



Safeguarding (Child Protection) Policy

This policy is applicable to all Students

Key School Contacts

Designated Safeguarding Lead (DSL) – Naomi Capewell
Designated Safeguarding Lead (DSL) – Stephanie Love
Deputy Designated Safeguarding Lead (DSL) – Nadia Mohamed
Principal - Jacqueline Doran

Introduction

The safety and wellbeing of all children at King’s College Riyadh, including those participating in external programmes, is our highest priority. We are committed to providing a safe, supportive environment in which all children can thrive and achieve their full potential.

This policy is informed by *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children*. Safeguarding is a shared responsibility across the whole school community, and the best interests of the child will always be paramount.

We believe every child has the right to feel safe and protected from harm. The school recognises its legal and moral duty to safeguard children, promote their wellbeing, and respond effectively to any concerns.

Aims

This policy aims to:

- Safeguard and promote the welfare of all children
- Establish a strong safeguarding culture across the school
- Provide clear procedures for identifying and responding to concerns
- Ensure all staff understand their responsibilities and how to report concerns
- Ensure staff are appropriately trained and supported
- Maintain consistent safeguarding practices across the school
- Create an environment where children and families feel safe to raise concerns
- Work effectively with parents, agencies, and external partners

Scope and application

Safeguarding is everyone’s responsibility. This policy applies to all individuals working with or on behalf of the school, including staff, leadership, governors, volunteers, contractors, and visitors.

It applies:

- At all times, including off-site activities and trips
- Across all school provision, including extracurricular and external programmes

This policy aims to:

- Ensure a safe and secure environment
- Promote a culture of openness and accountability

- Provide clear procedures for managing concerns and reporting to relevant authorities

The policy is informed by UK guidance but operates within the legal and cultural framework of Saudi Arabia.

All staff must always follow this policy and associated procedures.

This policy has regard to the following guidance and advice:

- ‘Every Child Matters’ framework and guiding principles
- Keeping Children Safe in Education (KCSIE) (DfE, 2018, updated September 2021)
- Working Together to Safeguard Children (DfE, September 2018)
- ‘Safeguarding Children Safer Recruiting in Education’ (DfE, 2006)
- The British School Overseas (BSO) inspection scheme (DfE, 2014, updated 2021)
- ‘Inspecting Safeguarding in Early Years, Education and Skills Settings’ (Ofsted)
- ‘Working Together to Safeguard Children’; (DfE advice)
- ‘What to do if you are Worried a Child is Being Abused - Advice for Practitioners’ (DfE advice);
- ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’ (DfE advice)
- ‘Mental health and behaviour in schools’ (DfE guidance, 2014)

This policy is to be read in the context of Saudi Arabia and is subject to law, customs, and support systems which shall always prevail over the laws, customs, and support systems of any other country.

We recognise that all staff and members of the Board have a full and active part to play in protecting our children from harm, and that the children’s welfare is our paramount concern.

All staff believe that our School should provide a caring, positive, safe, and stimulating environment that promotes the social, physical and moral development of the individual child.

The following policies and procedures are relevant to this policy:

- Anti-bullying Policy
- Behaviour, Discipline and Sanctions Policy
- e-Safety Policy
- First Aid Policy
- Risk Assessment Policy
- Safer Recruitment Policy
- SEN Policy
- Visitors and Security Policy
- Whistleblowing Policy
- Allegations Policy
-

All staff must always follow this policy and associated procedures.

Definitions

Safeguarding includes:

- Protecting children from maltreatment
- Preventing impairment of mental and physical health or development

- Ensuring children grow up in safe and effective care environments
- Taking action to enable all children to achieve the best outcomes

Key terms:

- **Safeguarding:** The process of protecting children and promoting their welfare
- **Child Protection:** Actions taken to protect children at risk of significant harm
- **DSL (Designated Safeguarding Lead):** The member of staff responsible for safeguarding leadership
- **Child:** Any pupil under the age of 18
- **Parent:** Any adult in a parenting role

The policy also recognises specific safeguarding risks, including:

- Child-on-child abuse
- Radicalisation and extremism
- Honour-based abuse (including FGM and forced marriage)

Safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing impairment of mental and physical health or development
- Ensuring children grow up in safe and effective care environments
- Taking action to enable all children to achieve the best outcomes

Responsibility Statement

Duty of Care

All staff have a responsibility to always safeguard children and act in their best interests. Staff must:

