



Safeguarding and Child Protection Policy

Updated June 2026

1. Policy Statement

Safeguarding Principles

The ABCIS is committed to creating a culture in which children feel safe, listened to and supported. Our safeguarding practice is underpinned by the following principles:

- Safeguarding is everyone's responsibility.
- The welfare of the child is paramount.
- The best interests of the child will be a primary consideration in all decisions affecting them.
- Children have the right to be heard and taken seriously.
- Early intervention can prevent concerns from escalating.
- Safeguarding concerns should be shared on a need-to-know basis.
- All concerns should be reported promptly and accurately.
- The school maintains high expectations for all students whilst providing appropriate support and intervention.

Safeguarding concerns rarely exist in isolation. Staff should be aware that safeguarding, behaviour, attendance, wellbeing, medical, pastoral and family concerns may overlap. Early sharing of information is essential to ensuring that children receive the right support at the right time.

Expectations of all ABCIS staff

Safeguarding the children at the ABCIS is every adult's responsibility and duty of care towards them is paramount. Everyone who comes into contact with children and their families has a role to play in safeguarding children. We need to consider at all times what is in the best interests of the child.

Staff are expected to build positive, professional relationships with children so that they feel safe, listened to and able to share concerns. Staff should exercise professional curiosity where something does not seem right, where information is inconsistent, or where a child's presentation, behaviour or circumstances give cause for concern. Concerns should never be dismissed in isolation or assumed to have been raised by someone else. All safeguarding concerns should be shared promptly with a Designated Safeguarding Lead (DSL).

ABCIS Safeguarding and Child Protection policies follow the most up to date safeguarding laws which have been put in place in the UK. Although we are not in that legal jurisdiction, as an outstanding British School Overseas we choose to follow best UK practice. Therefore our policies closely follow those of the DfE's Keeping Children Safe in Education (2026). [Keeping children safe in education 2026 full document](#) - GOV.UK.

How We Safeguard Children

- By being aware of the details of, and following, all Safeguarding policies,
- By reading and referring regularly to Part 1 of 'Keeping Children Safe in Education' which outlines indicators of abuse and neglect, describes key safeguarding issues to look out for. [KCSIE Part One 2026](#). Ensuring that all lead staff are carefully selected, trained and supervised.
- Ensuring that all staff members undergo safeguarding and child protection training at induction, receive regular updates throughout the year and further training via in-person and online courses.
- Ensuring that all staff understand that safeguarding is an ongoing responsibility and that concerns may arise through a pattern of low-level indicators rather than a single significant event.
- Through a safer recruitment process that follows all recommendations of KCSIE, including police and ICPC checks and verbal confirmation of references by phone,
- Ensuring that an effective filtering and monitoring system is in place to keep students safe online.
- Ensuring that concerns identified through filtering and monitoring systems are reviewed promptly and acted upon where necessary.
- Recognising that safeguarding incidents can occur both online and offline, including child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour.
- By reviewing all our procedures regularly to assess if we can improve further.
- By assessing the risk that children and young people may encounter and taking steps to minimise and manage this risk.
- By implementing effective early warning systems that are reviewed each year
- By letting parents, staff, carers, children and young people know how to report concerns about a child, young person, staff member or to contact the school about any concern they might have.

Early Warning Systems

While we accept that we cannot prevent all safeguarding incidents from occurring, The ABCIS aims to prevent as much as possible by having robust systems. The ABCIS recognises that safeguarding concerns often develop over time and that early identification, professional curiosity and timely intervention are essential in reducing risk and promoting children's wellbeing. As an international school operating in Vietnam, where safeguarding systems differ from those in the UK, the school places particular importance on skilled pastoral care, strong relationships with families, professional judgement and carefully planned interventions to safeguard children.

One key aspect is our pastoral system that includes specific units in each year group that meet the needs of their age and maturity.

- Within EYFS, the students follow the PSED curriculum from Development Matters.
- In Key Stage 1 and 2, students follow the English National Curriculum and provide weekly lessons based on the main areas of Health & Wellbeing, Relationships and Living in the Wider World.
- In Secondary, students study a progressive programme from Year 7 to Year 13 focusing on Relationships and Health.

In addition to a class teacher/form tutor, each year group in the school has a Head of Year or Phase middle manager responsible for the pastoral care of the students in the year group. The school also employs a full-time counsellor who is available for referrals or drop ins by students.

In Key Stage 2 and Secondary, students regularly use Komodo, to provide feedback on their wellbeing and school experience, with the ability to give feedback and request 'check-ins' with their teachers. The results from these routine surveys are monitored carefully throughout the year and, if needed, interventions are planned.

Within EYFS and Key Stage 1, students are regularly invited to provide feedback on their learning and social experiences through surveys (KS1) and regular circle activities.

Information gathered through pastoral systems, attendance, behaviour, wellbeing surveys, safeguarding records and staff observations is considered collectively to identify emerging concerns at the earliest opportunity. The school recognises that safeguarding concerns rarely exist in isolation and that patterns of behaviour or multiple low-level concerns may indicate that additional support or intervention is required.

2. Legal Framework and Local Context

Our Local Context - Contextual Safeguarding

As a school operating in Vietnam, The ABCIS complies with applicable Vietnamese law and local regulatory requirements. As a British international school, we also draw upon recognised British and international safeguarding practice, including the principles of Keeping Children Safe in Education (KCSIE), where these support and strengthen our safeguarding arrangements.

This policy is informed by the Law on Children 2016 (Law No. 102/2016/QH13) of the Socialist Republic of Vietnam and associated implementing regulations, including Decree No. 56/2017/NĐ-CP. It is also guided by the principles of the United Nations Convention on the Rights of the Child (UNCRC), to which Vietnam is a signatory.

The ABCIS recognises that children have the right to protection from abuse, neglect, violence, exploitation and harm. Vietnamese law prohibits actions including child abandonment, neglect, trafficking, kidnapping, sexual abuse, violence, exploitation and the unlawful restriction of a child's rights.

As part of our commitment to contextual safeguarding, The ABCIS recognises that safeguarding risks to children and young people may arise outside the home and school environment. These risks may occur within peer groups, online environments, community settings, transport arrangements and wider social contexts.

The school proactively monitors these risks through pastoral care, curriculum design, ongoing staff training and strong relationships with families. We remain committed to adapting our safeguarding provision to reflect both the local and global contexts in which our students live and learn.

Where there is reasonable cause to believe that a child may have experienced, or may be at risk of, abuse, exploitation, neglect or other significant harm, the school will assess the concern carefully and determine the most appropriate response in accordance with Vietnamese law and the best interests of the child. This may include working closely with the child and family, putting protective measures and support in place, seeking advice from appropriate professionals, or referring the matter to the relevant authorities where this is necessary, appropriate and available. Where a criminal offence may have occurred, Vietnamese criminal law may apply.

