protection:

Stage 0, Initial Concern: Staff are advised to use their professional judgement as to whether the concern constitutes a child protection concern. If in doubt, staff should refer to the Designated Safeguarding Lead or log the concern on CPOMS

Stage 1, Log of Concern: If staff feel this is a Child Protection issue, a log of concern should be completed through CPOMS. The DSL is automatically alerted to any Child Protection concerns. The DSL in conjunction with the safeguarding team will determine the next course of action. This could be recategorised at this stage.

Stage 2, Monitoring of Concern: Class teachers/ tutors will be asked to act on advice from the Designated Safeguarding Lead and monitor the concern, feeding back to the DSL in a given timeframe.

Stage 3, Discuss Concern: Class teachers/ tutors, along with the relevant Head of Key Stage will be asked to discuss the concern with parents and feedback to the DSL within a given timeframe.

Stage 4, Major Concern/ At Risk: The Designated Safeguarding Lead will take the lead and take appropriate actions in conjunction with the Principal and Safeguarding Team.

Stage 5, External Involvement: Involvement may be sought from the following organisations of professionals: Police, Government Organisation, Educational Psychologist, Community Welfare Department, Ministry of Women Family and Community Development.

For any Stage 4 or Stage 5 concern, the Principal **must** be verbally informed immediately and the Director of Education may then be informed. A Confidential Report must be filed on [CPOMS](#) for students at risk **which is automatically forwarded to the Principal**. At this level the Counsellor and Head of Learning Support must work in consultation with the Principal.

The threat of suicide initiates a Stage 5 concern (see flow chart). At stage 5, Confidential Report must be filed on [CPOMS](#) at the earliest opportunity. At this level the counsellor and Designated Safeguarding Lead must work in consultation with the Principal.

Concerns about a member of staff will bypass all of these stages and be passed directly to the Principal. It will then be investigated and appropriate action will be taken. The Director of Education will be involved who may subsequently contact the Board of Governors. (Part Four, P85 onwards of 'Keeping_children_safe_in_education_2022.pdf' provides good guidance).

Malaysian Law

The International School @ParkCity is bound by the laws of Malaysia for Child Protection. **If you discover that a child is being harmed, you should report this by dialling 15999** (Royal Malaysia Police, Child Line) **with the following information:**

Reports of child abuse made to this number are confidential, the name(s) of anyone informing the authorities will not be revealed. The police report does not have to be made until after hospital treatment, if required. The exception to this may be in cases of sexual abuse because the police may need to attend the examination. The hospital should have a Medical Social Worker (MSW), if not then the case needs to be referred to Social Services - JKM - (JABATAN KEBAJIKAN MASYARAKAT) who will make sure the child is safe.

The Child Act 2001, Act 611 mandates any medical officer or a registered medical practitioner, childcare provider or member of the family who has concerns, suspicions or beliefs that a child is being abused or neglected, physically or emotionally injured as a result of being ill-treated, abandoned or exposed, or is sexually abused, he shall immediately inform the child protection authority. Failure to do so may result in criminal charges.

A recommendation from Asian Social Science, (Vol.8, No. 1; January 2012) also states that:

Educators have also a professional and legally mandated responsibility for reporting suspected maltreatment.

Sexual Offences Towards Children Act 2017

Under the law, offenders of sexual crime against children aged 18 and below could face an imprisonment for up to 20 years and is liable to whipping, and those found making, possessing and distributing child pornography could be jailed up to 30 years and six strokes of the cane, as well as fine of up to RM5,000, if found withholding information on sexual crimes against children.

Further information on Malaysian Law can be found in [Appendix 2](#)

Procedure Following a Disclosure:

If the child needs medical attention that cannot be provided at the school or in cases of serious or sexual abuse, the child should be taken to a hospital. If the child is Malaysian, Malaysian Law should be strictly adhered to and the above procedure should be followed. In some cases it may be necessary to take the child immediately to the hospital, this should be done under the guidance of a member of the Safeguarding Team. A teacher can be a responsible adult and will be allowed to accompany the child to consultations and treatment. In these cases the child should be taken to Sime Darby Hospital and the following procedures should be followed:

- Present the child at the Emergency Department and register them
- A doctor will be assigned to assess the child
- Guarantee of payment will need to be made at this point
- Depending on the condition of the child, the appropriate doctor will be assigned
- The doctor should then advise the accompanying adult of the correct procedure following this. This should include making a call to the police, the doctor may want to do this.

The recommended Emergency Department is located at Sime Darby Hospital, adjacent to the school. At ParkCity Medical Centre, they will also follow the above steps. Any cases seen in the emergency department which are suspected of abuse will be referred to the paediatrician for further evaluation. If the paediatrician also suspects abuse, he/she will report it to the Police or make a report via Talian Kasih. Hospital administration will also be informed of the report. This would be the same if the child was brought straight into the paediatrician clinic as well. In the event of treatment being required, the school has medical insurance for all students and this would be dealt with by the school finance department.