- Understand their safeguarding responsibilities
- Act professionally and maintain appropriate boundaries
- Be alert to signs of harm or abuse
- Report concerns immediately
- Maintain accurate records

All staff, volunteers, and governors must:

- Follow safeguarding procedures
- Report concerns to the DSL
- Maintain clear and accurate records on CPOMS
- Support early intervention where appropriate

Board of Directors

The Board is responsible for ensuring a whole-school approach to safeguarding by:

- Ensuring policies are effective and reviewed annually
- Appointing a DSL and safeguarding team
- Monitoring safeguarding practice and receiving reports
- Ensuring safer recruitment procedures are followed

- Ensuring appropriate training is in place
- Managing allegations against senior leaders

Designated Safeguarding Lead

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- At King's College Riyadh the Designated Safeguarding Lead is the person listed in the Key School Contacts at the beginning of this document.
- For any outside agencies, the Lead coach of each provider would be responsible for informing the DSL of any concerns they have in relation to a child.
- All staff including senior managers and the Board, paid staff, volunteers, sessional workers, agency staff and pupils, of any concerns they have in relation to a child.

The Designated Safeguarding Lead will be responsible for:

- Managing safeguarding concerns and referrals
- Maintaining accurate and secure records through CPOMS
- Providing guidance and support to staff
- Delivering safeguarding training
- Liaising with external agencies
- Monitoring vulnerable pupils
- Reporting to the Board

The DSL must have a strong understanding of local safeguarding systems in Saudi Arabia.

Staff Responsibilities

All staff, both internal and external must:

- Maintain an attitude of *"it could happen here"*
- Act in the best interests of the child
- Report concerns about pupils or staff
- Follow safeguarding procedures at all times

Staff must also:

- Be trained to identify signs of abuse
- Record concerns accurately
- Support a safe learning environment
- Maintain professional boundaries
- Avoid inappropriate contact (including online)
- Follow the staff code of conduct

Failure to follow safeguarding procedures may result in disciplinary action.

School Nurse

The School Nurse will support the work of the Designated Safeguarding Lead and attend regular safeguarding meetings of the Safeguarding Team.

Role of Parents

Parents are expected to:

- Work in partnership with the school
- Understand the school's safeguarding responsibilities
- Be aware that concerns may be shared with external agencies where necessary

Parents will be kept informed unless doing so places the child at greater risk.

Procedures

If a member of staff has any concern about a pupil's welfare, **action must be taken immediately**.

The school ensures that:

- All staff understand their safeguarding responsibilities and act proactively
- All staff receive regular safeguarding training appropriate to their role
- Staff are able to recognise signs of abuse and know how to respond
- Victims are listened to, taken seriously, and supported appropriately

All staff must know:

- The signs and indicators of abuse
- How to respond to a disclosure
- How to report concerns
- The role of the DSL

The school will:

- Identify and respond to concerns early to prevent escalation
- Maintain accurate records of concerns and actions taken
- Ensure a trained DSL and Deputy DSL are available
- Share information appropriately with relevant staff and agencies
- Work with external agencies where necessary
- Take immediate action where a child may be at risk of significant harm
- Safeguard pupils through effective behaviour, anti-bullying, and pastoral systems
- Ensure appropriate procedures for children missing education
- Follow safer recruitment procedures
- Ensure visitors are appropriately supervised and recorded

All staff must report concerns to the DSL. If the DSL is unavailable, concerns must be reported to the Deputy DSL, Principal, or another senior leader **without delay**.

Dealing with Disclosure of Abuse

All staff must be prepared to respond appropriately if a child discloses abuse.

If a child makes a disclosure, staff must:

- Listen carefully and remain calm
- Take the child seriously and reassure them they have done the right thing
- Explain that the information must be shared (do not promise confidentiality)
- Avoid asking leading questions or investigating
- Only ask necessary clarifying questions
- Avoid expressing shock, judgement, or disbelief
- Record the child's words as accurately as possible
- Note the date, time, and context of the disclosure
- Report the concern to the DSL immediately

Staff must **not**:

- Investigate the concern
- Ask the child to repeat their account unnecessarily
- Take photographs of injuries

The DSL will determine next steps, including whether to involve external agencies.

Where a parent makes a disclosure, the DSL will:

- Record all information
- Inform the Principal
- Decide on appropriate action
- Follow up with the parent

The school will always prioritise the safety and wellbeing of the child when making decisions about sharing information.

Recording

Accurate record-keeping is essential.