In line with the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the Law on Children 2016, The ABCIS recognises that:

- the best interests of the child should be a primary consideration in decisions affecting them;
- children have the right to protection from abuse, neglect, violence and exploitation;
- children should be listened to and have their views considered in matters affecting them;
- children have the right to dignity, respect and appropriate protection;
- children have the right to privacy and confidentiality, except where information must be shared in order to safeguard them or protect them from harm;
- children are entitled to support, care and protection to enable them to develop safely and reach their full potential.

The ABCIS remains committed to ensuring that safeguarding arrangements reflect Vietnamese law, the local context in which our students live and learn, and the international nature of our school community.

3. Definitions and Acronyms

The following definitions and acronyms are provided to support a common understanding of key safeguarding terminology used throughout this policy.

- **Safeguarding** - Safeguarding and promoting the welfare of children means providing help and support as soon as concerns emerge; protecting children from abuse, neglect, exploitation and other forms of harm, whether within or outside the home, including online; preventing impairment of their mental and physical health or development; ensuring that they grow up in circumstances consistent with safe and effective care; and taking action to enable them to achieve the best outcomes.
- **Child Protection** - Child protection is part of safeguarding and refers to the specific actions taken to protect children who are suffering, or are likely to suffer, significant harm as a result of abuse, neglect, exploitation or other safeguarding concerns.

- **Child** - Under Vietnamese law, a child is generally defined as a person under the age of 16. For the purposes of this policy, The ABCIS applies safeguarding protections to all students enrolled at the school, including those aged 16, 17 and 18.
- **Staff** - For the purposes of this policy, the term staff includes all employees, contractors, governors, proprietors, volunteers and any other adults working for, or on behalf of, the school.
- **Safeguarding Concern** - A safeguarding concern is any information, disclosure, observation, incident or pattern of behaviour that may indicate that a child is experiencing, or may be at risk of, abuse, neglect, exploitation, harm or another welfare concern. Safeguarding concerns may arise from a single incident or from an accumulation of lower-level concerns over time.
- **CPOMS** - CPOMS is the school's secure digital safeguarding recording system used to record, monitor and manage safeguarding concerns, actions and outcomes.

4. Safeguarding Structure and Responsibilities

At the ABCIS, all staff are responsible for safeguarding. The following information identifies key staff members all staff should know and training that is expected to be undertaken. Safeguarding team structure:

- Whole School Safeguarding Officer – provides strategic safeguarding leadership, oversight and quality assurance across the school.
- Designated Safeguarding Leads (DSLs) – provide safeguarding leadership and case oversight within their respective phases of the school.
- Deputy Designated Safeguarding Leads (DDSLs) – support the DSL within their phase and assume DSL responsibilities in their absence.

Area of School	Designated safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead (DDSL) contacted in absence of DSL
EY & KS1	Tina Pugh Email: tinapugh@theabcis.com	Leanne Brooks Email: leannebrooks@theabcis.com
KS2	Luke Jameson Email: lukejameson@theabcis.com	Leanne Brooks Email: leannebrooks@theabcis.com
Secondary	Rhyanon Ejraee Email: rhyanonejraee@theabcis.com	Key Stage 3 & 4 Gemma Collins Email: gemmacollins@theabcis.com Key Stage 5 Jess Cambridge Email: jessicacambridge@theabcis.com

In addition, both the EY & Primary Head of School and Secondary Head of School are trained to Designated Safeguarding Lead (DSL) level and form part of the school's wider safeguarding leadership structure. This ensures that safeguarding considerations remain central to leadership decision-making and that appropriate safeguarding expertise is available across the Senior Leadership Team. This structure ensures that safeguarding concerns are managed effectively at both a strategic and operational level whilst maintaining clear lines of accountability and support across the school.

Safeguarding Officer Responsibilities

The Safeguarding Officer provides strategic leadership and oversight for safeguarding across the school. Working alongside the DSLs, the Safeguarding Officer:

- oversees safeguarding policy, training and compliance;
- monitors safeguarding records, trends, themes and patterns across the school to identify emerging risks and inform whole-school safeguarding practice;
- supports DSLs and senior leaders in safeguarding matters;
- coordinates safeguarding audits, reviews and inspections;
- promotes a strong safeguarding culture across the school;
- helps ensure safeguarding arrangements remain aligned with Vietnamese legal requirements and recognised international safeguarding standards.

Designated Safeguarding Leads (DSLs) Responsibilities

DSLs are responsible for the day-to-day management of safeguarding and child protection concerns within their phase of the school. They:

- receive, assess and respond to safeguarding concerns;
- oversee safeguarding case management, record keeping and the quality of safeguarding records;
- determine appropriate safeguarding action, support and intervention;
- identify patterns, recurring themes and cumulative concerns to ensure that children receive timely and appropriate support
- provide safeguarding advice and guidance to staff;
- liaise with parents where appropriate;
- promote a culture in which students feel safe, listened to and supported.

At The ABCIS, DSLs also hold SMT pastoral leadership responsibilities within their respective phases of the school. This enables safeguarding concerns to be considered alongside students' pastoral, behavioural, attendance and wellbeing needs, ensuring a coordinated and child-centred approach to support and intervention.

Deputy Designated Safeguarding Leads (DDSLs) Responsibilities

DDSLs work under the direction of the DSL within their phase of the school and support the effective implementation of safeguarding and child protection procedures. In the absence of the DSL, the DDSL will assume safeguarding responsibilities for their phase and act with the same authority as the DSL to ensure that safeguarding concerns are managed without delay.

The school maintains robust safeguarding cover arrangements to ensure that a suitably trained DSL or DDSL is always available during school hours. Safeguarding concerns are never delayed because a named DSL is absent.

Role of Directors in Safeguarding

The proprietors of The ABCIS, in conjunction with the Senior Leadership Team, ensure safeguarding is a priority in our ethos, policies and practice. Their expectations are that safeguarding is every employee's responsibility. They have final approval of all safeguarding policies and ensure alignment with KCSIE and Working Together to Safeguard Children. They task SLT to ensure all staff within The ABCIS receive up to date safeguarding and child protection training. This includes committing to financially supporting necessary training and resources to ensure the school meets the standards of KCSIE. The Safeguarding Officer provides the directors with an annual safeguarding report with serious matters communicated as needed by DSLs via The Principal and Heads of School throughout the year.

