

SAFEGUARDING AND CHILD PROTECTION POLICY

A. PURPOSE

Instituto Thomas Jefferson Zona Esmeralda expects that all members of staff, as well as parents, visitors and contractors, recognise that when a student is at risk of harm or is in a dangerous situation, actions will be taken to reduce the risk of harm.

We recognise that the protection of our students is of paramount importance. Students may be able to identify situations of risk and ask for help for themselves or for other students.

In this document, the following terms will be used:

Student: Any pupil of Instituto Thomas Jefferson Zona Esmeralda, regardless of age, as well as visitors who are under the age of 18.

Staff member: Any individual employed by Instituto Thomas Jefferson Zona Esmeralda, regardless of their role or position.

In order to prevent risk situations from escalating, Instituto Thomas Jefferson Zona Esmeralda adheres to the following principles:

- The welfare of the student is paramount, and every student has the right to be protected from harm and exploitation. A student's welfare is irrespective of race, religion, ability, disability, gender or culture.
- All students should be and feel safe in their school.
- Every student has the right to receive strategies and skills that help them keep themselves safe.
- All adults in the school must demonstrate a commitment to protecting the students with whom they work.
- At Instituto Thomas Jefferson Zona Esmeralda, we work in partnership with parents, guardians and other professionals to ensure the protection of our students.
- The welfare of the student is our priority.
- All students have equal rights to protection; however, we recognise that in some cases additional support may be required. Some of these cases may relate to special educational needs, disability, gender, religion and sexual orientation.

SCOPE AND OBJECTIVES

Instituto Thomas Jefferson Zona Esmeralda aims to:

- Provide a safe and happy environment that promotes students' growth and learning.
- Define the systems and procedures in place to ensure that students are safe within the school.
- Raise awareness among all staff regarding safeguarding/child protection issues, as well as defining their roles and responsibilities when reporting possible cases of abuse and/or risk.
- Identify students who are suffering harm or may be at risk of harm.
- Ensure effective communication among staff on matters related to safeguarding/child protection.
- Establish effective procedures for staff members or external providers who encounter a safeguarding/child protection concern involving students.
- Be clear with all those involved, including students, parents or guardians, about safeguarding and child protection policies.

B. SCOPE

Safeguarding policies will be endorsed by ISP, signed by the General Directorate, and adopted at all levels of the organisation. This policy applies to any external agency or contractor who has unsupervised access to students.

C. DEFINITIONS

1. Safeguarding

Safeguarding and promoting the welfare of children refers to the processes applied to protect a student from harm, preventing any impairment to their health and development. We seek to improve the health and wellbeing of students in our care in order to help them achieve the best possible life opportunities and develop in a happy, safe and healthy manner.

2. Child Protection

Child protection is the central element of safeguarding and is defined as the responsibility to protect children and adolescents who are suffering, or may be at risk of suffering, harm as a result of abuse or neglect.

Note:

If preventative work around a safeguarding concern is not sufficiently addressed, students identified as being at potential risk may move into a situation of significant harm. Although there are factors that may be beyond the school's control, the purpose of this policy is to ensure that ITJ takes all possible measures to prevent situations from escalating.

D. PRINCIPLES

This policy sets out our principles and expectations, as well as the procedures and processes, which must be adopted by all our schools and across our group. The policy also describes the steps that must be taken in meeting our commitment to safeguarding students, at both school, regional and group level.

Given our international context, we recognise and accept our responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). We recognise our obligation to protect our students from harm and in particular, the obligation on us and our regions and schools under the following Articles of the UN convention:

- Article 3: which states that the best interests of children must be the primary concern in decision making about them.
- Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.
- Article 14: which states that children have the right to think and believe what they want and to practise their religion.
- Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.
- Article 34: which states that Governments should protect children from sexual exploitation and abuse.
- Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.
- Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.
- Article 37: which states that no one is allowed to punish children in a cruel or harmful way.