All staff must:

- Record concerns as soon as possible using CPOMS
- Include a clear summary of the concern
- Record actions taken and outcomes
- Use the child's exact words where possible
- Sign and date all records

If a disclosure is made:

- Speak to the DSL immediately before completing the written record if urgent action is required

Records must:

- Be secure and confidential

- Be shared only on a need-to-know basis
- Be separate from general pupil records

The Principal must be informed before any referral to external agencies is made.

Supporting Children

The school will support all children by:

- Providing a safe, caring, and inclusive environment
- Ensuring children know how to seek help
- Promoting positive relationships and self-esteem
- Working in partnership with parents and external agencies
- Ensuring smooth information transfer when pupils move schools

Children will be supported to:

- Understand risks and how to stay safe
- Speak to trusted adults
- Feel confident that concerns will be taken seriously

Supporting Children with SEND

The school recognises that children with SEND may be more vulnerable. Additional support will be provided where needed, including:

- Adapted communication
- Increased pastoral support
- Individualised approaches based on need

Emotional Wellbeing and Mental Health

Staff should recognise that:

- Mental health concerns may be an indicator of safeguarding issues
- Experiences of abuse can have long-term emotional impact

Staff must:

- Monitor changes in behaviour
- Report concerns to the DSL
- Avoid making clinical diagnoses

The school will:

- Promote emotional wellbeing through the curriculum
- Support vulnerable pupils

- Provide early intervention where needed

Missing child and children missing from education procedures

Missing Child

All staff must follow the school's Missing Child procedures, including:

- Immediate reporting
- Recording incidents and actions taken
- Following escalation procedures where required

Children Missing from Education

The school will:

- Inform relevant authorities of pupils removed from the register
- Monitor attendance closely
- Report unexplained absences
- Take action where absence may indicate safeguarding risk

Parents will usually be informed, unless doing so may place the child at greater risk.

Confidentiality

All safeguarding matters are treated as confidential.

Staff must:

- Share information only on a need-to-know basis
- Always report concerns to the DSL
- Never promise confidentiality to a child
- Avoid discussing cases outside a professional context

The school will:

- Inform parents where appropriate
- Withhold information where sharing may place a child at risk

Supporting Staff

The school recognises that safeguarding cases can be distressing.

Staff will be supported through:

- Guidance from the DSL

- Opportunities to discuss concerns
- Access to appropriate support where needed

Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

All staff must always maintain professional boundaries and safe working practices.

This includes:

- Avoiding unnecessary one-to-one situations
- Ensuring visibility when working alone with pupils
- Avoiding inappropriate physical contact
- Maintaining appropriate communication (including online)
- Not engaging with pupils on personal social media

If a concern or allegation is made about a member of staff:

- It must be reported immediately to the **DSL**
- The DSL will gather initial information to establish:
 - What happened
 - Who was involved
 - When and where the incident occurred
 - Whether there were any witnesses

The DSL will assess whether the concern meets the **harm threshold**, including whether the individual has:

- Harmed, or may have harmed, a child
- Committed a criminal offence
- Behaved in a way that indicates risk to children
- Behaved in a way that raises concerns about suitability to work with children

All allegations must be reported to the **Principal**.

Where appropriate:

- The staff member may be suspended (with pay) during investigation
- External agencies may be involved

If allegations are substantiated:

- Action will be taken in line with the school's disciplinary procedures

If the allegation concerns:

- **The Principal** → report to the Chair of the Board
- **A Board Member** → report to the Nominated Safeguarding Board Member

The school will:

- Act fairly and promptly

- Support all individuals involved
- Maintain confidentiality throughout

Low Level Concern Policy (including self-reporting)

Self Reporting

A low-level concern is any concern—no matter how small—that an adult’s behaviour may not meet the expected professional standards.

Examples may include:

- Being overly familiar with pupils
- Showing favouritism
- Spending time alone with pupils inappropriately
- Using inappropriate language

Low-level concerns are important because they help identify patterns of behaviour early.

All staff must:

- Report concerns about others to the **Principal** (or Chair of the Board if appropriate)
- Report concerns promptly, even if unsure

Staff are encouraged to **self-report** if they:

- Feel their behaviour may have been misinterpreted
- Recognise that they may not have met expected standards

All concerns will:

- Be recorded securely
- Be handled proportionately
- Be investigated where appropriate

Low-level concerns will only be included in personnel records where:

- They meet the threshold for formal action
- There is a pattern of behaviour

The school promotes a culture of:

- Openness
- Transparency
- Professional accountability

Allegations Policy

All allegations of abuse against staff are managed in line with the school’s Allegations Policy.