Safer Recruitment and the Single Central Record

The ABCIS is committed to safer recruitment practices designed to deter, identify and reject unsuitable applicants. The school maintains a Single Central Record of required pre-employment and safeguarding checks. The record is regularly reviewed to ensure accuracy and compliance with school procedures. The Single Central Record is maintained by the school and includes all required recruitment, identity, qualification, reference and criminal record checks for staff and volunteers. The record is reviewed regularly.

5. Reporting and Managing Safeguarding Concerns

Reporting and Responding to concerns

Any member of staff who has a safeguarding concern about a child must report this to a DSL or DDSL immediately. Concerns should be reported verbally and followed by a written record on CPOMS as directed by the DSL. Staff must never delay reporting a concern, assume someone else has reported it, or attempt to investigate the matter themselves. *See appendix 1 for the reporting flow chart.*

Dealing with Disclosures & Recording Keeping

Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Disclosure is more likely where there is a trusting relationship with the staff member and the student feels safe to share information.

It is important that where staff have reason to believe a student is at risk of harm but there is no disclosure, they share this information with the designated safeguarding lead. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure for example EAL.

A child may disclose information about a child protection matter at any time to any member of staff. All staff are required to accept such disclosures being made by students and all must then be reported to the relevant DSL, if uncertain whether concerns are valid or not then they need to be reported anyway.

Staff should never:

- delay reporting
- do nothing or assume that someone else will act or is acting
- attempt to resolve the matter themselves
- promise confidentiality to a child or young person (even if this means the child refuses to give further information).

Principles to follow when dealing with a disclosure from a child

- Be calm, find a private place, be welcoming/show they are a priority
- Listen carefully and allow the child to talk freely
- Reassure students that they have done the right thing and , use empathetic body language (see below)
- Ask questions to clarify only with no leading questions. Avoid giving opinions, promises of confidentiality, interruption or leaving the room to get another staff member, expression of shock/emotional responses, guessing, any contact with parents (that will be the DSLs decision), do not criticise the alleged perpetrator
- Explain what will happen next, who you will speak to afterwards
- After the discussion go straight to the relevant DSL without delay
- After you've been to relevant DSL, enter what you were told onto Cpoms - exactly what you saw & heard (including questions and responses) with no opinions

Examples of Empathic Body Language

Body Language Element	What It Looks Like	What It Communicates
Open posture	Arms relaxed, uncrossed, body facing the person	Receptive, non-defensive, approachable
Gentle eye contact	Looking at the person naturally, not staring	Attention, care, connection
Nodding	Occasional, natural nods	Active listening, understanding
Soft facial expression	Calm, relaxed face; soft eyes; small smile or matching emotion	Emotional alignment, warmth
Leaning in slightly	Subtle forward lean without invading space	Interest, presence
Mirroring	Lightly copying posture or gestures	Rapport, empathy
Warm tone of voice	Calm, gentle, steady pace	Comfort, reassurance
Open hand gestures	Slow, natural movements while speaking	Openness, clarity, supportiveness

Student Safeguarding Records

Student safeguarding records relating to students are highly confidential and are recorded digitally on the CPOMs digital system CPOMS.

The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard. The designated safeguarding lead will also ensure that records show what action was taken, whether any follow-up action was taken; how and why decisions were made.

Any concerns raised or reported are recorded digitally on the CPOMs digital system; while all teaching and learning staff can make entries to the safeguarding form (only after seeing the relevant DSL and recording as directed) full access is restricted to senior leaders, Designated Safeguarding Leads and their Deputies.

Records provided by staff may be requested for use in future legal cases. Any follow up communications and any relevant documents and files should also be added to CPOMs as needed.

When a student leaves The ABCIS and there are active safeguarding concerns and records, the relevant DSL should contact the safeguarding lead of the student's new school to pass on the most relevant information. Receipt of the records should be confirmed and recorded by the DSL.

6. Staff Training

Safeguarding training is viewed as an ongoing process rather than a single annual event. While all staff share responsibility for safeguarding children, the school provides induction, regular safeguarding updates and role-specific training to ensure staff remain confident, knowledgeable and responsive to emerging safeguarding risks.

During Induction Period

- New staff are provided with all key policies and given time to review and then attend a follow up meeting with their designated DSL. They are expected to confirm that they have read and understood the contents of these before students have returned.
- New staff receive guidance on professional boundaries, appropriate conduct, the Staff Code of Conduct and procedures for reporting safeguarding concerns about children or adults.
- Upon joining The ABCIS, all English speaking staff complete Educare courses in 'Child Protection for International Schools' and 'Staying Safe Online'. These are completed before students return to school.
- Within first 2 terms complete educare Child-on-Child Abuse for International Schools, Child Exploitation for International Schools, Staying Safe Online for International Schools and Preventing Bullying for International Schools

Ongoing Safeguarding Training & CPD

- English speaking staff complete a refresher for 'Child Protection for International Schools' every year.
- All staff attend an annual safeguarding update meeting covering changes to statutory guidance, school procedures, emerging safeguarding risks, learning from safeguarding practice and reminders of professional responsibilities.
- All staff are expected to read and confirm understanding of Part One of KCSIE. Where staff require translation support, the school will provide appropriate translated guidance and/or briefing to ensure they understand their safeguarding responsibilities.
- Staff are expected to read (and confirm that they have done so in writing) designated policies before students return to school each year including the Code of Conduct.
- Every 2 years complete educate training in; Child-on-Child Abuse for International Schools, Child Exploitation for International Schools, Staying Safe Online for International Schools and Preventing Bullying for International Schools. Staff have full access to the Educare suite of courses.
- Key staff in each part of the school are identified and trained in suicide intervention skills training (ASIST) and Safe Talk.

Safeguarding Team

- Members of the Safeguarding team are trained at Level 3/Advanced stage with no longer than 2 years between training.
- School representatives attend the annual FOBISIA Safeguarding Conference and the Vietnam Wellbeing & Safeguarding Summit.

Additional safeguarding advice for staff

- Maintain professional curiosity and report concerns promptly, even where there has been no disclosure or where concerns appear minor in isolation.
- Follow the ABCIS Staff Code of Conduct
- Be familiar with all key ABCIS policies and ask if unsure
- Ensure that duties in designated areas are carried out properly and without distraction
- Avoid situations where you are on your own with a child in a room with the door closed
- Only communicate with students via official school channels (school email or Google Classroom)
- Every absence is checked by admin staff contact with parents each morning
- Any changes of a child's address/ living circumstances you are made aware: please advise office manager
- Emergency contact information for every child is on our information management system (Engage)

7. Concerns About Adults

Reporting Concerns About Staff

The ABCIS takes all concerns or allegations against staff seriously and follows strict safeguarding procedures to ensure the safety and well-being of our students and community. This section of the policy should be read in conjunction with the whistle blowing policy  [Whistleblowing Policy.pdf](#)

The ABCIS actively promotes a culture where staff feel confident to raise concerns about the conduct of adults working in or on behalf of the school. Concerns will always be taken seriously, managed fairly and proportionately, and should be reported without delay in the interests of safeguarding children.