All member states of the UN have signed up to the 1989 convention (except for the United States of America) and all the UN articles can be found at the following link:
<https://www.unicef.org/child-rights-convention>

E. RESPONSIBILITIES

3. Principals / Heads of School

The Head of School acknowledges its responsibility to ensure that the organisation understands and follows the guidance provided in this document, as well as in any other safeguarding-related documentation.

Principals / Heads of School and Senior Leadership Teams

The Principals / Heads of School and Senior Leadership Team in each school will:

- Ensure that the policy is implemented across their school and followed by all employees and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum ensuring that children throughout the school are taught about keeping themselves safe, including online safety.
- Ensure the school site is secure.
- Ensure there are clear roles, responsibilities and strategies for delivering and maintaining an effective filtering and monitoring system.
- Customise this policy for their school.
- Ensure that local mapping of legislation, guidance and supportive agencies is undertaken and added to the school's customised version of this policy.
- Only deploy employees who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by employees in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

4. Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (DDSL) in a school

The school has identified at least one Designated Safeguarding Lead (DSL) who supports each Section Leadership team. This person will receive appropriate safeguarding training, be allocated sufficient time during the school day to fulfil their responsibilities, and prioritise safeguarding duties when required.

The role of the DSL is guided by two principles:

- The welfare of the student is the highest priority.
- Confidentiality will be maintained as far as possible.

Guided by these principles, the DSL will:

- Play a key role in ensuring that the school responds appropriately to situations where a student may be at risk.
- Work alongside Section Leadership to ensure that all teaching, administrative and operational staff are aware of their safeguarding responsibilities.
- Receive additional, role-specific safeguarding training.
- Maintain appropriate and confidential safeguarding records.
- Have a clear understanding of local agencies that may need to be contacted in safeguarding cases.
- Be familiar with local regulations, procedures and legal agencies that can provide safeguarding support.

All members of the school community, including staff, parents and contractors, have a responsibility to report any safeguarding concerns to the Designated Safeguarding Lead. The DSL is responsible for determining the appropriate course of action and taking necessary steps.

5. Members of the School Community (including external providers with unsupervised contact with students).

All members of the school community must:

- Be familiar with and follow all policies and documents related to student care and safe working practices.
- Be subject to a safer recruitment and vetting process prior to commencing work at the school (unless a supervision plan is in place while checks are completed).
- Remain vigilant to indicators or signs of possible abuse.
- Listen to and take students' concerns seriously.
- Record and report any safeguarding concerns in writing to the Designated Safeguarding Lead.

- At Instituto Thomas Jefferson Zona Esmeralda, the Designated Safeguarding Lead is Elsa Islas Molinar, supported by Safeguarding Deputies Daniela Lucero Flores, Itzel Amador Santana, Mayra Acosta Pérez, Liliana Zúñiga and Fernanda Reyes Solano. They can be contacted via emolinar@itj-ze.edu.mx or safeguarding@itj-ze.edu.mx, dflores@itj-ze.edu.mx, iamador@itj-ze.edu.mx, macostap@itj-ze.edu.mx, lzuniga@itj-ze.edu.mx, freyes@itj-ze.edu.mx.
- Follow the procedures outlined in this document when raising a safeguarding concern.
- Support students, colleagues or other adults who raise concerns, enabling appropriate and effective responses.
- Complete any safeguarding or safer recruitment training required by the school, including refresher training.
- Acknowledge that conduct inside or outside the school that breaches the ISP – Instituto Thomas Jefferson Zona Esmeralda Code of Conduct may result in administrative or legal action.

Those who have occasional or supervised contact with students (including external providers) must:

- Receive an induction outlining their role and the procedures for reporting safeguarding concerns.
- Provide documentation, when required, demonstrating that external providers have appropriate recruitment processes and have received safeguarding induction prior to delivering services at an ISP school. Where providers are constantly supervised, recruitment checks may not be mandatory, but the DSL must assess the associated risk.
- Read and follow this policy if they do not have their own safeguarding and child protection policy. These requirements will form part of contractual agreements.
- Follow the guidance outlined in this document at all times.
- Receive guidance and support regarding safe working practices.