Physical intervention

There may be times when adults in schools have to physically intervene in order to restrain students and prevent them from coming to harm. The UK Department of Education has produced guidance

which has been issued in relation to the use of reasonable force and can be used as best practice advice: [Use_of_reasonable_force_advice_Reviewed_July_2015.pdf](#)

Should any adult be involved in any such incident, the staff member is required to document the incident in full giving a description and full account of the incident, and notify the Head of School at the earliest opportunity. Witnesses to the incident should be identified where possible.

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

The ISP [The use of reasonable force](#) document outlines further details.

Uncollected students

The [#Missing Student Policy](#) outlines procedures for students who go missing during the school day either on or off-site, when students are not collected from school at the end of the day or end of a school event this becomes a safeguarding issue. [Appendix 6](#) outlines the procedures that the school will adhere to in such situations, including the In Loco Parentis form used.

False or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will decide the appropriate disciplinary action to take. This may result in parents being asked to withdraw their child, a period of exclusion and/or the involvement of external professional help. All decisions will be guided by the School's behaviour and discipline policy as well as the school Safeguarding Team, as appropriate.

Where a parent has made a deliberately invented or malicious allegation the Director of Education will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

Details of allegations found to be malicious will be removed from staff personnel records and will not be referred to in employer references.

7. Allegations against members of staff

We operate an 'open-door' policy for reporting concerns about a member of staff (whistleblowing). It is possible that you may have concerns about another member of staff.

An allegation is any information which indicates that a member of staff/volunteer may have:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a child.

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

Should you have a concern over a member of staff you should report directly to the Designated Safeguarding Lead or the Principal. If the concern relates to the Principal, then report directly to the Director of Education.

Any concerns about a member of staff should also be logged in CPOMS (See [CPOMS protocol](#)).

Suitability of staff and safe recruitment practices

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that all staff and volunteers working at the school are suitable to do so and therefore do not pose any kind of risk to our students. The Safe Recruitment policy contains further information on this area.

How should staff safeguard themselves?

Staff should aim to avoid situations whereby they are alone with students in concealed areas. Sensible precautions include:

- It is advisable that a member of the opposite sex is also present if a student is disclosing sensitive information. This applies equally to male and female students.
- Avoid entering a lift alone with a child (where possible)
- Use of toilets: Use toilets designated for staff or adult use only
- Cleaners should not be in toilets when students are using them. If a toilet is being cleaned, a sign must be displayed stating the toilet is closed
- Ensure you are not alone with a child if entering a changing room
- Classroom windows should not be covered and a clear line of sight from outside into the room maintained at all times
- If alone with a child in an office - it is advisable to ensure there is a clear line of sight from outside or a door is left open
- Appropriate touch - human interactions sometimes require touch to aid communication, for example comforting a child, placing a hand on a shoulder as a signal etc. Staff must avoid unnecessary touch
- Restraining a child - if a child presents a danger to themselves or others, it may be necessary to provide restraint. Please seek advice from a member of the safeguarding team for guidance. For those students who are known to occasionally require this, a sensible precaution is to obtain written permission from a parent
- Any adult in a position of responsibility should not enter into any form of over-familiarity or inappropriate relationship with a child at ISP
- If a member of staff is in the same establishment as an ISP student who they suspect is under the age of 21 and who they suspect is consuming alcohol, the member of staff is obliged to share their concern with the management of the establishment. This procedure will be clearly communicated to all students so they are fully aware of ISP staff obligations.

Further information is in [Appendix 3](#).

8. Training

The International School @ParkCity ensures all staff complete safeguarding and child protection training as part of their induction. Any staff who comes into contact with students may become a confidant for a child. Therefore it is important that all adults at ISP are aware of the correct procedures for Child Protection and Safeguarding related to their role in school. Different levels of training appropriate to a person's role in school will be given.

Level 1	Safeguarding Team
Level 2	Teachers
Level 3	Classroom Assistants
Level 4	Admin Staff
	CCA Specialist Providers / Bus Chaperones / Canteen/maintenance/Janitorial staff

Child Protection and Safeguarding training is delivered annually as part of the induction and inset program at the start of the academic year to all staff. A signed log of those attending will be kept by the DSL. When new staff start at the school at other times during the school year Child Protection and Safeguarding Training will be given as part of their induction, this will also be logged. The DSL and members of the safeguarding team will attend relevant DSL training every two years.

Further updates and training with regards to safeguarding are shared in staff training and briefings as appropriate.

The latest training information is also located on the [Safeguarding website](#).

9. Child Abuse and neglect

Keeping Children Safe in Education (2021) describes abuse as:

"..a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children." (Page 11, section 26)

Physical abuse

Definition: 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.

Possible signs/examples: (These are not exhaustive)

- bite marks
- unusual/unexplained bruises or marks on skin, particularly on fleshy parts
- lacerations
- burns or scalds
- fractures
- female genital mutilation (FGM)
- Students trying to cover up
- inappropriate clothing for the weather.