Anti-Bullying Policy

The school has a zero-tolerance approach to bullying, including:

- Verbal
- Physical
- Cyber
- Discriminatory (including racist, homophobic, or gender-based bullying)

Bullying may be treated as a safeguarding concern where appropriate.

The use of mobile phones and cameras is restricted. Any misuse, including inappropriate image sharing, will be investigated.

Prevention: Personal, Social, Health and Economic Education

Safeguarding is embedded within the curriculum, particularly through PSHE.

Pupils are taught:

- How to stay safe (online and offline)
- How to recognise risks
- How to build healthy relationships
- How and where to seek help

The school promotes:

- Open communication
- Trusted relationships with adults
- A safe and supportive environment

Radicalisation and the prevent duty

The school recognises the importance of protecting pupils from radicalisation.

Staff should be alert to indicators such as:

- Sudden changes in behaviour or beliefs
- Intolerance towards others
- Exposure to extremist content

Staff must:

- Report concerns to the DSL
- Use professional judgement
- Act proportionately

Radicalisation is treated as a safeguarding concern.

Safer recruitment and supervision of staff

The school is committed to safer recruitment practices.

This includes:

- Thorough background and reference checks
- Maintaining a Single Central Record
- Ensuring staff are suitable to work with children

All staff must inform the school of any changes that may affect their suitability.

E - Safety

The school recognises the risks associated with online activity.

Risks include:

- Exposure to harmful content
- Online grooming
- Cyberbullying
- Sharing of personal information

Online safety is addressed through:

- Filtering and monitoring systems
- Staff training
- Curriculum teaching

Pupils are taught to use technology safely and responsibly.

Use of mobile and smart technology

The use of mobile devices is strictly controlled.

- Staff must not use personal devices to take images of pupils
- School devices must be used appropriately
- Parents may only take photos at authorised events for personal use. No photos should be shared on social media.

Child Sexual Exploitation (CSE)

Any concerns must be:

- Reported immediately
- Managed in line with safeguarding procedures

Sexual Violence and Sexual Harassment

The school recognises that peer-on-peer abuse can occur.

All allegations are:

- Taken seriously
- Investigated thoroughly
- Managed sensitively

Victims will be:

- Supported throughout
- Protected from further harm

Discipline and the alleged perpetrator(s)

The school may take disciplinary action alongside external investigations.

Decisions will:

- Be made on a case-by-case basis
- Consider the impact on all parties
- Ensure ongoing support for those involved

Induction

All staff receive safeguarding induction, including:

- This policy
- Code of conduct
- Behaviour and safeguarding procedures
- DSL contact details

Safeguarding Training

All staff must:

- Complete safeguarding training at induction
- Receive regular updates (at least annually)
- Refresh full training every two years

Training includes:

- Online safety
- Prevent duty
- Recognising abuse

Whistleblowing (Confidential Reporting)

All staff have a duty to report concerns about safeguarding practice.

Concerns can be raised with:

- The Principal
- The Chair of the Board

Staff are protected when raising concerns in good faith.

Risk assessment

Safeguarding risks will be:

- Identified promptly
- Assessed appropriately
- Managed through clear action plans

The Principal has overall responsibility for ensuring effective risk management.

Meetings

Safeguarding will be a standing item in relevant school meetings.

This includes:

- Safeguarding team meetings
- Senior Leadership Team (SLT) meetings
- Board reporting

These meetings will:

- Review safeguarding concerns and trends
- Monitor the effectiveness of procedures
- Ensure appropriate actions are followed up
- Support communication between staff and leadership

Records of safeguarding discussions will be kept where appropriate and handled confidentially.

Monitoring and review

The school will regularly monitor and review safeguarding practice to ensure it remains effective.

This includes:

- Annual review of this policy
- Ongoing evaluation of safeguarding procedures
- Review of training provision and staff understanding
- Monitoring of safeguarding records and outcomes

The Board will:

- Receive regular safeguarding updates
- Challenge and support the school to maintain high standards

Any weaknesses identified will be addressed promptly.

Record keeping

The school will maintain accurate, secure, and confidential safeguarding records on CPOMS.

All records will:

- Be stored securely and separately from general pupil files
- Be accessible only to authorised staff

- Provide a clear and complete history of concerns and actions

Records will be transferred securely when a pupil moves school.