F. TRAINING AND SUPPORT

ISP – Instituto Thomas Jefferson Zona Esmeralda will ensure that:

- All staff receive appropriate safeguarding training upon joining the organisation and refresher training at least every three years. Training will be available through Safeguarding Essentials and face-to-face sessions.
- Relevant safeguarding documentation is available in multiple languages.
- Staff are supported and equipped to recognise and respond to situations where students may be at risk.
- Designated Safeguarding Leads receive appropriate, up-to-date information and specialist training (approved by the Regional HR Director), refreshed every two years.
- All staff receive a comprehensive induction, including procedures to follow when they have safeguarding concerns.
- Staff involved in recruitment are trained in safer recruitment practices, refreshed every five years.
 - Newly appointed staff complete all required training before having unsupervised contact with students.
 - Any student who has suffered or is suffering abuse receives appropriate support. Where legal agencies are involved, students will be offered direct support through Personalised Education or external agencies.
- All ISP schools have information regarding local, regional or national support agencies.

ISP recognises the importance of supporting staff wellbeing. ISP will offer or signpost appropriate external support to any individual affected by safeguarding matters and will maintain a directory of relevant organisations (such as legal services, hospitals, psychologists and psychiatrists).

Unless specifically requested, staff must never conduct their own investigation into suspected abuse, as this requires specialist expertise and may interfere with legal proceedings.

G. FORMS OF ABUSE

There are various ways in which a student may be exposed to harm or risk, all of which require a response. According to the World Health Organization, abuse is any intentional act or neglect involving a child under 18 that causes or may cause harm to the child's health, development or dignity.

Commonly recognised forms of abuse include:

- Physical Abuse: Intentional acts of aggression using parts of the body, objects, weapons or substances to restrain, immobilise or harm another person.
- Emotional Abuse: A pattern of behaviour or omission, including threats, intimidation, coercion, rejection or abandonment, intended to cause psychological or emotional harm.
- Sexual Abuse: Any act or omission that induces or coerces a child into sexual activity, whether or not consent is perceived.
- Neglect: Failure to meet a child's basic physical, emotional or educational needs, resulting in harm or potential harm to their development or wellbeing.

While these categories represent the main forms of abuse, abuse may occur in multiple or overlapping ways. The school and its members must remain vigilant and know how to respond.

1. Self-harm

Self-harm can manifest in different ways, whether physical and/or emotional. There are many reasons why a student may want to harm themselves. Once it begins, it can become a compulsion. Because of this, it is important to identify it as early as possible and do everything possible to help. Self-harm is not always a suicide attempt or a way to seek attention. It is usually a way for students to release emotional pressure and may be a way to cope with their reality. Regardless of the reason, it must be taken seriously.

The exact reasons why students decide to harm themselves are not always easy to understand. In fact, they may not even know why they do it, although there is a relationship between depression and self-harm. It is common for a student who self-harms to be experiencing bullying, feeling under a lot of pressure, being emotionally abused, going through grief, or having difficulties with family and/or friends. The feelings that these situations may cause include: low self-esteem, low self-confidence, isolation, sadness, anger, emotional numbness, or lack of emotional control. Students may take very serious actions to conceal their self-harm and generally justify them as accidents.

The following are some indicators that may help staff identify possible self-harm:

- Physical indicators such as cuts, bruises, burns, trichotillomania (hair pulling).
- Emotional indicators such as depression, sudden weight loss, alcohol consumption or drug use, unusual changes in eating habits, and isolation.

If a staff member suspects that a student is self-harming, the situation must be referred to the Designated Safeguarding Lead, who will decide on the next steps. This is likely to include a conversation with the student and their parents or caregivers to refer the child to relevant external organizations or professionals.

2. Sexual Exploitation

Sexual exploitation of minors under 18 years old may involve situations in which the student receives something in exchange for performing sexual acts. Sexual exploitation of any student may occur in person or through the use of technology such as mobile phones or computers. In the latter case, a student may be encouraged to send indecent images of themselves.