Sexual abuse

Definition: 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 or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible signs/examples: (These are not exhaustive)

- Abdominal pain, difficulty walking or sitting
- Unexplained pain or swelling in genitals or mouth
- Changes in normal behaviour
- Self harming, threatening or attempted suicide
- Drawings that show sexual acts
- Displays of sexual knowledge beyond what would be normal for a child of their age or maturity level
- Sexually orientated play with students, toys or themselves
- Flinching from teacher/adult contact.

Emotional abuse

Definition: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. it may include not giving the child opportunities to express their views, deliberately silencing them or '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 overprotections and limitation of exploration and learning, or preventing the child from participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

Possible signs/examples: (These are not exhaustive)

- Delay in a child's emotional and social development
- Low self esteem and anxiety

- Withdrawal from others
- Self harming
- Highly aggressive towards others
- Compulsive nervous behaviours.

Neglect

Definition: 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, for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs/examples: (These are not exhaustive)

- Child is constantly hungry
- Weight issues
- Poor personal hygiene
- Frequently or inadequately supervised for long periods of time
- Drowsiness
- Untreated illnesses or physical complaints
- Sustained and repeated absences from school
- Cries easily and frequently.

Child on child abuse (formerly Peer-on-peer abuse)

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.

All forms of child on child abuse are unacceptable and will be taken seriously. The school will therefore:

- Create a whole school protective ethos in which child on child abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to child on child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child on child abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- Include within the curriculum, where possible, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

Specific Safeguarding Issues

There are a number of specific safeguarding issues that staff should be aware of. These are outlined

in [Appendix 4](#).

10. Online Safety

The International School @ ParkCity has a number of policies regarding technology and online safety that are updated annually and as required.

All staff must understand that threats to children from online activity are increasingly a factor in many types of abuse. All staff should be aware that these risks also evolve and change.

All staff are also required to have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

All staff are trained in online safety in conjunction with their safeguarding training. As these threats are dynamic and evolve, the school keeps staff awareness up-to-date through regular bulletins and training.

The school's approach to online safety is based on the four key categories of risk as identified by KCSIE 2021:

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

Being safe in the online environment is essential for students – it empowers them to keep themselves safe. Online safety is taught in PSHE/ COALS but is also embedded through our curriculum provision and ensures children are taught about safeguarding, including online safety, through a variety of teaching and learning opportunities.

We teach students a range of topics, including:

- How to recognise threats online.
- How to recognise inappropriate content and how to behave online – for example, we will cover misogynistic content; self-harm, sexual discrimination, cyberbullying, child-on-child abuse, the dark web, fake news, false advertising, and phishing.
- How to keep personal data safe.
- How to report issues of concern both for themselves and others.

The International School @ ParkCity also has a robust set of procedures in place to address the issues posed by online threats, including:

- School policies and the Handbook for Families

- Robust and regular information for everyone in school about how to maintain a safe online presence (including students, staff, and volunteers).
- Engagement with parents and others using events such as our Parent webinars, coffee mornings and Wellbeing Wednesday messages
- Ensuring robust filters and monitoring are in place, and ensuring an appropriate level of security to protect all our users and their data.

Online learning

ISP believes that online learning, through mobile devices, social networking, education applications and the internet can provide students with a great resource to develop as learners. We also acknowledge that if used inappropriately they can pose safeguarding risks. The ISP Family Media Agreement (Appendix A in the ISP Handbook for Families) provides extensive information on the use of ICT at ISP and all families sign up to the relevant agreements. These should be adhered to by families and students in any online learning set by the school. In addition, [appendix 5](#) includes some specific guidance for staff in the setting of online learning.

Filtering & Monitoring

ISP follows guidance on filtering and monitoring to ensure that appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school IT system. It is important to recognise that no filtering systems can be 100% effective and they need to be supported with good teaching and learning practice and effective supervision.

We also work to ensure the following standards are in place at ISP:

1. Identify and assign roles and responsibilities to manage our filtering and monitoring systems
2. Review our filtering and monitoring provision at least annually
3. Our filtering system will block harmful and inappropriate content, without unreasonably impacting teaching and learning
4. We have effective monitoring strategies that meet the safeguarding needs of ISP

School closure / Pandemics

There may be some circumstances whereby the school is required to close and set online learning for students. This could relate to a pandemic that requires a long term closure of the school campus and revised procedures for reopening. The school has written various policies and procedures to support safeguarding and child protection in such instances. These documents are outlined below

- The [#Safeguarding for school closure and Home Learning](#) - provides detailed information in the event of a school closure.
- [Returning to school - guidance for staff](#) - provides guidance for staff returning to school after a pandemic
- [**ISP KL SOP - Procedures for safe re-opening to students](#) - provides transparent information for all ISP stakeholders on changes to standard procedures following a pandemic.