Low-Level Concerns

A low-level concern is any behaviour by an adult that is inconsistent with the Staff Code of Conduct but does not meet the harm threshold. Examples may include:

- overstepping professional boundaries;
- inappropriate or unprofessional language;
- inappropriate jokes or comments;
- unprofessional conduct within or outside of school.

Low-level concerns should be reported and recorded so that patterns of behaviour can be identified and addressed at an early stage. Staff should never assume that someone else has already shared the concern. Where in doubt, concerns should always be reported.

Allegations that Meet the Harm Threshold

An allegation may meet the harm threshold if a member of staff, volunteer, contractor or other adult working on behalf of the school has:

- 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;
- behaved towards a child in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes, but is not limited to:

- sexual harassment or abuse;
- physical assault or threats of violence;
- grooming behaviour;
- criminal behaviour;
- repeated or serious breaches of the Staff Code of Conduct; or
- any other behaviour that may present a safeguarding risk to children.

Any allegation meeting the harm threshold will be referred immediately to the Principal and Directors. External advice will be sought where appropriate and consideration given to suspension, referral to relevant authorities and any other action necessary to safeguard children.

Staff should not attempt to investigate allegations themselves or discuss concerns widely beyond those who need to know in order to safeguard children and ensure a fair process.

Self-Reporting

In line with KCSIE, staff are expected to take personal responsibility for reporting any incident, behaviour or circumstance, whether inside or outside school, that could reasonably raise questions about their suitability to work with children or compromise their position of trust.

Self-reporting allows the school to assess and manage any potential risks appropriately and supports a culture of openness and professional accountability.

Self-reports should be made to the relevant Head of School. Heads of School should report to the Principal. The Principal should report to the Directors.

Self-reporting will be handled confidentially and supportively and will not automatically imply wrongdoing.

Reporting Concerns About Adults

Concerns related to	Report to
Member of ABCIS Staff	Relevant Head of School (EY & Primary or Secondary)
Vice Principal Head of School (EY & Primary or Secondary)	Principal
Principal of The ABCIS	Directors
Director	Principal who will decide how the investigation will proceed

Managing Concerns and Allegations

The school will manage all concerns and allegations using the following principles

- act promptly and fairly;
- maintain appropriate confidentiality;
- assess and manage risk;
- support all parties involved;
- keep accurate records;
- seek external advice where appropriate; and
- take any necessary safeguarding, disciplinary or regulatory action.

Investigations will be conducted promptly and without unnecessary delay. Timescales will depend on the complexity of the case and any involvement of external agencies.

Record Keeping

Records relating to concerns, allegations and disciplinary outcomes involving adults will be maintained securely and confidentially. Records of disciplinary outcomes following an investigation, including verbal warnings, written warnings or dismissal, will be retained within the staff member's personnel file.

Records of low-level concerns and ongoing concerns will be maintained separately and reviewed regularly to identify patterns, trends or emerging risks. These records will include details of the concern, the context in which it arose, actions taken and any outcomes.

Access to records relating to staff safeguarding concerns will be restricted to those with appropriate safeguarding, leadership or human resources responsibilities.

8. Specific Safeguarding Areas

The following sections outline specific safeguarding issues together with The ABCIS' approach to recognising, responding to and managing these concerns. Staff should contact their relevant DSL if they require advice or clarification. Staff should exercise professional curiosity and recognise that abuse, neglect and exploitation may present differently in different children. No single indicator should be viewed in isolation. Even seemingly minor concerns should be reported promptly, as they may contribute to a broader understanding of a child's circumstances when considered alongside other information by the DSL.

Abuse

Abuse is defined as any 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 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. If staff have any concern that a child may be experiencing abuse, neglect, exploitation or another safeguarding concern, this must be reported immediately to a DSL or DDSL in accordance with this policy.

The ABCIS recognises that abuse, neglect and safeguarding concerns rarely exist in isolation and often overlap with attendance, behaviour, wellbeing, medical, family or mental health concerns.

The indicators below are not intended to be exhaustive and the presence of one or more indicators does not necessarily mean that abuse has occurred. Staff should consider the wider context and report any concerns to a DSL or DDSL in accordance with this policy. Children may display different indicators depending on their age, developmental stage, communication needs, culture or previous experiences. Staff should always apply professional judgement.

Forms of Abuse	Description and Possible Indicators
Physical Abuse	● 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. Look out for bruising, bite marks, burns, scalds, fractures, unexplained injuries, injuries at different stages of healing, refusal to discuss injuries, covering up, parents uninterested when queried
Emotional Abuse	● This involves 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 overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. ● 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. Look out for developmental delay, abnormal attachment, low self esteem, lack of confidence, inappropriate emotional responses, excessive withdrawal, anxiety, attention-seeking behaviour or extreme compliance
Sexual Abuse	● This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. ● The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. ● They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. ● Sexual abuse can take place online, and technology can be used to facilitate offline abuse. ● Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. ● The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it. Look out for: changes in behaviour, self-harm, eating difficulties, age-inappropriate sexual knowledge, sexually explicit language, drawings or behaviour, reluctance to change for sports, unexplained gifts, secretive use of devices or withdrawal from peers.

Neglect (including affluent)	• This is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. • Neglect may occur during pregnancy, 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 caregivers); or ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. • Neglect may occur in families from any social, cultural or economic background and may not always be immediately apparent. Look out for: inadequate clothing, poor hygiene, hunger, persistent tiredness, unmet medical needs, frequent lateness or absence, reports of parents being frequently absent, emotionally unavailable caregivers, emotional withdrawal, excessive independence for age, or indications that a child's emotional needs are not being met.
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Staff should be aware that the indicators listed above may have explanations unrelated to abuse. However, where concerns exist, staff should not attempt to investigate or determine whether abuse has occurred. Any concern should be reported to a DSL or DDSL in accordance with this policy.

Child-on-Child Abuse

The ABCIS recognises that children can abuse other children and that this can occur both inside and outside school, online and offline. Child-on-child abuse is a safeguarding concern and will always be taken seriously.

Child-on-child abuse can be perpetrated by individuals or groups and may affect children of any age, sex, gender identity, nationality, culture or background. It can occur between children of the same age or different ages, and between children of any gender. The school will never dismiss child-on-child abuse as banter, part of growing up or harmless teasing.