In all cases, the abuser uses their power over the student. This power may be based on being older, having greater physical strength, and/or having financial resources that exceed those of the student. The use of violence, intimidation, and/or coercion is common in these situations.

3. Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women; therefore, if any situation arises, it will be addressed as far as possible and in accordance with the procedures in this document.

FGM is potentially harmful to a minor both emotionally and physically. In addition, it breaches several articles under the United Nations Convention. It is illegal in 26 countries in Africa and the Middle East, as well as in 33 other countries including the United States and the United Kingdom.

We recognize that this is a cultural practice in some countries and is not always perceived as abusive. This practice is not condoned, but staff must be aware of what this act entails and safeguard the best interests of students.

4. Forced marriage (FM)

Forced marriage is a marriage conducted without the consent of one or both parties, where coercion is a factor. This may involve physical pressure to marry (threats, physical violence and/or sexual violence) and/or emotional or psychological pressure (manipulation or making individuals feel they are a disgrace to their family). This is very different from an arranged marriage, where both parties give their consent.

In 2013, the first United Nations Human Rights Congress adopted a resolution against forced marriage. This resolution recognises forced marriage as a human rights violation which “prevents individuals from living free from violence”.

We recognise that this is a cultural practice in some countries and is not always perceived as abusive. This practice is not condoned; however, staff must remain alert to its implications and always act in the best interests of students.

5. Sexting

Sexting is when a person shares images, videos, or content of themselves that imply a sexual context, nudity or partial nudity, as well as sexually explicit messages.

There are several reasons why a student may want to send nude or semi-nude photos, videos, or messages to someone else:

- Agreeing because they think “everyone does it.”
- Boosting their self-esteem.
- Flirting with others and exploring their sexual identity.
- Exploring their sexuality.
- Seeking attention and connecting with new people on social media.
- Finding it difficult to say no if someone requests a sexually explicit image, especially if the person asking is persistent.

Students are not always aware that by creating and sending these images they may be committing an illegal act. Ideally, the school does not seek to address these acts from a criminal perspective. Support and education can be a more beneficial way to address sexting.

6. Children who are absent from education for prolonged periods and/or repeated occasions.

All employees should be aware that children who are absent for prolonged periods and/or repeated occasions, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, ‘honour’-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any

underlying safeguarding risk and to help prevent the risks of a child going missing in future. Employees should be aware of their school's attendance policy and unauthorised absence and children who have unexplainable and or/persistent absences from education procedures.

7. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

8. Fabricated and Induced Illness

In fabricated illness the perpetrator (usually a parent or carer) does not directly harm the child but reports to doctors a clinical story which is eventually established to be fabricated. Whereas with induced illness the perpetrator inflicts direct (hands on) harm to the child. This can range from trivial injuries such as pricking the child to add blood to urine, through to suffocation. All schools must have a robust attendance policy to aid the monitoring of child illnesses. When a parent reports that a child has an illness which requires a health plan the school must work in collaboration with the medical practitioner treating the child.

Note: The above is not an exhaustive list of all the potential forms of abuse which employees may have to deal with on occasions. For information, please see "Keeping Children Safe in Education" 2024. Annex B. This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world.

SPECIFIC SAFEGUARDING ISSUES

1. E-Safety

The increasing use of electronic devices in daily life has created additional risks for students. Some risks and dangers associated with the use of electronic devices include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults and/or other minors (making minors vulnerable to bullying or sexual abuse).
- Sexual harassment and abuse.
- Sharing personal information.
- Gambling or accumulating debts.
- Cyberbullying.

Cyberbullying is an increasingly common form of bullying and is closely linked to the use of social media and mobile phones.

ISP believes that the best way to protect our students is by teaching them to understand and be aware of the risks through programs that promote personal and social development on this topic. The school curriculum provides appropriate and frequent opportunities to teach children how to recognize when they and others are at risk. The aim is to equip them with the skills, language, and strategies they need to take appropriate action.