- **Standard Operating Procedures (SOP) for Infection Management** - provides standard procedures in the event of a pandemic / infectious disease
- **Travel declaration - Coronavirus** - all visitors must complete a declaration form prior to accessing the premises during a pandemic
- **#Crisis Management Policy** - provides detailed information on school policy and procedures in the event of a crisis or critical incident.

11. Opportunities to teach safeguarding

The International School @ParkCity will ensure that children are taught about safeguarding, including online safety. This may include covering relevant topics through learning in general but is covered particularly through PSHE/COALS lessons. We recognise that a 'one size fits all' approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse, and some SEND children might be needed.

The school understands that our responsibility extends to helping students keep themselves safe outside of school, and this includes both online and outside of the school campus, where specific dangers exist.

12. Pupils with additional needs

Children with additional needs, such as those with Special Education Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's condition without further exploration.
- The fact that these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The fact that these children are at increased risk of abuse and exploitation whether from peers, those who seek to harm children, or criminal gangs.
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The school therefore looks to address this issue through raising awareness amongst staff, offering tailored pastoral support, and ensuring communication with children in these groups is effective.

13. Confidentiality and record keeping

Staff at The International School @ ParkCity have a professional responsibility to share relevant information about the protection of children with the DSL and potentially external agencies, where possible, under the guidance of the DSL.

If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the DSL.

Accurate, signed, and dated written notes must be kept of all safeguarding and related incidents and child protection concerns relating to individual students. If a teacher or any other staff have a child protection concern, they should inform the DSL or Deputy DSL as soon as possible. These will be kept on the student's child protection file in CPOMS.

Arrangement for child protection documentations must comply with the schools Data Protection Policy together with data protection law and regulation applicable at the time. The DSL will ensure that all child protection records are held separately from other student records. Child protection files and documents will be stored securely, by encryption and/or password protecting electronic files in CPOMS. All staff are trained to use the systems, which are access controlled. All paper records are stored in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner that is consistent with Malaysian data protection law.

If the school receives a request for direct access to, or copies of, school documentation held on a child protection file, the Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the school's child protection procedures transferring to another school, the school will:

- Find out the name of the receiving school (and, where appropriate, the Local Authority).
- Contact the relevant member of staff at that school to discuss the transfer.
- Check with the receiving school that the student has actually arrived there on the expected day
- Ensure that, where a perpetrator transfers schools, the new school is made aware of potential risks, protective factors, and any ongoing support the child is receiving.

Any external individual or organisation contracted by the school to work with school students (for example, a child psychologist) must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such individuals, organisations or bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy. The school has in place data sharing agreements and complies with all relevant data sharing protocols.

Where the school contracts with others to run activities in the school premises or grounds, appropriate safeguarding arrangements/expectations will form part of the contract.

14. Health and Safety

The school will ensure that there is a robust, up-to-date Health and Safety Policy and Procedure to meet the responsibility for the safety of students and staff at the school.

The school also carries out audits in the following areas:

- Annual safeguarding audit

- Annual Safe recruitment audit
- PE Health & Safety audit

Visitors to school

All visitors will be required to sign in at the guard house and have their identification checked. Visitors will be given an ID badge detailing the information to contact the Designated Safeguarding Lead.

Any member of staff inviting a visitor onto the site, either during school or after school hours, should seek approval from the Principal or one of the Heads of School in advance; the Operations Manager should also be informed. Visits should relate to professional business and not personal matters.

15. Monitoring and Review of this policy

The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Principal. It will be reviewed as required and annually.

Appendices

[Appendix 1: Safeguarding Team roles](#)

[Appendix 2: Malaysian Law](#)

[Appendix 3 : Staff Safeguarding](#)

[Appendix 4: Specific Safeguarding Issues](#)

[Appendix 5: Good practice guidelines for staff in the setting of online learning](#)

[Appendix 6: Uncollected students](#)

Appendix 1: Safeguarding Team roles

The Principal will, as part their responsibilities:

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
- Meet regularly with the DSL and report to the Director of Education regularly regarding the effectiveness of safeguarding and implementation of related policies.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures and online safety.
- Ensure that everyone connected with the school understands and follows this and connected policies.
- Ensures that everyone has appropriate training, including online training – at induction and regularly thereafter.
- Take a risk-based approach to the information visitors to the school should receive.
- Ensure safe recruitment practice is followed when recruiting for posts, and act as a case manager
- when an allegation is made against a member of staff or volunteer. This includes being the recipient of any low-level concerns (i.e. those that do not meet the threshold).
- Ensure the school has a robust system for gathering all appropriate checks in relation to all staff, volunteers, and visitors.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead, is the lead for child protection and safeguarding in the school. This is one part of their responsibilities for safeguarding and child protection, which also include

- Having the appropriate status and authority to carry out their role – deputies (if appointed) must be trained to the same standard as the DSL.
- Having the time, support, training, funding, and resources to be able deliver all their functions as a DSL.
- Delegating certain functions (except lead responsibility) to the deputies, and deputies can be contacted when the DSL is away or absent from school.