Letting School premises

The school may permit external organisations to use its premises outside of normal school hours. All lettings must be approved by the Principal or a delegated member of the Senior Leadership Team.

The school will ensure that all external users:

- Operate in line with appropriate safeguarding standards
- Have their own safeguarding and child protection policies in place
- Provide evidence of safer recruitment practices where children are involved
- Accept responsibility for the supervision and safety of all participants

Where activities involve children, the school will:

- Seek assurance that appropriate safeguarding measures are in place
- Confirm that staff and volunteers are suitably vetted
- Ensure clear lines of responsibility are established

External organisations must:

- Comply with the school's safeguarding procedures where applicable
- Report any safeguarding concerns to the school's Designated Safeguarding Lead (DSL)
- Use school facilities in a safe and appropriate manner

The school reserves the right to:

- Refuse or withdraw permission for use of the premises where safeguarding standards are not met
- Monitor activities where appropriate

The school will not accept liability for incidents arising from external use of the premises; however, it will take reasonable steps to ensure that safeguarding expectations are upheld.

Appendix One: Types of and Definitions of Abuse

Child abuse can take many forms. It is important that all staff understand the different categories of abuse and are able to recognise potential indicators.

A child may experience **one or more types of abuse**, and all concerns must be taken seriously.

All children should be:

- Listened to
- Kept safe
- Never made to feel they are causing a problem by reporting concerns

Physical Abuse

Physical abuse involves causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, or otherwise causing injury.

Possible indicators:

- Unexplained bruising, particularly on the face, arms, thighs, or genitals
- Injuries that do not match the explanation given
- Frequent or repeated injuries
- Bite marks or burns (including cigarette burns or scalds)
- Injuries in unusual locations or patterns (e.g. grip marks)
- Fear of physical contact or flinching

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.

Children may be directly or indirectly affected by domestic abuse. This includes witnessing or experiencing emotional, physical, or psychological harm within the home.

Possible indicators:

- Anxiety or fearfulness
- Aggressive or withdrawn behaviour
- Difficulty concentrating
- Changes in behaviour following weekends or holidays

Sexual Abuse (Including Child Sexual Exploitation)

Sexual abuse involves forcing or enticing a child to take part in sexual activities. This may include physical contact or non-contact activities such as exposure to sexual content.

Possible indicators:

- Age-inappropriate sexual knowledge or behaviour
- Sudden changes in behaviour or mood
- Reluctance to be alone with certain individuals
- Fear of medical examinations
- Sexualised language, play, or drawings
- Unexplained gifts or contact with unknown adults
- Physical symptoms such as pain, infections, or discomfort

The school has a **zero-tolerance approach** to sexual violence and sexual harassment.

Emotional Abuse

Emotional abuse involves the persistent emotional maltreatment of a child, causing severe and long-lasting effects on their development.

Possible indicators:

- Low self-esteem or lack of confidence
- Withdrawal or excessive anxiety
- Aggressive or attention-seeking behaviour
- Fearfulness or extreme mood swings
- Delayed emotional development
- Over-dependence on adults

All forms of abuse include some level of emotional harm.

Physical Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

Possible indicators:

- Poor hygiene or inappropriate clothing
- Frequent hunger or stealing food
- Untreated medical or dental issues
- Constant tiredness
- Poor attendance or lateness
- Lack of supervision

Neglect can be difficult to identify and often requires professional judgement.

Parental Signs of Child Abuse

Certain parental behaviours may raise or reinforce safeguarding concerns. While these do not confirm abuse, they should be considered carefully within the wider context.

Possible indicators include:

- Implausible or inconsistent explanations for injuries
- Failure or reluctance to seek appropriate medical treatment
- Keeping a child away from school until injuries have healed without reasonable explanation
- Persistent hostility or negative attitudes towards the child
- Unrealistic expectations of the child's development or behaviour

- Rejection or intolerance of normal child behaviour
- Inappropriate or consistently negative labelling of the child (e.g. “bad” or “naughty”)
- Leaving a child unsupervised when they are too young to be left alone

Child on child abuse

Children can abuse other children (also referred to as peer-on-peer abuse). This can occur both inside and outside of school, including online.

It is essential that all staff recognise the signs of child-on-child abuse and understand how to respond appropriately.