2. Use of Mobile Phones and Taking Photographs

The school is committed to the care of our students and therefore expects all staff, students, parents, and visitors to share this commitment. Instituto Thomas Jefferson recognizes the need to ensure, as far as possible, the safety of our students, and therefore implements a safe procedure for the use of mobile devices, cameras, and video/photography for all members of the educational community. This procedure aims to ensure the responsible use of such devices within the school and during school events.

The school has a Policy for the Use of Mobile Phones and Photography (see Mobile Phone Use Policy).

3. Whistleblowing

ISP recognizes that students cannot be expected to report risky situations if the adults around them do not do so. All staff and suppliers must be aware of their responsibility to report actions or attitudes of colleagues that go against a student's welfare.

A concern may be raised against a staff member or supplier at any time. It is important that any concern is treated seriously and in accordance with the appropriate procedures.

The school has a Whistleblowing Policy (see Whistleblowing Policy).

4. Anti-Bullying

Bullying is a safeguarding issue and, if not addressed, can become a much more serious child protection matter. Staff and suppliers must take seriously any report related to bullying involving any student. Necessary actions will be taken to investigate and prevent the recurrence of these incidents or behaviors. Bullying may occur in person or through the use of technology. The school has an Anti-Bullying Policy that outlines how this situation should be addressed (see Anti-Bullying Policy).

5. Children with Special Educational Needs or Disabilities

All staff must recognize that students with Special Educational Needs (SEN) and/or Disabilities may present additional safeguarding challenges. Depending on the nature of the need or disability, there may be additional barriers that make it more difficult to identify and recognize signs of abuse. For example, it may be easy to assume that a student's mood, behavior, or injury is due to their disability rather than an abusive situation.

It must also be recognized that students with disabilities may not show external signs of distress when they are being abused or bullied. Communication difficulties can make it particularly difficult to identify signs of abuse in a timely manner; therefore, staff must pay special attention and report concerns, avoiding assumptions about the causes of behavior or injury.

6. Allegations Made by One Student Against Another (Peer-on-Peer Abuse)

ISP and Instituto Thomas Jefferson recognize that students are capable of abusing their peers. When an allegation of this nature is raised, it will be taken seriously and treated as a safeguarding matter. Peer-on-peer abuse can take various forms and gender-related issues may be observed. Examples include students being touched or approached inappropriately by others or being physically assaulted. Peer-on-peer abuse will not be tolerated.

7. Safer Recruitment and Selection of Staff

ISP and Instituto Thomas Jefferson will do everything in their power to ensure that those who work with our students in the school and organization are the right people to do so. To achieve this, all individuals who will work unsupervised with minors will be recruited through a safer recruitment procedure (see Safer Recruitment Policy).

8. Physical Intervention

There may be occasions when adults within the school, as part of their responsibilities, need to physically intervene to prevent students from harming themselves or others. This intervention must be reasonable and proportionate to the circumstances and should be used as a last resort. The school has a Physical Intervention Policy (see Physical Intervention Policy).

9. Intimate Care

There may be occasions when students need to wash or change clothes due to reasons such as incontinence, vomiting, food accidents, or pain in an intimate area. All staff must be aware of how to support a child in such situations to ensure that all children who require intimate care are treated with respect and sensitivity, in a way that promotes their wellbeing.

The school has an Intimate Care Policy (see Intimate Care Policy).

H. PROCEDURES

1. Adults Concerned About a Student

If a staff member and/or supplier suspects that a student in their care may be a victim of abuse or at risk of abuse, they must not attempt to investigate the situation. They must report the situation to the Designated Safeguarding Lead as soon as possible.

In any suspicion of possible abuse or that a student is placing themselves at risk, staff must inform the Designated Safeguarding Lead. It is better to have concerns that later prove unfounded than to fail to protect a student from abuse. In many cases, students will not speak directly about these situations, but adults around them may observe signs in their behavior, physical condition, or emotional state that indicate a possible risk situation. In these circumstances, staff must use the Concern Record form available in the Main Offices of each school section and the body map (if applicable) to report to the Designated Safeguarding Lead.