The role of DSL includes:

- Being available in term time - this can (in exceptional circumstances) be via online media if they are not physically in school during term time for staff, volunteers, parents, or students to provide advice and support on child welfare, safeguarding, and child protection matters.

- Being the point of contact for staff who have a concern about a child's welfare, safeguarding, or a child protection issue, including where the concern involves a mental health issue.
- Acting as a point of contact for safeguarding partners
- Liaising with other staff (as needed)
- Encouraging a culture of supportive engagement with parents/carers around safeguarding and child welfare – this is especially so in circumstances where the family may be encountering challenging circumstances
- Ensuring children's views are heard by encouraging a culture of listening, taking account of their wishes and feelings, and building trust between children and staff so that communication and reporting issues is most effective.
- Thinking about how the issues can affect attendance, engagement, and achievements for children.
- In relation to child protection files the DSL must:
 - Keep clear, accurate, up-to-date records of any concerns, actions taken, and how these were followed up. The DSL will also support staff to keep records in this way. Records must be held securely and only shared with those who need to know – in line with data legislation and regulations.
 - Hold files separately from the main file. Transferring them to a new school as soon as possible after the transfer

In relation to policies and procedures, the DSL must ensure that:

- The school's child protection and safeguarding policy and procedures are reviewed annually and always remains up to date – working with staff and governors to achieve this.
- Staff have access to and understand the school's child protection and safeguarding policy and procedures, and it is available publicly to parents, who should also be made aware of the school's role in the child protection process.
- The DSL should also receive appropriate training to undertake all their role and responsibilities, and this includes:
- Understanding about specific needs that can increase vulnerability as well as specific harms that put children at risk.
- Understanding the effect adverse childhood experiences and trauma can have on children, including the impact it can have on behaviour, mental health, and educational outcomes
- Understanding and being alert to the specific vulnerable groups such as children in need, with SEND, or with other health conditions.
- Understanding the risk for children posed by online activity, and the risk for specific groups, such as those with SEND.
- Understanding the barriers that stop children from reporting issues and how to build trust to help with this.
- Building a culture of listening and making sure the wishes and feelings of the children are considered, and encouraging staff in the measures the school may put in place to promote this.

- Having the ability to keep accurate, detailed, secure written records of safeguarding and welfare issues.

Members of the school safeguarding team will support the DSL with the above.

Appendix 2: Malaysian Law

If you are working with children, learn to recognise the signs and symptoms and take action if you suspect that a child may have been abused.

The Child Act 2001 requires any medical officer or medical practitioner, childcare provider or member of the family to notify his/her concerns, suspicions or beliefs that a child may have been abused or neglected to the appropriate child protection authority in the country. Failure to do so can result in criminal charges.

Do not hesitate to report abuse that happened in the past but was not reported. The abuser may still be active and your action can save a child.

Any concerned person can report suspicions of child abuse. You do not have to prove it. Do not turn a blind eye. It is our social and moral responsibility to get involved.

MCA2001.pdf

Malaysia enacted the Child Act 2001 [Act 611] to fulfil its obligation under the Convention on the Rights of the Child (CRC). Act 611 repealed the Juvenile Courts Act 1947 [Act 90], the Women and Girls Protection Act 1973 [Act 106] and the Child Protection Act 1991 [Act 468].

Act 611's preamble provides that every child is entitled to protection and assistance in all circumstances without regard to distinction of any kind, such as race, colour, sex, language, religion, social origin or physical, mental or emotional disabilities or any status. The provisions of Act 611 are based on the four core principles of the CRC that is, non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child.

In 2001, the Act also established the National Council for the Protection of Children, which advises the Government on child protection issues while the National Advisory and Consultative Council for Children acts as a national focal point for children's wellbeing and development.

Act 611 also requires the setting up of Child Protection Teams and Child Activity Centres at both state and district levels. Aimed at mobilising community participation in the implementation of preventive and rehabilitative programs, these initiatives are targeted for children at risk or children vulnerable to all forms of abuse and exploitation.

In terms of administration of juvenile justice, Act 611 provides for a procedure before the Court for Children which is child-friendly taking into account the mental and emotional maturity of a child.

Sexual Offences Against Children Act 2017.pdf

July 2017 saw Malaysia enact the Sexual Offences Against Children Act to provide for certain sexual offences against children. This includes offences relating to Child Pornography, Child Grooming, Sexual Assault and Persons in a Relationship of Trust.

It outlines the punishment for committing offences which generally include prison sentences and whipping.

Appendix 3: Staff Safeguarding

Any adult in a position of responsibility should not enter into any form of over-familiarity or inappropriate relationship with a child at ISP.

Maintaining professional boundaries

Maintaining personal, professional and protective boundaries is a crucial consideration for those working in schools. Professional boundaries are an essential part of our work as teachers. How we present ourselves, our interaction with others and our general conduct are highly significant when working directly with the pupils in our classroom. Our personal presentation and professional conduct reduces the risk of allegations and keeps pupils safe from harm.

