



Tenby Schools

Policy	Safeguarding Policy			
Approval Date:	September 2020	Next review:	September 2022	
Review Cycle:	24 months			
Scope	Whole Group	<input type="checkbox"/>	Whole School	✓
	International Primary	<input type="checkbox"/>	National Primary	<input type="checkbox"/>
	International Secondary	<input type="checkbox"/>	National Secondary	<input type="checkbox"/>
Ownership:	Campus Principal	Approved by:	SLT	

Introduction

The intended purpose of this policy should be linked to Tenby School's Guiding Statements.

Our Vision

A United World at Peace - Through Education

Our Mission

To enable students to:

- achieve their full potential for academic excellence and achievements in sports and the arts
- develop the values of compassion, responsibility and integrity
- become effective communicators, creative thinkers and independent learners
- To encourage the values of cultural diversity and acceptance of others different from oneself
- To promote the values of democracy, equality before the law and respect for The Universal Declaration of Human Rights
- To promote international understanding for a peaceful world

Our Core Values

- Education matters, it is central to all that we do
- International mindedness
- Lifelong learning
- Respect
- Sensitivity to cultural diversity
- Effective communication

Safeguarding Policy

This policy has been developed in accordance with the principles established by the:

- Malaysian Child Act, Act: 611 (2001);
- Malaysian National Child Protection Policy (2009);

Aims

Tenby Schools expect that all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is actually being harmed and do all they can to reduce further risk or harm.

We recognise that our staff and volunteers are particularly important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating.

At Tenby International School, Tropicana Aman we recognise that:-

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.

- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is ‘the best interests of the students’.
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, religion or sexual orientation.

Designated Safeguarding Leads (DSLs)

- DSL : Jane Kuok, Campus Principal
- Deputy: DSL : Valerie Dombey, Secondary Leader

The DSL and Deputy DSL in a school should be guided by two principles:

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

Being guided by these principles DSL and Deputy DSL will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Campus Principal, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL and Deputy DSLs are in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.
- All staff have the responsibility to report to the DSL or Deputy DSL any concern they have about the safety of any child in their care. The Deputy DSL should always ensure the DSL is kept aware of any concerns. The DSLs’ responsibility is to make decisions about what to do next and then to take appropriate action.

All staff will:

- Ensure they are familiar with and follow the Safeguarding Policy and all other safeguarding related documents.
- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the respective DSL and Deputy DSL.
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training as required

- All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:
 - Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
 - Follow the guidance laid down in this document at all times.
 - Be provided with guidance on appropriate safe working practice.
 - Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

Forms of Abuse

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

The more commonly referred to types of abuse are:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- Emotional abuse: the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.
- Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.
- While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.
- Staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns). Although we may not perceive that these are possible issues they are still provocative discussion points in Malaysia.

Specific Examples

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document where possible. FGM is potentially damaging to children both emotionally and in terms of health issues and is IN breach of a number of articles under the UN convention on the rights of the child. We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

Forced marriages (FM)

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

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

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students’ best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.
- If staff suspect that a student is self-harming this must be referred to the DSL who will consider the next steps

Child Sexual Exploitation (CSE)

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

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

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, dirties or pic for pic. There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else:

- Joining in because they think that ‘everyone is doing it’.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.
- Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these

issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

Note:

The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions.

Procedures

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, and inform the DSL about their concerns as soon as possible. This should include filling out the Cause for Concern (pink) Form.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances staff should still use the Cause for Concern (pink) form and the body map (if appropriate), to make a report to the DSL.

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

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

Receive

Where possible always stop and listen to a child who wishes to speak in confidence. Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.

Reassure

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

React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open. Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well and immediately use the Cause for Concern (Pink) Form. Do not email.

Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written account of the concern on the Cause for Concern Form should be passed to the DSL as soon as possible and should include, where relevant, a completed body map.

Where a child has made a disclosure and alleges abuse, the DSL should be informed as soon as possible. The DSL will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The DSL will then consider and where necessary, consult on the information available. It is the role of the DSL to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

Specific Safeguarding Issues

E safety

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.
- Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

Tenby International School, Tropicana Aman believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Mobile phone and Camera Images

- Staff should not be taking photographs of students for any personal use or for social media. If staff are required to photograph events, they should be uploaded onto school databases and deleted from mobile devices immediately.
- Visitors should only be allowed to take photographs when permission has been given by a member of the Senior Leadership Team.
- Photographs for School Publications:
 - Photographs of students being used by staff for learning or marketing are only taken on school cameras/devices.
 - Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
 - Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.
 - Visitors and parents/carers should be asked not to use mobile devices within the school, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

Allegations against staff and volunteers

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously and appropriate procedures followed. An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate.

The Campus Principal, in consultation, may decide on the following. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Group HR Director before acting and will comply with national and locally agreed guidance on these matters.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the code of conduct for staff and volunteers and the guidance for safe working practice. (Ref. Managing Allegations Policy)

Whistleblowing

Tenby International School, Tropicana Aman recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing however, will be seen as a potential disciplinary matter. (Ref. Whistleblowing Policy)

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Each school should have its own policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues. (Ref. Anti-Bullying Policy).

Key Contact Information:

Talian Kasih 15999 (Formerly Childline Malaysia)

This helpline is for abused or lonely children, as well as a helpline for reporting cases of abuse.

Department of Social Welfare Malaysia, Ministry of Women, Family and Community Development

Tingkat 21-24

Menara Tun Ismail Mohamed Ali

Jalan Raja Laut

50562 Kuala Lumpur, Malaysia

Tel : 603 - 2697 1090

Website : www.jkm.gov.my

Jabatan Kebajikan Masyarakat Negeri Selangor

Selangor Social Welfare Department

Selangor Social Welfare Department is located at:-

Jabatan Kebajikan Masyarakat Selangor,

Tingkat 2,

Bangunan Darul Ehsan, No 3,

Jalan Indah, Seksyen 14,

40000 Shah Alam, Selangor.

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