This record must be completed on the “My Concern” platform, being as specific as possible (including date and time) with the observations that raised the concern. No report will be accepted if it does not meet the above requirements. When a student discloses information directly, the steps outlined in the following section must be followed.

2. Disclosure, Reporting and Subsequent Actions

General

Principle:

If a student asks to speak to someone about a problem, they must not be promised confidentiality, especially if the issue described refers to abuse they or other students are experiencing. Staff must explain this before having a conversation with the student.

The following guidance includes the main steps:

Receive

Where possible, listen to a student who wishes to speak in confidence. We know students often choose inconvenient moments to do this, but it is important to provide a space, even if this means saying, “I cannot talk right now, but come and see me at (give a time and date).” When possible, during a confidential moment, try to listen, allow silences, and try not to appear shocked or disbelieving.

Reassure

Try to remain calm, avoid making judgments, and empathize with the student. Never make a promise you cannot keep. Reassure the student by explaining what you are going to do. Reinforce that they did the right thing by telling you.

React

React to what the student tells you by saying only what is necessary to learn more about the situation. Do not ask leading questions. Keep questions open, such as “Is there anything else you would like to tell me?” Try not to criticize, as the perpetrator may be a family member or someone close to the student, toward whom they may have feelings of attachment.

Record

Make notes of what the student tells you while they are speaking. If this is not possible, do so as soon as possible and definitely within the first 24 hours after the disclosure. Ensure you write their exact words and not your interpretation. Record the day, date, time, and place (see Concern Record).

Report

When a student shares a situation or there is suspicion that something may be happening, it is important to follow the procedures and recommendations in this document. A report must be uploaded to “My Concern” together with the Designated Safeguarding Lead and, where relevant, include a body map.

When a student has shared information indicating they are a victim of abuse, the Designated Safeguarding Lead must be informed as soon as possible, or in their absence, the Deputy Safeguarding Lead. If neither is available, contact the Section Director. The Designated Safeguarding Lead will review the available evidence and take notes from any available sources of information.

The Designated Safeguarding Lead will decide on the actions and decisions to be taken, always within the local legal framework. It is important that full records of these actions and decisions are kept and stored securely. ISP recognizes the diversity and contextual complexity of each school. Therefore, the following principles must be considered when there is a situation of disclosure, reporting, and action regarding safeguarding:

As an international school, we:

- Recognize limitations regarding child protection.
- Need to ensure the quality and competence of professionals working with students who have suffered abuse or self-harm to determine the limits of their work.
- Need to act in accordance with local legislation, as well as the principles and practices set out in this document.

3. Local Agencies and Consultants

The school has a directory of local safeguarding agencies and consultants in a separate document.

4. Records and Confidentiality

Records

All records of concerns, disclosures, or allegations must be treated as sensitive information and kept securely and separately from general student records. This information must be shared with those who need it in order to take appropriate steps to keep the student safe. No more information will be shared than what the Designated Safeguarding Lead considers relevant.

When a staff member has a concern about a student, they must upload a “concern” on the “My Concern” platform. The staff member must complete the relevant information and deliver the document in person to the Designated Safeguarding Lead. Even if the concern seems trivial or insignificant, it may be something more serious. A raised concern may only require a conversation with the Designated Safeguarding Lead, but it may also involve a situation that reaches a legal level. If there has not been a specific incident, be as specific as possible about why you feel concerned.

In the case of a disclosure, the report must include:

- What the student said (in their own words).
- The questions that were asked.
- Place and time of the disclosure.
- Who was present at the time of the disclosure.
- The student’s behavior, where the student was taken to talk, and where the student was taken after the disclosure.

Confidentiality

The school will keep all information related to safeguarding/child protection confidential and treat it as such. Relevant information must only be shared with appropriate individuals and with the approval of the Section Director and/or the Designated Safeguarding Lead.

All records related to child protection must be stored appropriately. Information may be kept in a digital database as well as printed records, provided that it is secured on the school server.



Reviewed by:
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