Shared and agreed boundaries

The teacher-pupil relationship is not equal. Teachers and all education professionals are in a unique position of trust, care, responsibility, authority and influence with their pupils.

Appropriate language

You can and should develop good strong trusting relationships with the pupils that you teach, but you are not “friends” with them. On this basis always be thoughtful about the language that you might be using. Sensitive thought and challenge should be explored in relation to inappropriate language or terms. Examples to avoid include:

- Use of inappropriate names or terms of endearment.
- Inappropriate conversation or enquiries of a sexual nature.
- Inappropriate comments about a child’s appearance, including excessive flattering or personal criticism.
- Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation.
- Humiliation, profanity or vilification.
- Suggestive humour, “banter”, jokes or innuendo of a sexual nature.
- Obscene or inappropriate gestures and language.
- Names such as buddy, mate, pal, friend and so on may give confusing messages.

Information-sharing

Avoid sharing personal information. Your online boundary-setting is equally as important as your school and classroom-based boundaries. Remember that social media is just that – social. Examples to avoid:

- Discussing personal lifestyle details of self, other staff or pupils unless directly relevant to the learning topic and with the individual’s consent.
- Correspondence of a personal nature via any medium (phone, text, letters, email etc) that is unrelated to the staff member’s role. This does not include class birthday cards and the general acknowledgement of other celebrations – warmth and thoughtful modelling remains important.

- Adopting an on-going support or welfare role, beyond the scope of your position, or a role that is the responsibility of another staff member (e.g. a school counsellor, designated teacher, designated safeguarding lead) or external professional, that occurs without the permission of senior staff or the headteacher.
- Photographing, audio recording or filming pupils via any medium without authorisation from the leadership team or without parental consent.
- Using personal rather than school equipment for approved activities, unless authorised in writing by the leadership team.
- Correspondence or communication (via any medium) to or from pupils where a violation of professional boundaries is indicated and where the correspondence has not been provided to the school leadership team.
- Facilitating or permitting access to pornographic or sexually explicit material.
- Failing to intervene in sexual harassment of pupils.
- Still/moving images or audio recordings of pupils on personal equipment or kept in personal locations such as car or home that have not been authorised by the leadership team.
- Uploading or publishing still/moving images or audio recordings of pupils to any location without parental and leadership consent.

Personal space

Respect the personal space and privacy of all pupils. Remember that children can read different interpretations into our actions. It is also very easy for these situations to escalate if we are not sensitively, proactively and dynamically challenging and managing boundaries. The exception to this will always be related to safeguarding and the safe management of risk. Examples to avoid:

- Unwarranted or unwanted touching of a pupil personally or with objects (e.g. pencil, book, ruler etc).
- Corporal punishment (physical discipline, pushing, shoving, smacking).
- Initiating, permitting or requesting inappropriate or unnecessary physical contact with a pupil (hugs, kisses, tickling, play fighting) or facilitating situations which unnecessarily result in close physical contact.

Work and home

Work and home or the personal and the professional should be held separately. Remaining “in role” at all times minimises the likelihood of false, or unfounded allegation and ensures that professional codes of conduct are adhered to. Examples to avoid:

- Inviting, allowing or encouraging pupils to attend your home.
- Allowing pupils to access to a staff member’s personal internet locations and personal devices (e.g. social networking sites).
- Attending pupils’ homes or their social gatherings.
- Being alone with a pupil outside of a staff member’s responsibilities unless agreed by a senior leader.
- Entering changing rooms or toilets occupied by pupils when supervision is not required or appropriate or using toilet facilities allocated to pupils. Undressing using facilities set aside for pupils, or in their presence.
- Transporting a pupil unaccompanied without prior permission.

- One-to-one tutoring, mentoring or coaching of pupils without the prior agreement of the headteacher.
- Giving personal gifts or special favours. Singling the same pupils out for special duties or responsibilities. Offering overnight, weekend or holiday care as respite to parents without the prior knowledge of the headteacher.

Appendix 4: Specific Safeguarding Issues

Although some of the specific safeguarding issues outlined below are not as prevalent in Malaysia, staff should be aware of these.

Warning signs of exploitation

One of the main signs of abuse or exploitation is when a child goes missing from education, particularly repeatedly. This can be a vital warning sign of a range of safeguarding concerns, but in particular, exploitation - including criminal exploitation and/or sexual exploitation.

Going missing from education can also indicate mental health problems, risk of substance misuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to prevent the risks of a child going missing in future. All staff should be aware of the Missing Student policy.

Child exploitation

All staff should be aware that child criminal exploitation (CCE) – including child sexual exploitation (CSE) can involve both boys and girls - though boys and girls can be exploited using different methods and may present differently. As with other types of abuse, there is an increasing risk of exploitation taking place or beginning through threats posed online.

