



## Tenby Schools

### Tropicana Aman Campus

<b>Policy</b>	Safeguarding Children: Child Protection Policy -			
<b>Approval Date:</b>	September 2020	<b>Next review:</b>	September 2021	
<b>Review Cycle:</b>	12 months			
<b>Scope</b>	<b>Whole Group</b>	<input type="checkbox"/>	<b>Whole School</b>	<input checked="" type="checkbox"/>
	<b>International Primary</b>	<input type="checkbox"/>	<b>National Primary</b>	<input type="checkbox"/>
	<b>International Secondary</b>	<input type="checkbox"/>	<b>National Secondary</b>	<input type="checkbox"/>
<b>Ownership:</b>	Campus Principal		<b>Approved by:</b>	SLT

## 1. Introduction

Tenby International School, Tropicana Aman takes seriously our responsibility to safeguard and promote the welfare of our children, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

In line with both our Vision of a World at Peace - Through Education, and our Mission and Core Values we have in place a Tenby Group Safeguarding Policy which provides us with clear guidelines in relation to child protection and safety.

Safeguarding is a proactive duty for every member of the school community, children and adults alike. It is more than just protecting children from deliberate harm. It relates to our core purpose of actively promoting the academic, physical, social, emotional and mental health of the children in our care. It is inherent in everything we do and say and in how we behave towards each other.

Because of our close day to day contact with children school staff have a crucial role in helping to promote safety, reduce risks, and to identify at an early stage, welfare concerns and indicators of abuse and neglect.

Our policies and procedures relate to all members of our school community including students, staff, visitors/contractors, volunteers, and trainees working within the school. It is fully integrated into the ethos of the school, is underpinned throughout the curriculum and in the safety of the physical environment.

### Definitions

“Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children’s health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

**Child protection is part of the safeguarding process.** It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.”

National Society For The Protection of Children (NSPCC) UK

The following Child Protection Policy is based upon the United Nations Convention on the Rights of the Child of which Malaysia is a signatory. It is also based on the Malaysia Child Act (Act 611) 2001. This legislation makes it clear that abuse-sexual, emotional or physical, neglect and abandonment is punishable by law

### Malaysian Context

“Child protection is a priority for the Government of Malaysia. The Malaysia Child Act 2001, a consolidation of three previous laws on issues relating to child protection and juvenile justice, namely the Juvenile Courts Act 1947, Women and Young Girls Protection Act 1973 and Child Protection Act 1991, is part of the protective legal environment for children.

Abuse, neglect, abandonment or exposing a child to physical and/or emotional injuries is punishable under this law. The Law also established the National Council for the Protection of Children which advises the Minister on child protection issues. The Council is responsible for the design of a management system to report cases of children in need of protection and to develop programs to educate the public on the prevention of child abuse and neglect. The Law also set up Child Protection Teams to coordinate locally based services to families and children in need of protection.” Source : Unicef (<https://www.unicef.org/malaysia/protection>)

## **Tenby Schools: Tropicana Aman Campus**

### **Guiding Principles**

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Source: UK Department for Education

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This Child Protection Policy and procedures must be read in conjunction with the associated The Tenby Group Policy and other school policies and procedures (outlined in appendix1)

## **2. Principles and/or Objectives**

There are three objectives to our Child Protection Policy:

- **Prevention:** by ensuring the whole school community knows its rights and responsibilities in relation to protecting children from harm
- **Protection:** by following agreed procedures, working with national and international agencies, and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- **Support:** by providing support for students and school staff who may have been or are being abused.

### ***Prevention measures***

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking ‘regulated activity’
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with communication/ language difficulties
- being alert to any issues of concern in children’s lives at home or elsewhere including domestic violence, child sexual exploitation,
- raising awareness of child protection issues within our community
- equipping children with the skills needed to keep them safe and empowering children to feel safe
- keeping confidential records which are stored securely and shared appropriately with other professionals
- ensuring all steps are taken to maintain site security and students’ physical safety by establishing a safe environment in which children can learn and develop

- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met;

### **Protection**

- ensuring that a skilled, knowledgeable and experienced DSL is in place to lead a specialist Child Protection Team
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns
- ensuring appropriate liaison with Malaysian and international child protection agencies is carried out

### **Support**

- ensuring all staff have appropriate skills and knowledge to support children who have been identified as at risk of neglect or abuse
- providing a safe environment where children can seek support from adults with whom they feel comfortable

## **Roles and Responsibilities**

### ***The Role of the Campus Principal***

It is the responsibility of the Campus Principal to:

- ensure that the Policies and procedures adopted by the school are fully implemented and followed by all staff and, where appropriate, by other adults
- ensure a person is appointed a Designated Safeguarding Lead (DSL) and that a Child Protection Team is in place
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally
- ensure all staff, and where appropriate, volunteers, attend or are given access to, at least, level 1 training in child protection procedures and strategies to enable them to identify children who may be at risk from all forms of abuse or harm, and which is updated on an annual basis (see below)
- ensure sufficient resources and time is allocated to enable the DSL and the Child Protection Team to enable them to discharge their responsibilities,
- ensure the DSL and Child Protection Team receive, at least, level 2 and 3 training which is updated bi annually (see below)
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing procedures.

### **The Role of the DSL**

- The DSL will lead and provide support to the Child Protection Team, staff members and other adults to carry out their safeguarding duties, and will liaise with other local, national and international agencies as appropriate.
- During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school/college to discuss any safeguarding concerns.
- There will always be cover for this role and the deputy DSL's will be trained to the same standard as the DSL.
- The DSL will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training.

## **The School Nurse**

The School Nurse will be part of the Child Protection Team.

## **The Role of Teachers**

Teachers, including the Principal, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the school's, Policies and Staff Handbook.

## **The Role of ALL Staff**

- staff have a responsibility to provide a safe environment in which children can learn.
- should know what to do if a child tells them he/she is being abused or neglected.
- have a responsibility to read, and properly understand, the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- must alert the DSL or Deputy DSL of ANY concerns they have about a child's welfare
- if there is a risk of immediate serious harm to a child this MUST be reported immediately and in person to the DSL; Deputy DSLs or Campus Principal.

## **Training:**

The DSL, and Child Protection Team (CPT) will:

Receive appropriate training, updated every two years in order to:

- be alert to the specific needs of children in need, including those with special educational needs, young carers and those at risk of child sexual exploitation;
- be able to keep detailed, accurate and secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting;
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them.

## **Raising Awareness:**

The DSL will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the school's Child Protection Policy and procedures,
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse and neglect;
- ensure the school's Child Protection Policy and associated procedures are reviewed annually;
- ensure the Child Protection Policy and associated procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- link with local, national and international organisations to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where children leave the school to ensure their Child Protection file is copied for any new academy as soon as possible but transferred separately from the main pupil file; and
- ensure all staff receive appropriate training commensurate with their roles on an annual basis, keeping records of the training given, who has received it and when.

Recognising signs of abuse

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

UK Government Document 'Keeping Children Safe in Education@  
which has hyperlinks to other information

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/  
Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

Malaysian Law – Act 611 The Child Act 2001

<https://www.unicef.org/malaysia/Child-Act-2001.pdf>