This may include (but is not limited to):

- Bullying, including cyberbullying and discriminatory or prejudice-based behaviour
- Abuse within intimate relationships between children
- Physical abuse (e.g. hitting, kicking, shaking, biting, or hair pulling)
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude or semi-nude images or videos
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation or hazing-type behaviours

All incidents must be taken seriously. Behaviour should never be dismissed as “banter” or part of growing up, as early intervention is key to preventing escalation.

Children with SEND

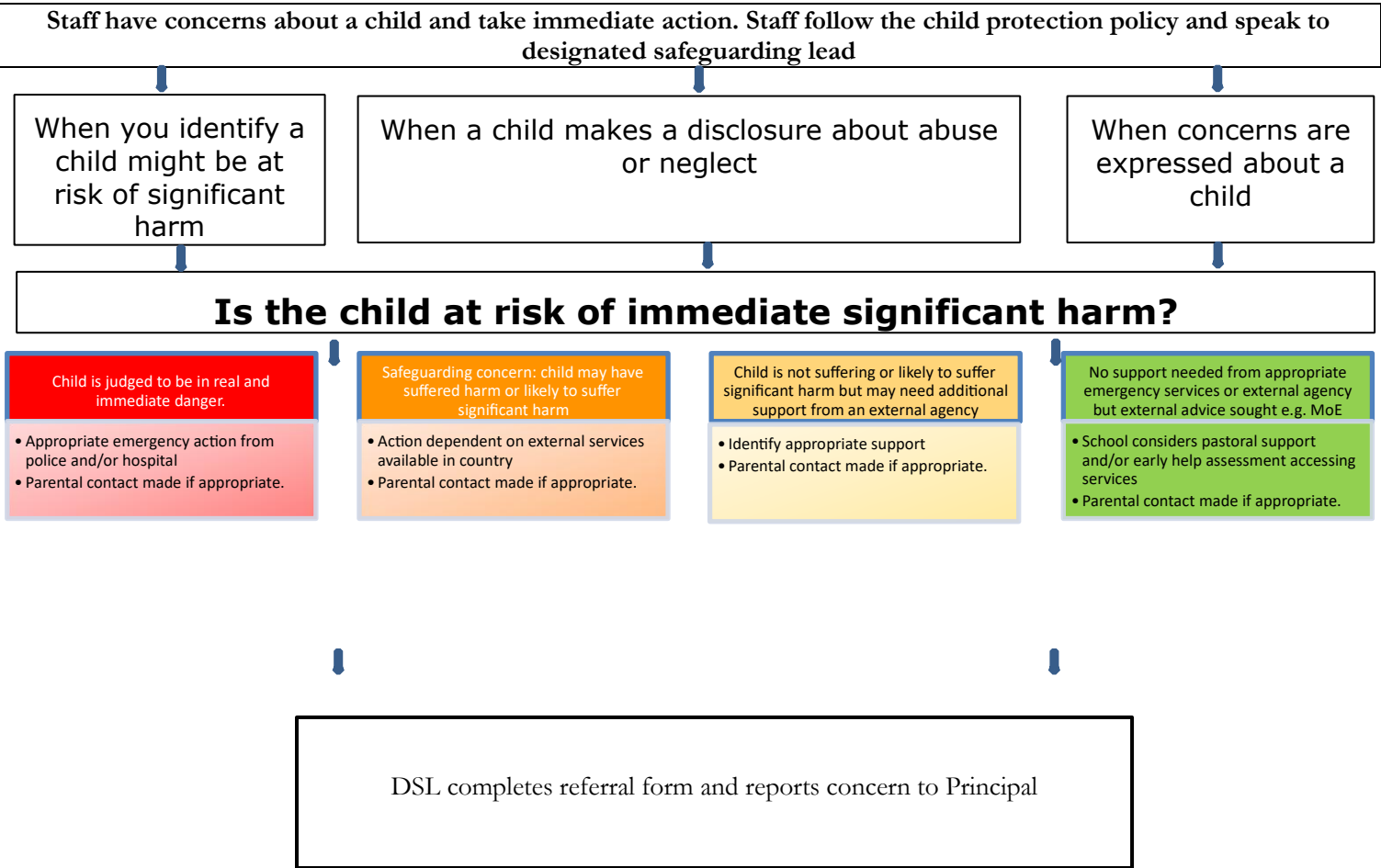
Children with special educational needs or disabilities (SEND) may be more vulnerable to abuse.