All concerns relating to child-on-child abuse will be taken seriously, recorded appropriately and responded to promptly in accordance with this policy. Children who experience child-on-child abuse will be listened to, supported and protected. Children who display harmful behaviour will also be considered within a safeguarding context and, where appropriate, receive a safeguarding assessment and appropriate support alongside any necessary behavioural or disciplinary action.

Concerns involving behaviour between children will be assessed by the relevant pastoral and safeguarding leaders. The school recognises that not all incidents between children will constitute child-on-child abuse. The nature, seriousness, frequency, impact and context of the behaviour will be carefully considered when determining whether the matter should be managed through behaviour procedures, safeguarding procedures or a combination of both. Where there is any concern that a child has experienced, or is at risk of, harm, abuse or exploitation, safeguarding procedures will always be followed.

All children involved will be treated fairly, with the needs and safety of those affected remaining paramount. The ABCIS recognises that children who display harmful behaviour may themselves have unmet safeguarding needs and require support.

Child-on-child abuse may include, but is not limited to:

- **Physical abuse** – including hitting, kicking, shaking, biting, hair pulling, fighting, or otherwise causing physical harm to another child.
- **Emotional abuse** – including bullying, intimidation, name-calling, making threats, spreading rumours, humiliation, manipulation or deliberate social exclusion.
- **Cyberbullying** – the use of technology, social media, messaging platforms, gaming platforms or other digital communication to threaten, intimidate, harass, humiliate or target another child.
- **Prejudice-based bullying or harassment** – behaviour motivated by discrimination relating to a child's race, nationality, ethnicity, religion, disability, sex, sexual orientation, gender identity, language, culture or other protected characteristic.
- **Sexual harassment** – unwanted conduct of a sexual nature, including sexual comments, jokes, gestures, online harassment, unwanted physical contact or sharing sexualised content.
- **Sexual violence** – sexual acts carried out without consent or where consent cannot be freely given.
- **Harmful sexual behaviour** – developmentally inappropriate, problematic or abusive sexual behaviour displayed by children towards other children.
- **Consensual and non-consensual sharing, creation or manipulation of nude or semi-nude images or videos, including AI-generated or AI-manipulated images (deepfakes)** – creating, possessing or sharing sexual images of children, including images shared through social media, messaging applications or other digital platforms.
- **Initiation or hazing behaviours** – activities expected as part of joining a group, team or social circle that may cause physical harm, emotional distress, humiliation or degradation.
- **Abuse within intimate personal relationships** – behaviour that is physically, emotionally, sexually or psychologically abusive, including coercive, controlling or manipulative behaviour within a dating or romantic relationship.
- **Online abuse and exploitation** – behaviour that uses technology to manipulate, exploit, groom, threaten or abuse another child.
- **Sexist, misogynistic or misandrist language, attitudes or behaviour** - behaviour that demeans, stereotypes, excludes or shows hostility towards individuals on the basis of their sex or gender.
- **Coercive or exploitative behaviour** – including blackmail, extortion, threats to share images or coercing another child into harmful behaviour.

The ABCIS recognises that abuse, neglect and safeguarding concerns rarely exist in isolation and may overlap.

Prevention

The ABCIS is committed to preventing child-on-child abuse through a whole-school safeguarding approach. This includes:

- fostering a culture of respect, inclusion and kindness;
- delivering age-appropriate safeguarding, Relationships and Health Education and PSHE programmes;
- teaching students about healthy relationships, consent, boundaries, respectful behaviour and recognising unsafe situations;
- promoting safe and responsible use of technology and social media;
- providing clear reporting systems and access to trusted adults;
- challenging inappropriate, discriminatory or harmful language, attitudes and behaviours at an early stage, including sexism, misogyny, misandry and prejudice-based behaviour;
- ensuring staff receive safeguarding training on child-on-child abuse

The school recognises that effective prevention is achieved through education, early intervention and a safeguarding culture in which students feel safe, listened to and supported.

Recognising Child-on-Child Abuse

Staff should be aware that children may not report abuse immediately, or at all, due to fear, embarrassment, loyalty to peers, concerns about confidentiality, fear of not being believed, fear of retaliation, or because they do not recognise the behaviour as abusive.

Concerns may arise through a direct disclosure, observations by staff, reports from other students or parents, changes in behaviour, attendance, wellbeing, online activity or academic performance.

All concerns should be reported to a Designated Safeguarding Lead (DSL) without delay.

The ABCIS recognises that incidents of child-on-child abuse may involve an overlap between safeguarding, behaviour management and pastoral support. Not all incidents will require the same response, and professional judgement will be used to determine the most appropriate course of action.

Designated Safeguarding Leads at ABCIS also hold senior pastoral leadership responsibilities within their respective phases of the school. This ensures that safeguarding concerns are considered alongside pastoral, behavioural and wellbeing needs when determining appropriate support and intervention.

Where concerns are identified, the DSL will maintain oversight of the school's response and determine whether the matter should be managed through pastoral and behaviour systems, safeguarding procedures, or a combination of both.

Levels of Behaviour and Intervention

Child-on-child abuse exists on a spectrum of behaviours involving different levels of harm and requiring different levels of intervention. Professional judgement should always be used when assessing incidents, taking into account the age, developmental stage, understanding and vulnerability of the children involved.

The examples below are illustrative and not exhaustive. The context, frequency, intent and impact of a behaviour are important factors when determining the appropriate response.

Level	Description	Examples	Typical School response
Inappropriate Behaviour	One-off incidents involving poor judgement, immaturity or a low-level breach of school expectations, where there is no evidence of harmful intent.	accidental invasion of personal space; one-off inappropriate comments; immature behaviour between peers.	Normally managed through the school's behaviour and pastoral systems. Staff should remain vigilant and report any concerns if a pattern emerges or there is uncertainty about the appropriate response.
Problematic Behaviour	Repeated or concerning behaviour that causes distress, humiliation or discomfort to another child and may indicate unmet needs or emerging safeguarding concerns.	repeated bullying; persistent exclusion of another child; repeated inappropriate sexualised language; repeated cyberbullying.	Managed through the school's pastoral and behaviour systems, with consideration of safeguarding procedures where appropriate. A DSL should be consulted where there are safeguarding concerns, repeated incidents, or where sexualised language or behaviour is unexpected for the child's age or developmental stage. Staff should also seek DSL advice where there is uncertainty about the most appropriate response.
Harmful or Abusive Behaviour (Safeguarding)	Behaviour that is deliberate, coercive, exploitative, targeted or causes significant harm to another child.	physical assault; sexual harassment; sexual violence; sharing intimate images without consent; coercive or controlling behaviour; discriminatory abuse.	Requires immediate referral to a DSL and will be managed through safeguarding procedures, alongside any necessary pastoral or behavioural interventions. The DSL will maintain oversight of the safeguarding response, working with the relevant Head of School. The Head of School will keep the Principal informed of serious safeguarding incidents and significant decisions, in line with the school's safeguarding governance arrangements.