Staff should also be aware:

- That children who have been exploited in this way are victims themselves – and that this is sometimes not recognised by professionals.
- That CCE can lead to CSE for both boys and girls
- Children can be moved from place to place in order to exploit them (trafficked).
- Children who have been involved in this type of abuse may need extra support to stay in education.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Children can be moved from area to area – this is known as trafficking. Involvement in this type of abuse can be as a direct result of threats of serious violence to the young person or their family.

The victim can be exploited even when the activity appears to be consensual. Further, it does not always involve physical contact but can happen exclusively online.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Regularly missing school or education.
- Not taking part in education.
- Being involved in serious violence, carrying weapons, or vehicle crime.
- Indicators for children who might be being exploited through county lines activity specifically are those who:
 - Go missing and are subsequently found in areas away from their home.
 - Have been the victim or perpetrator of serious violence (e.g. knife crime).

Serious violent crime

Some students may be drawn into serious violent crime. Staff need to be aware of the indicators that this may be happening to a student. These may include:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs, and may be at risk of criminal exploitation.

There are a range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff who are concerned about any of these issues should, as with any other concern, speak to the DSL.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- in exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator, and/or
- by threats of serious violence to the victims and their family.

It can be a one-off or part of a series of acts over time, and can be opportunistic or organised abuse. It can be perpetrated by men or women, and peers can be involved. Victims of this type of abuse can be male or female. The victim may be subject to criminal exploitation and may be trafficked for the purpose of exploitation.

The victim may have been sexually exploited even if the activity appears consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. For example, young people may be persuaded or forced to share sexually explicit images

of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge - for example, through others making copies of recordings or images.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate or risky sexual or sexualised behaviour.
- Repeated sexually transmitted infections.
- In girls, repeated pregnancy, abortions, and miscarriage.
- Receiving unexplained or unaffordable gifts or gifts from unknown sources.
- Going to hotels or other unusual locations to meet friends.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends, or hanging out with groups of older people.
- Being involved in abusive relationships, intimidated, and fearful of certain people or situations.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.

- Unexplained changes in appearance, behaviour, or personality (chaotic, aggressive, sexual, etc.).
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Being involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Honour-based abuse: Forced Marriage (FM)

This is an entirely separate issue from an arranged marriage. Forced Marriage is a human rights abuse and falls within the definition of domestic abuse. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India, and Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle-East and African countries.

A signal of FM is the removal of the child from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings. Any member of staff at ISP with any concerns should report this immediately to the DSL or Principal. Never attempt to intervene directly as a school or through a third party.

Honour-based abuse: Female Genital Mutilation (FGM)

Female genital mutilation (FGM) comprises any procedure which involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. FGM is recognized internationally as a violation of the human rights of girls and women but there is no specific law in Malaysia. It is often carried out on minors and is a violation of the rights of children. If staff suspect that this has happened then they should report this immediately to the Designated Safeguarding Lead.

For further guidance please use the following link:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>

Sharing nude/semi-nude images (sexting)

If you are made aware of an incident involving the sharing of nude or semi-nude images (also known as sexting and ‘youth-produced sexual imagery’), you must report it to the DSL immediately.

You must not:

- View, download, or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL & Safeguarding Team's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves, or their, or other, parents and/or carers.
- Say or do anything to blame or shame any student involved.

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL & Safeguarding Team. Students should be made aware of this information so that they are aware of the processes the school will follow in the event of an incident.

Appendix 5: Good practice guidelines for staff in the setting of online learning

There may be some circumstances whereby the school is required to set online learning for students in the event of a school closure. ISP believes that online learning, through mobile devices, social networking, education applications and the internet can provide students with a great resource to develop as learners. We also acknowledge that if used inappropriately they can pose safeguarding risks. The ISP Family Media Agreement (Appendix A in the ISP Handbook for Families) provides extensive information on the use of ICT at ISP and all families sign up to the relevant agreements. These should be adhered to by families and students in any online learning set by the school.

Staff should adhere to the following guidelines when using online learning.

Communicating online

- Always use age-appropriate language in your communications and make sure all your communications are relevant to the work you're involved in
- Use organisational accounts to communicate with children and young people via email or social media, never personal accounts
- Use an organisational device to communicate with young people, where possible
- Understand how different networking sites and applications work and be aware of their age limits (Use [NetAware](#)) to find out about apps and networking sites.
- Do not have 1:1 online live communication with students

Live streaming

Live streaming is a valuable way to connect with the wider community but you must be aware of children and young people's safety.

If you provide young people with access to live streaming media (e.g. webcams and Skype) use an open area and make sure the activity is observed by appropriate adults.

Talk to children and young people about online safety before the session starts.

- Make sure they understand that live streaming is live. Any comments they make will be seen by others and they probably won't be able to delete or edit them.
- Remind them not to share any personal information and not to respond to contact requests from people they don't know.
- Some live streams request donations from the audience. Explain to children and young people that they don't have to contribute.
- Make sure they know who to tell if they see or hear anything upsetting or inappropriate.