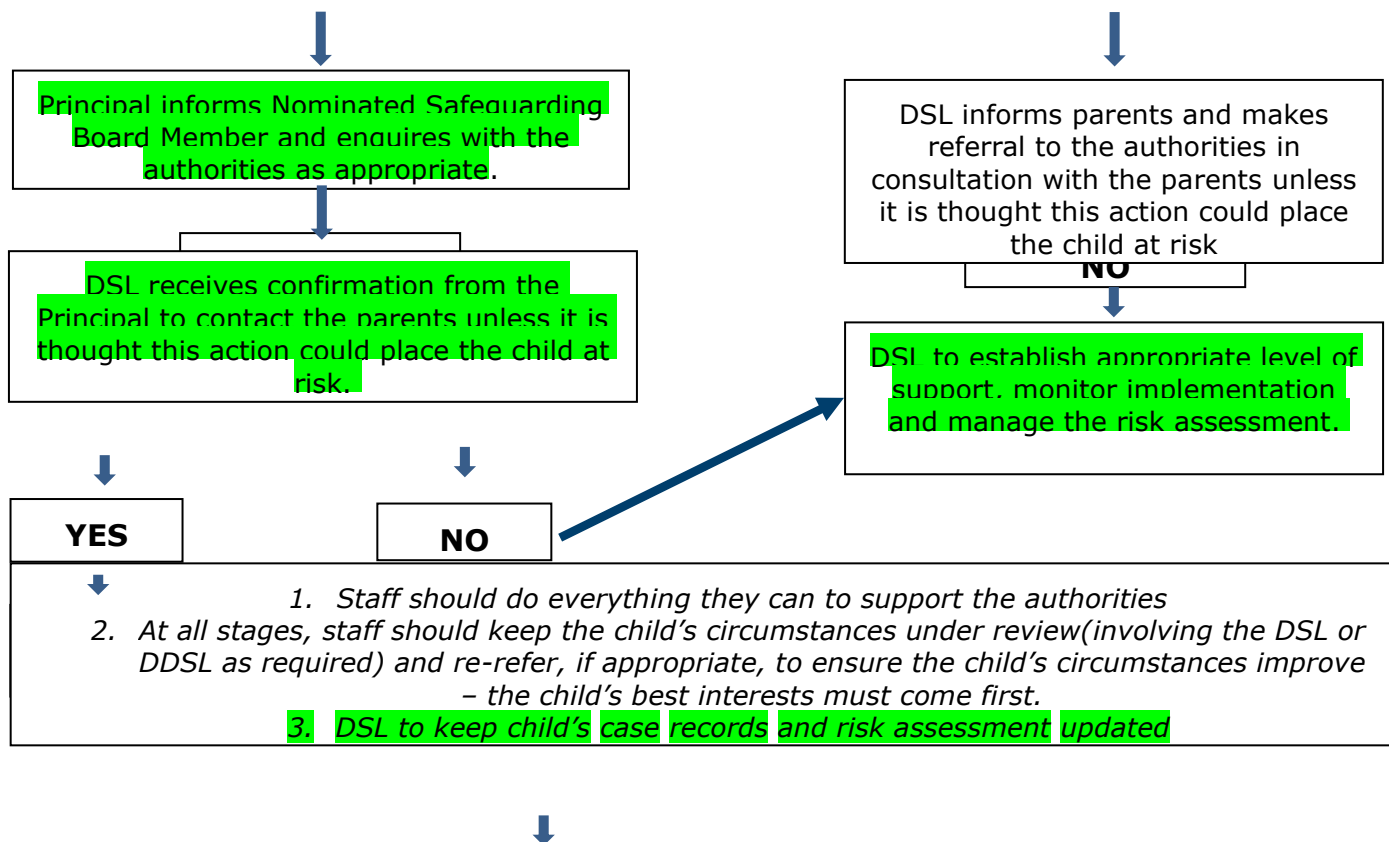
Staff should be aware that:

- Communication barriers may make it more difficult for pupils to report concerns
- Behaviour may be misinterpreted
- Additional support may be required

All concerns must be reported to the DSL in line with school procedures.