When assessing behaviour, the school will consider:

- the age and developmental stage of those involved;
- whether the behaviour is isolated or forms part of a pattern;
- any power imbalance between those involved;
- the vulnerability of the victim or perpetrator;
- evidence of coercion, intimidation, planning or exploitation;
- the impact on the victim;
- whether a criminal offence may have occurred;
- whether the behaviour reflects a wider pattern of safeguarding, behavioural or pastoral concerns.

Sexual Violence and Sexual Harassment

Sexual violence, sexual harassment and harmful sexual behaviour are forms of child-on-child abuse. Examples are provided in the Child-on-Child Abuse section of this policy. The ABCIS takes all reports of sexual violence and sexual harassment seriously. Sexual violence and sexual harassment can occur between children of any age and gender and may take place online or offline. Such behaviour is never acceptable and will not be tolerated.

The school recognises that sexual harassment can occur within a culture of sexist or harmful attitudes. Staff are expected to challenge inappropriate language, stereotypes and behaviours at the earliest opportunity to help prevent escalation.

Any report of sexual violence or sexual harassment must be referred immediately to a Designated Safeguarding Lead (DSL) and recorded on CPOMS as a safeguarding concern. The DSL will undertake an initial safeguarding assessment and determine any immediate protective actions required. The DSL will work with the relevant Head of School to determine and coordinate the school's response. The Head of School will ensure that the Principal is informed of serious incidents and significant safeguarding decisions in accordance with the school's safeguarding governance arrangements.

All reports will be considered on a case-by-case basis, taking account of the nature of the incident, the age and developmental stage of those involved, any power imbalance, and the wider context. Appropriate support will be provided to all children involved, with the safety and wellbeing of the child who has experienced the behaviour remaining paramount.

The school's response may include pastoral intervention, behaviour procedures, safeguarding support, risk assessment, parental involvement and, where appropriate, consultation with or referral to external agencies in accordance with local law. The ABCIS recognises that children who have experienced sexual violence or sexual harassment may require ongoing support. Our aim is to ensure that every child feels safe, supported and able to thrive within the school community.

Harmful Sexual Behaviour

The ABCIS recognises that sexual behaviour exists on a continuum from developmentally expected behaviour through to harmful and abusive sexual behaviour. Professional judgement should always take account of the child's age, developmental stage and the context in which the behaviour has occurred.

The school uses the [Brook Traffic Light Tool](#) to support professional judgement when assessing sexual behaviours displayed by children and young people.

Children displaying harmful sexual behaviour should be viewed as children first and may themselves require safeguarding assessment, intervention and support. Any concerns regarding harmful sexual behaviour must be reported immediately to a DSL and recorded on CPOMS as a safeguarding concern. The DSL will determine the appropriate safeguarding response, working with the relevant Head of School where necessary to coordinate support and intervention.

Extra-Familial Harm and Exploitation

Extra-familial harm describes safeguarding risks that arise outside the family home and may occur within peer groups, schools, online environments or the wider community. The ABCIS recognises that as children and young people become more independent, they may be exposed to risks beyond parental supervision. These risks can affect students from all backgrounds, including those from affluent families and international communities. Staff should recognise that these risks may overlap and rarely occur in isolation. Extra-familial harm may include:

- child-on-child abuse;
- bullying and cyberbullying;
- sexual harassment and sexual violence;
- harmful sexual behaviour;
- online exploitation and grooming;
- child sexual exploitation (CSE);
- child criminal exploitation (CCE);
- substance misuse and exposure to illegal substances;
- inappropriate or exploitative relationships with adults or peers;
- radicalisation and exposure to extremist ideologies;
- trafficking and other forms of exploitation;
- inappropriate online communities and negative peer group influences.

The ABCIS recognises that many of these risks may be facilitated through social media, online gaming platforms, messaging applications and other digital technologies.

Staff should remain vigilant to signs that a student may be at risk of extra-familial harm, including significant changes in behaviour, friendship groups, attendance, emotional wellbeing, online activity or academic engagement. Any concerns should be reported promptly to a DSL.

Online safety

The ABCIS recognises that safeguarding incidents can occur both online and offline. Online safety forms part of the school's whole-school safeguarding approach. The school maintains appropriate filtering and monitoring systems, reviews these regularly, and addresses emerging risks including AI-generated content, deepfakes, online exploitation and image sharing.

Children Missing Education and Attendance

Children Missing Education (CME) can be a potential indicator of abuse, neglect, child sexual exploitation, child criminal exploitation, mental health difficulties, radicalisation or other safeguarding concerns. Schools have a duty to identify, monitor, and support students who are absent to ensure their safety and well-being. Whilst there are no statutory attendance thresholds in an international school context, ABCIS considers attendance of 95% or above to be good attendance. Attendance below this level may prompt further pastoral support, monitoring or intervention depending on the individual circumstances. As a school we strive to maintain accurate attendance records and track periods of absence. We use the following strategies to support students in this matter

- Contact is made to parents before 9:30am each day to find out the reason for their child's absence
- DSLs will be updated each day on students who are absent and the reasons why
- Identify students who are persistently absent (below 90% attendance) or missing for extended periods
- Letters are sent explaining the negative impact of missing school and parent meetings are held to try and improve, or remove barriers to, attendance
- Where possible provide access to learning materials and teacher support for authorised absences outside of students' control
- Provide pastoral support for students struggling with school attendance and for when they reintegrate after absences due to anxiety, medical or SEND needs

Mental Health and Safeguarding

The ABCIS recognises that children and young people may experience a wide range of emotional, psychological and mental health difficulties during their school life. These may include, but are not limited to, anxiety, depression, eating difficulties, trauma, self-harm, suicidal ideation, or complex and ongoing mental health conditions.

While the school is not a clinical or diagnostic setting, we remain fully committed to safeguarding and supporting students experiencing mental health difficulties. Staff should not attempt to diagnose mental health conditions but should recognise signs of concern, respond appropriately and report safeguarding concerns without delay. We recognise that mental health concerns can, in some cases, be an indicator of abuse, neglect, exploitation or other safeguarding concerns, and that safeguarding issues can also have a significant impact on a child's mental health and wellbeing. Our approach includes:

- promoting a whole-school culture that supports positive mental health, emotional wellbeing and early identification of need;

- responding to concerns through the Designated Safeguarding Lead (DSL), who will assess risk and determine whether safeguarding procedures should be initiated;
- maintaining supportive communication with parents and carers and working collaboratively to support the child;
- supporting families to access appropriately qualified external professionals and services where required;
- making reasonable adjustments to support students' access to learning and school life where appropriate;
- ensuring that safeguarding concerns relating to mental health are recorded and managed in accordance with this policy.

