

Safeguarding and Child Protection Policy 2025/26

Safeguarding and Child Protection Contacts

CIS ROLE	NAME	CONTACT DETAILS
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1. Aims

The school aims to ensure that:

- Appropriate action is taken promptly to safeguard and promote children’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance

As a provider of British International Curriculum education, this policy for Cambridge International School is based on the UK Department for Education’s statutory guide of [Keeping children safe in education - GOV.UK](#) and the [Working together to safeguard children - GOV.UK](#). We comply with this guidance as an example of international best practice with regard to Safeguarding and Child Protection.

This policy is also based on the following legislation:

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children;

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children;

Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;

All schools with pupils aged under 8 add:

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children.

We are also cognisant of the policy framework for Early Years provision, given our close connection with Funiversity Cambridge Kindergartens. This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

The policy is also fully informed by local Slovak legislation in relation to the education and welfare of all children educated at Cambridge International School and is compliant with Ministry of Education policies.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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.

Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children include everyone under the age of 18. At CIS, we extend this definition to include all students in partial or full-time education, including those who have passed their 18th birthday before completing their studies at CIS.

4. Equality statement

Some children are at an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10).
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English and/or Slovak as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are missing from education (long-term absentees, whether on Individual Education Plans or otherwise).

- Whose parent/carer has expressed an intention to remove them from school to be home educated.

5. Roles and responsibilities

All Staff: Every staff member must review the Department for Education's safeguarding guidance annually. They are expected to be vigilant and able to identify signs of abuse such as unexplained injuries, changes in children's behaviour, or fear of going home. Staff must understand how to report these signs and maintain a level of confidentiality appropriate to safeguard children's welfare.

Designated Safeguarding Lead (DSL): The DSL is pivotal in the school's safeguarding procedures. They are available during school hours to address any concerns staff may have about a child's welfare. They lead the response to child protection issues, guide staff on conducting risk assessments, and manage referrals to external agencies.

Director: The Director ensures the entire school community understands and implements the safeguarding policy. They oversee the training, resources, and support for the DSL, and ensure there are procedures for dealing with allegations against staff, which includes potentially suspending the accused during an investigation.

6. Confidentiality

Staff should handle sensitive information responsibly, but the safety of the child takes precedence over privacy. For instance, if a child confides in a teacher about abuse, the teacher cannot promise to keep this information confidential but must reassure the child that disclosing the information is important to get help and protect them.

7. Recognising abuse and taking action

Immediate Danger: If a child is in immediate danger or seriously harmed, the staff member should contact the police via Parent Relations and then immediately or concurrently inform the DSL. For example, if a child shows signs of physical injuries that suggest severe abuse, immediate action is required.

Disclosure by a Child: If a child reveals abuse, the staff should listen carefully without showing shock or disbelief, reassure the child, and explain that they will need to share this information with the right people to help. The conversation should be documented verbatim to ensure accuracy in further investigations.

Concerns About Staff: If there is a concern about a staff member's behaviour towards children, it should be reported to the Director immediately. This ensures that the allegation is handled sensitively and appropriately, safeguarding the child and respecting the rights of the staff member involved.

8. Online safety and the use of mobile technology

The school aims to protect children from online risks by educating them about safe internet practices and implementing strict guidelines on mobile phone usage during school hours. For instance, children are taught not to share personal information online, recognise cyberbullying, and report uncomfortable online interactions to a trusted adult. Please see the School Handbook and PSHE/Life Skills curriculum maps for further details.

9. Notifying parents or carers

Generally, the school will discuss any safeguarding concerns with the child's parents unless doing so might endanger the child. For example, if abuse is suspected to be occurring at home, the school might delay informing the parents until it can ensure the child's safety through the involvement of the appropriate authorities.

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of abuse

Physical Abuse

This involves causing physical harm to a child through actions such as hitting, shaking, or burning. For example, if a child arrives at school with unexplained bruises or burns, this might indicate physical abuse.

Emotional Abuse

Emotional abuse damages a child's emotional health and development. It can include telling a child they are worthless, not allowing them to express themselves, or imposing expectations that are not age-appropriate. Signs might include a child becoming withdrawn, exhibiting low self-esteem, or behaving in a manner that is unusual for their age.

Sexual Abuse

Sexual abuse involves forcing or coercing a child to participate in sexual activities. This may not always involve physical contact and could include exposing a child to sexual materials, inappropriate touching, or making sexual suggestions. Signs can be difficult to detect but may include behavioural changes, an aversion to physical contact, or knowledge of sexual acts that are inappropriate for their age.

Neglect

Neglect occurs when a child's basic needs are not met by their caregivers, including adequate food, clothing, shelter, supervision, and medical care. A neglected child may often appear poorly clothed, malnourished, dirty, or have untreated medical issues.

Appendix 2: Safer recruitment and DBS checks – policy and procedures

To ensure the safety of children, our school adheres to a strict recruitment process:

Advertising: Our job advertisements clearly state our commitment to safeguarding children.

Application Forms: These include a declaration that applying for the role is an offence if the applicant is barred from working with children.

Interview Process: We scrutinise gaps in employment and explore any inconsistencies. The interview questions probe the candidate's understanding of safeguarding.

References and Background Checks: We verify the candidate's employment history and conduct comprehensive background checks, including criminal records, especially those involving children.

Appendix 3: Specific safeguarding issues

This section contains more detailed guidance on specific safeguarding issues.

Children Missing from Education

When a child frequently misses school without a satisfactory explanation, it might suggest underlying issues such as abuse or neglect. The school acts swiftly by inquiring into the reasons behind the absence and, if necessary, involves local authorities.

Child Criminal Exploitation (CCE)

CCE involves children being used by others to commit crimes, which might include drug trafficking or theft. Signs that a child might be exploited include unexplained gifts, associations with older individuals or groups, frequent absences from school, or a sudden behaviour change.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where a child is manipulated or forced into sexual activities in exchange for something, like gifts or attention. Signs might include the child having an older boyfriend or girlfriend, signs of physical abuse, or receiving gifts from unknown sources.

Domestic Abuse

Children can be affected by witnessing domestic abuse at home, which may affect their behaviour and emotional well-being. Signs include being overly fearful of certain topics, displaying aggression, or a sudden change in academic performance.

Peer-on-peer Abuse

This type of abuse occurs when children abuse other children, which can include bullying, physical attacks, sexual assault, or harassment. The school takes this seriously and intervenes with appropriate measures, including support for the victim and disciplinary actions for the perpetrator.

Please note, however, that not all accusations of bullying or conflict between peers and other students represent a Child Protection or Safeguarding concern.