Appendix Two – Actions where there are concerns about a child – Process Flowchart





Appendix Three: Safeguarding and Referral Form

SAFEGUARDING REPORTING FORM

Logging a concern about a child's safety and welfare

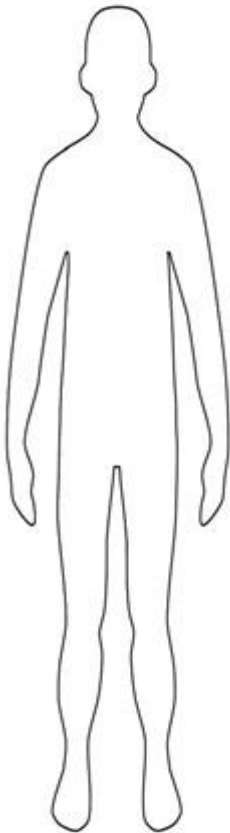
Pupil's name:	Tutor Group / Class: Pupils age (if known):
Date form completed: Date of incident:	Time:
Your name:	Position:
Note the reason(s) for recording the incident:	
Details of concern/incident – record the who/what/where/when factually. A non-exhaustive list of details to record are: • what was said or done, by whom, to whom and in whose presence • when the incident took place and where • whether the child wishes their parents to be informed.	
Any other relevant information (witnesses, evidence, immediate action taken)	
Any suspicion or complaint of abuse must be reported to the DSL (or Deputy DSL in his/her absence). If the suspicion or complaint involves a member of staff or volunteer, report the matter in accordance with the relevant procedures in the Safeguarding Policy. DO NOT INVESTIGATE THE MATTER as this could prejudice the investigations of outside agencies. If at any point there is a risk of immediate serious harm a referral should be made to local agencies. See the Safeguarding Policy for guidance about dealing with and recording safeguarding concerns.	
Action taken and when	
Reporting staff signature	Date
DSL – Response / Outcome.	
NB The DSL will maintain a separate detailed record in the Child Protection File.	
DSL's signature	Date

Appendix - Four

Child Protection Body Map

Right





Left



Name Of Child

Date Of Birth

Name of Staff Member

Date Recorded

Observations

Signature

Appendix Five: Role and Responsibilities of the Nominated Safeguarding Board Member

Overview

The Board recognises its collective responsibility to safeguard and promote the welfare of all children, ensuring that safeguarding policies, procedures, and training are effective and compliant at all times.

The Board is committed to promoting the wellbeing of children in its care. This extends beyond protection from harm and includes:

- Physical, mental, and emotional wellbeing
- Social and economic wellbeing
- Access to education, training, and recreation
- Opportunities to contribute positively to society

The Board has appointed a Nominated Safeguarding Board Member to champion safeguarding practice and provide leadership at Board level, ensuring that the school not only meets statutory requirements but also promotes best practice.

Role of the Nominated Safeguarding Board Member

The Nominated Safeguarding Board Member will:

- Support the Board in fulfilling its safeguarding responsibilities
- Provide strategic oversight of safeguarding arrangements
- Liaise with external agencies where appropriate

Key Responsibilities

On behalf of the Board (which retains overall accountability), the Nominated Safeguarding Board Member will:

- Champion safeguarding, child protection, and wellbeing across the school
- Support Board members in developing their understanding of safeguarding responsibilities
- Ensure appropriate safeguarding policies and procedures are in place and regularly reviewed
- Chair the Safeguarding Committee, meeting at least termly
- Monitor safeguarding practice and ensure any concerns or deficiencies are addressed
- Meet regularly with the Designated Safeguarding Lead (DSL) to review safeguarding effectiveness (at least termly)
- Ensure the Board receives regular safeguarding reports, including an annual review
- Escalate any significant safeguarding concerns to the Board

Oversight and Compliance

The Nominated Safeguarding Board Member will also ensure that:

- The DSL is part of the Senior Leadership Team and has sufficient time and resources
- A Deputy DSL is in place
- The DSL and Deputy DSL receive appropriate training (minimum every two years)
- Safeguarding training is included in staff induction for all staff and volunteers
- Safer recruitment procedures are implemented effectively
- The Single Central Record is reviewed regularly (at least termly, including one unannounced review annually)

Safeguarding in Practice

The Nominated Safeguarding Board Member will:

- Ensure safeguarding is effectively embedded within the curriculum, including online safety and risk awareness
- Monitor how the school addresses safeguarding risks, including (but not limited to):
 - Mental health
 - Children missing education
 - Radicalisation
 - Child sexual exploitation
 - Online safety and cyberbullying
 - Vulnerable groups, including pupils with SEND or additional needs
- Ensure the Board undertakes regular risk assessments relating to safeguarding

External Engagement

The Nominated Safeguarding Board Member will:

- Liaise with appropriate external agencies where required
- Seek and provide assurance regarding the effectiveness of safeguarding arrangements
- Ensure the school responds appropriately to external guidance and recommendations