The school will act in a manner that prioritises student safety, wellbeing and dignity. Where a student presents an immediate risk to themselves or others, appropriate action will be taken without delay to ensure safety whilst seeking parental involvement and external professional support as appropriate.

In exceptional circumstances, a risk assessment may determine that the school is temporarily unable to safely meet a student's needs despite reasonable adjustments and available support measures. Decisions regarding attendance, a phased return, alternative arrangements or additional support will be made on a case-by-case basis by the relevant Head of School and DSL, in consultation with parents, carers and relevant professionals where appropriate.

Children Requiring Additional Safeguarding Support

The ABCIS recognises that some children may be more vulnerable to abuse, neglect, exploitation or other safeguarding concerns and may require additional support, monitoring or intervention. Staff should recognise that children may fall into more than one vulnerable group and that overlapping vulnerabilities may increase safeguarding risk. This may include, but is not limited to:

- children with Special Educational Needs and Disabilities (SEND);
- children who are learning English as an additional language and may face additional barriers in communicating worries, seeking help or making safeguarding disclosures;
- children experiencing mental health or emotional wellbeing difficulties;
- young carers;
- children with attendance concerns or who are absent from education;
- children experiencing family difficulties, including domestic abuse, parental mental ill-health, substance misuse or bereavement;
- children who have experienced abuse, neglect or trauma;
- children who are vulnerable to exploitation, radicalisation or harmful peer influences;
- children who are LGBT+ or gender questioning.

The school recognises that some children may face additional safeguarding risks because of their individual circumstances, vulnerabilities or protected characteristics. These risks may include bullying, discrimination, isolation, exploitation, prejudice-based incidents or mental health difficulties. Staff should be aware that some children may be less likely to seek help, disclose concerns or access support.

Children with SEND may face additional barriers to recognising abuse, communicating concerns or accessing support. Similarly, children who are learning English as an additional language may require additional support to ensure their voice is heard and their needs are fully understood.

As a British international school, The ABCIS is committed to promoting a safe, inclusive and respectful environment for all students. In line with recognised British safeguarding practice, including the principles underpinning the Equality Act 2010, Keeping Children Safe in Education (KCSIE) and the SEND Code of Practice, safeguarding decisions will be made on an individual basis, taking account of each child's circumstances, needs and best interests.

Medical Provision & Injuries

In the event of an injury to a child, the welfare and immediate medical needs of the child must take priority. Staff must ensure that appropriate medical assistance is sought from the school nurse without delay.

All injuries requiring medical attention must be recorded on CPOMS by the school nurse. Where further information or clarification is required, the nurse will liaise with the relevant staff member to establish the circumstances surrounding the injury.

Where an injury occurs during an educational visit, sporting fixture or other off-site activity, the trip leader or member of staff in charge must ensure that appropriate medical treatment is provided and that a medical entry is recorded on CPOMS by the nurse as soon as practicable.

Any injury that is unexplained, inconsistent with the explanation provided, forms part of a pattern of concerns, or otherwise gives rise to a safeguarding concern must also be reported to a DSL or DDSL in accordance with the safeguarding reporting procedures outlined in this policy.

9. Additional Safeguarding Arrangements

EYFS Safeguarding Arrangements

The ABCIS recognises its additional safeguarding responsibilities towards children in the Early Years Foundation Stage (EYFS).

The school will provide a safe, secure and nurturing environment in which children can learn, develop and thrive. Staff working within EYFS are expected to understand the additional vulnerabilities of younger children and respond promptly to any welfare or safeguarding concerns. All EYFS staff receive appropriate safeguarding training and are subject to safer recruitment and suitability checks.

The school recognises that younger children may be unable to recognise risk, may not understand when something is wrong, and may be less able to communicate worries or make safeguarding disclosures. This is particularly relevant for children in Pre-Nursery and Nursery, who may communicate primarily through their behaviour, emotions or interactions rather than through spoken language. As an international school, many EYFS children are also developing their English language skills and may feel more confident communicating in their home language. This can create additional barriers to expressing concerns, seeking help or making disclosures. Staff will therefore place particular emphasis on building trusting relationships, observing children's behaviour and wellbeing, understanding children's individual communication needs, and identifying concerns at an early stage.

Where children require support with personal care, this will be provided in accordance with the school's Intimate Care Policy. Intimate care arrangements will respect children's dignity, privacy and wellbeing whilst ensuring their safety at all times.

The use of mobile phones, cameras and other recording devices within EYFS is managed in accordance with school policy. Staff must only use school-approved devices for educational purposes, and the taking, storage and sharing of images must comply with the school's safeguarding, data protection and photography procedures.

Any safeguarding concerns relating to children in EYFS will be managed in accordance with the reporting, recording and child protection procedures outlined in this policy.

Outside Providers

All outside providers and volunteers who are working at the ABCIS are required to provide local and recent police clearance documents in addition to references and proof of qualifications before undertaking unsupervised work with children. If this cannot be obtained before they commence work within school, they must be supervised by a staff member and not left alone with students until the clearance is received. Before starting their planned sessions, they will have a briefing with the relevant DSL. The school maintains records of safeguarding checks undertaken on visitors, contractors, volunteers and external providers in accordance with safer recruitment procedures.

Visitors

All school guests are expected to sign in at the relevant entrance, providing photo ID to confirm their identity and reading and agreeing to the visitors information before they sign (see below). Where this is not possible the office staff will support security in verifying the identity of the guest. Guests should be escorted to the Office on Trung Son campus or Waiting Room on Nha Be campus. Accompanied children do not need to provide ID. Unaccompanied children must provide photo ID. Any other cases should be referred to a member of SMT.

Once on campus, the guest remains the responsibility of the office until that responsibility is passed to a sponsor or host. Sponsors can only be ABCIS staff.

For planned events, a list should be made available to security in advance to speed the signing process. Photo ID is still required. When ex-students, of adult age or otherwise, visit the school the same signing procedure is observed. Once signed in, a member of SMT, or the sponsor if pre-organised, should be contacted. Heads of School should be forewarned if an ex-student is being invited onto the campus for a specific activity. The guest remains the responsibility of the sponsor until they leave.

During interviews, parents should wait in the Waiting Room on Nha Be Campus and the admin office on the Trung Son Campus and remain the responsibility of the office staff. If these spaces are unavailable, the office will source another suitable alternative and supervise.

When guests arrive to spectate for a fixture, they will sign in as usual, showing photo ID and then wearing a school visitor badge for the duration of their visit. They will be escorted to the fixture location. A spectator zone will be identified where all guests must remain for the duration of the fixture. This zone will be supervised by a member of the school's security staff. Any concerns or undesirable behaviour should be positively challenged and support sought from the duty SMT member as required.