- Whichever platform you're using, make sure you understand the privacy settings and know how to report any offensive or abusive content.

Never reveal the full identity of individual participants and be sensitive to the needs of those who may have child protection concerns.

Things to consider if you're hosting a live streaming event include:

- does the platform you're using allow you to restrict the audience, for example by asking them to create a login and password?
- will other people be able to reproduce and distribute your stream?
- have you got consent for children to participate in the stream?
- Think about the location of your live stream - ideally these would take place in school and in a classroom. If you are delivering from home find an appropriate location and be aware of what students may be able to view in the background.
- Ensure that you are wearing appropriate professional dress when delivering live streaming events, especially from home.

Things to consider if you're taking part in someone else's live stream include:

- making sure you know what content will be used in the stream and check it will be appropriate for the children and young people who will be watching it
- finding out how the stream will be used in the future, for example if it will be archived or broadcast again.

Sources:

<https://learning.nspcc.org.uk/safeguarding-child-protection/online-safety-for-organisations-and-groups/>

Appendix 6: Uncollected Students

If a student is not collected within 15 minutes of the expected time at the end of the school day, following a CCA or a school event, the following procedures will be followed:

- For KS1 students, the relevant member of staff should accompany the student during Stage 1
- For KS2 and above the students should be directed to wait in the library or at the school entrance and the APs informed.


Stage 1

- All information regarding normal collection routines will be checked by the teacher and/or relevant school office.
- Parents will be contacted, using the contact information provided on admission and as subsequently amended on ISAMS.
- Should the school be unsuccessful in contacting the parents, the school will attempt to contact the next person in the student's contact information. All reasonable attempts will be made to contact parents or nominated carers.
- The student will not be allowed to leave the school with anyone other than those for whom the school has received written or electronic authorisation.
- If there is no contact from the parents or nominated carers after **one hour**, the school will start to apply Stage 2 of the procedures for uncollected students.

Stage 2

If a time period of **one hour** has passed and there has been **no contact** from the parents or nominated carers, the member of staff should contact a member of the Leadership Team.

The member of the Leadership Team will try to:

- Investigate and establish close friendships of the student and family and make contact to try to establish the location of parents
- Make a judgement on the urgency of the situation, taking into account factors such as the time of day and any other known safeguarding concerns
- Explore other possible options for interim childcare, such as known family friends who can take custody of the student for a maximum of 24 hours period*, ensuring the  In Loco Parentis (Uncollected Students) is completed.
- Continue to contact parents over the period the student is in loco parentis, maintaining close contact with the interim child care providers
- Ensure a concern log is completed on CPOMS
- Notify the Principal of the steps taken

*Should this period fall over a weekend the Principal should be informed immediately and an appropriate decision made as to whether the loco parentis can be extended over a weekend or whether the case should be moved to Stage 3

Stage 3


If Stage 2 does not identify suitable childcare then the member of the Leadership Team should:

- Contact the local authority Social Services Department and the police (15999 Malaysia ChildLine) for further advice and guidance
- Act on any advice and guidance provided and liaise with the relevant authorities as required.

Further information

- Staff from the school will not look for the parent, take the student home, or take the student to their own home
- A full report of the incident will be placed on the student's safeguarding and child protection file

References:

 MCA2001.pdf

17. (1) A child is in need of care and protection if— (e) the child— (ii) has been abandoned by his parent or guardian and after reasonable inquiries the parent or guardian cannot be found, and no other suitable person is willing and able to care for the child;

18. Any Protector or police officer who is satisfied on reasonable grounds that a child is in need of care and protection may take the child into temporary custody, unless the Protector or police officer is satisfied that— (a) the taking of proceedings in relation to the child is undesirable in the best interests of the child; or (b) the proceedings are about to be taken by some other person.

IN LOCO PARENTIS FOR UNCOLLECTED STUDENTS

The International School @ ParkCity has been unable to contact the parents of the student named below and they have remained uncollected at school.

This form indicates confirmation that you are prepared to act 'in loco parentis' for the named student for an interim period while the school continues to make relevant enquiries. This form also confirms that you are not related to the student and do not have legal guardianship of the student.

Student Information	
Student Full Name	Class / Tutor Group
Adult caring for Child	
Full Name (Adult 1) / IC/Passport Number	Telephone
Full Name (Adult 2) / IC/Passport Number	Telephone
Address	



Email address

"In loco parentis" means in the place of a parent or instead of a parent.

We consider you as acting in loco parentis when:

- The child's parents are absent.
- You are not the child's legal guardian or custodian; and
- You have taken over the daily care and control of the child.

By signing this form, I state that I provide care and instructions with the child's best interest in mind, and will continue to liaise with The International School @ ParkCity to ensure that these interests are being met.

Signed	Date
Adult 1	
Adult 2	
Leadership Team	