Online Learning Safeguarding Guidance

In the event that remote or online learning is implemented, all staff must continue to follow the school's safeguarding procedures and maintain professional boundaries at all times. Any safeguarding concerns arising during online learning must be reported to a Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

When delivering online learning, staff should:

- communicate with students only through school-approved platforms and communication systems;
- maintain the same professional standards and expectations as would apply during face-to-face teaching;
- wear appropriate professional clothing and ensure that any visible background is suitable and professional;
- ensure that students are expected to wear suitable clothing and participate from an appropriate location where possible;
- use devices only in appropriate settings;
- avoid using personal email accounts, social media platforms, personal messaging applications or personal telephone numbers to communicate with students;
- ensure that live sessions are closed appropriately once completed and that meeting links are not left accessible for unsupervised use;
- seek advice from their Head of School regarding operational concerns and from a DSL regarding safeguarding concerns.

There is no requirement for staff to record online lessons or meetings. However, any safeguarding concerns identified during online learning must be reported and managed in accordance with school safeguarding procedures. This guidance will be shared with staff, students and parents should remote learning be required.

10. Related Policies

This policy should be read alongside:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Internet, mobile and digital technology usage agreement
- Safer Recruitment Policy
- Whistleblowing Policy
- Support for Learning Policy
- Health and Safety Policy
- Medical Policy
- Trips procedures

11. Policy Review

This policy will be reviewed annually by the Safeguarding Officer. A review will be conducted if there are changes to legislation, statutory guidance, or recommended best practices. Amendments will be made as necessary to ensure that this policy remains current, relevant, and effective in promoting safeguarding and student welfare.

Appendices for Visitors Policy

Thank you for visiting our Nha Be Campus

At The ABCIS we put the safeguarding of our students at the forefront of what we do. In addition to this we want to ensure all visitors are safe and supported during their time with us. To achieve this we ask you to adhere to the following guidance.

- To enter the campus, you must show your ID, sign in and ensure you wear your visitors badge at all times.
- Whilst on the campus you should be accompanied by a staff member at all times. If you become separated from a staff member for whatever reason, please go to the admin office in Block A to ask for support.
- You are not permitted to take photos without permission given in advance of the visit, this is particularly important for photos where children may be included.
- If you see anything during your time at the school that causes you concern for a student or staff member's welfare, please ask to speak with Ms Giang, the office manager, and she will contact the appropriate member of the safeguarding team.
- If you hear a continuous loud bell, this means we are evacuating the building and you must go to the sports field to gather with the rest of the school population.
- You should only exit from the front gate, handing back your badge to the security guards as you leave so we can record your departure.
- By signing in using the visitors book, you understand all of the above and agree to follow this guidance during your time on site.
- Thank you for your cooperation in keeping our community safe.

Thank you for visiting our Trung Son Campus.

At The ABCIS we put the safeguarding of our students at the forefront of what we do. In addition to this we want to ensure all visitors are safe and supported during their time with us. To achieve this we ask you to adhere to the following guidance.

- To enter the campus, you must show your ID and ensure you wear your visitors badge at all times.
- Whilst on the campus you should be accompanied by a staff member at all times. If you become separated from a staff member for whatever reason, please go to the admin office to ask for support.
- You are not permitted to take photos without permission given in advance of the visit, this is particularly important for photos where children may be included.
- If you see anything during your time at the school that causes you concern for a student or staff member's welfare, please ask to speak with Ms Celena, the office manager, and she will contact the appropriate member of the safeguarding team.
- If you hear a continuous loud bell, this means we are evacuating the building and you must go to the sports field to gather with the rest of the school population.
- You should exit from the same gate you came in, handing back your badge to the security guards as you leave so we can record your departure.
- By signing in using the visitors book, you understand all of the above and agree to follow this guidance during your time on site.
- Thank you for your cooperation in keeping our community safe.



RESPONDING TO SAFEGUARDING CONCERNS

1



STEP 1: CONCERN IDENTIFIED (STAFF MEMBER)

A staff member has a safeguarding concern about a child, either through a disclosure or an observation.



2



STEP 2: IMMEDIATE REPORTING AND DOCUMENTATION (STAFF MEMBER)

- The concern must be reported verbally to a DSL or DDSL as soon as possible on the same day, ideally within one hour of the concern arising.
- The DSL/DDSL will normally ask the reporting staff member to complete a Safeguarding Concern Form on CPOMS as soon as practicable.
- Once a concern has been reported, responsibility for safeguarding decision-making and case management transfers to the DSL.



IMPORTANT SAFEGUARDING REMINDER

- Never leave a safeguarding concern unreported overnight.
- Do not assume that someone else has reported the concern.
- A concern that appears minor in isolation may be significant when considered alongside other information known to the DSL.
- If in doubt, report it.



3



STEP 3: REVIEW, ASSESSMENT AND DECISION-MAKING (DSL)

- The DSL reviews the concern and undertakes an initial safeguarding assessment.
- The DSL considers whether the child is at risk of immediate harm and determines the urgency of any required action.
- The DSL determines the most appropriate course of action and may consult with the Head of School and other relevant staff as appropriate. The Head of School will determine whether the Principal should be informed.
- The DSL remains responsible for safeguarding decision-making and case management throughout the process, including determining who should be involved, whether parents/carers should be informed, and the level of monitoring and support required.
- The DSL will acknowledge receipt of the concern and, where appropriate, provide feedback to the reporting staff member. Whilst confidentiality may limit the information that can be shared, staff should be reassured that concerns have been reviewed and appropriate action taken.
- Initial actions and decisions are recorded on CPOMS.



4



STEP 4: RESPONSE, MONITORING AND REVIEW (DSL)

- The DSL will implement and monitor the agreed safeguarding response. This may include:
 - further discussion with the child;
 - parent/carer involvement (unless doing so may place the child at increased risk);
 - monitoring and review;
 - pastoral intervention;
 - internal investigation or external consultation or advice.
- The DSL will coordinate support, undertake welfare checks where appropriate, and ensure that all actions, decisions and outcomes are recorded on CPOMS.



5



STEP 5: RESOLUTION AND LEARNING (DSL)

- The case will be formally reviewed and either closed or remain subject to ongoing monitoring and support.
- Where appropriate, significant cases, emerging trends or recurring themes may be reviewed by the Safeguarding Officer to inform safeguarding practice, staff training and school improvement.



RECORD KEEPING

All safeguarding concerns, actions, decisions and outcomes are recorded on the school's secure safeguarding recording system (CPOMS).