

Myanmar International School Yangon

Safeguarding and Child Protection Policy and Procedures



Approved by:	Ei Ei Zin (Board of Directors)	Date: 30th May 2021
Last reviewed on:	October 2025	
Next review due by:	October 2027	



Introduction

Myanmar International School of Yangon (MISY) guiding statements provide the basis for all strategic and operational decisions relevant to the school community:

Vision

Investing in Responsible, Innovative and Compassionate World Citizens.

Mission

To instil within students, the knowledge, skills and qualities they need to grow as individuals and make positive contributions to Myanmar and the wider world.

In addition, we ensure that the school community is clear about our commitment to safeguarding by ensuring that this statement is widely shared on all school communication: MISY is committed to safeguarding, promoting the health, wellbeing and safety of our students. We expect all staff, visitors and the Board of Directors to share this commitment.

International and national law and guidance:

It is our obligation to protect children as per Article 19 of the United Nations Convention on the Rights of the Child.

Myanmar signed the UN Convention on the Rights of the Child in 1991.

In July 2019 the Child Rights Law was enacted in Myanmar, which guarantees the fundamental rights of a child.

We are committed to upholding the international standards on child protection as outlined in information provided by the international task force on child protection.

Purpose and aims:

A safeguarding and child protection policy is important for prevention, intervention and protection.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their professional responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and the board of directors in the school. Our policy and procedures also apply to extended school and off-site activities.

Roles and responsibilities:

All staff

All staff will be aware of:

- our systems which support safeguarding, including this child protection and safeguarding policy, the staff handbook, the role and identity of the designated safeguarding lead.
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected and how to maintain an appropriate level of confidentiality.
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation.

The Designated Safeguarding Lead (DSL)

The DSL is appointed by the head of school and has an existing leadership role within the school. The DSL takes the lead responsibility for child protection and wider safeguarding at the school. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns and out of school hours can be contacted through the official school communication systems. When the DSL is absent, the deputy DSL will act as cover. The deputy DSL will be appointed by the head of school. If the DSL and deputy are not available, the head of school will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- provide advice and support to other staff on child welfare and child protection matters
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- contribute to the assessment of children.
- refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly
- keep the head of school informed of any issues and liaise with designated organisations for child protection concerns as appropriate.
- provide a regular report to the BOD on the implementation of the safeguarding policy.

The Board of Directors (BOD)

The board of directors will approve this policy at each review, ensure it complies with the law and hold the head of school to account for its implementation. The board of directors will appoint a person to monitor the effectiveness of this policy. A representative of the BOD will act as the 'case manager' in the event that an allegation of abuse is made against the head of school, who must be informed in a timely manner.

All members of the BOD will ensure that they receive regular training so that they are kept up to date with issues relating to child protection and safeguarding.

The Head of School

The head of school is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents when their child joins the school and providing information on issues covered in the policy as appropriate.
- Ensuring that the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Communicating with the BOD, in a timely manner, any serious incidents where the Head of School requires support or intervention from the BOD.

Definitions:

Safeguarding means:

- Protecting children from maltreatment.
- Preventing impairment of children's 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 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.

Online abuse is a unique form of child abuse due to its virtual, distanced and anonymous nature. Such abuse may not happen face-to-face, nor does it necessarily require physical contact.

Peer on Peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.

Children include everyone under the age of 18, as stated in [Myanmar Law](#).

Code of conduct:

All adults who are part of the school community are required to adhere to a set of written standards as outlined in the staff handbook and staff contracts to ensure that all children are kept safe from harm, both when they are attending school and out in the local community.

Visitors:

- All visitors will be required to verify their identity to the satisfaction of school staff. If the visitor is unknown to the setting, their credentials will be checked and reason for visiting obtained before allowing them to enter the setting.
- Visitors should be ready to produce identification. Visitors are expected to sign the visitors' book and wear a visitor's badge. Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID.
- All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.
- Visitors will be expected to read and adhere to a code of conduct whilst they are onsite. (Appendix 2)

Staff members:

It is essential that all staff working at MISY are aware of how they should conduct themselves to minimise the risk of becoming the subject of any child protection investigation. To this end, staff are required to read and adhere to the expected standards which is available in the staff handbook (Appendix 3). This is reviewed as part of the annual child protection training for all staff and introduced as part of the induction process for new staff.

Reporting and recording

Staff, volunteers and the board of directors must follow the procedures set out below in the event of a safeguarding issue. If a child discloses a safeguarding issue, the following guidelines should be followed:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts and do not add your own judgement.

- Sign and date the write-up and pass it on to the DSL.

These are outlined and reviewed as part of the annual child protection training for staff. The training resources are available on the school website.

Recording

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will discuss with the head of school the information to be shared with the receiving school and how this information should be communicated.

All records will be kept as hard copies (rather than electronic) in a locked file under the supervision of the DSL.

Informing parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with relevant individuals before proceeding.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Allegation protocol

If an allegation of abuse is made against a member of staff:

All adults have a responsibility to report any concerns with regard to the care and protection of a student or students.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern, provided that they do so in good faith.

If there are concerns about a member of staff, volunteer or member of the board of directors, which poses a risk of harm to children, the head of school should be informed.

If the concerns/allegations are about the head of school, then a representative of the Board of directors should be informed.

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child, or
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The DSL, in consultation with the head of school, will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that takes into account our

duty to the child, our duty to the member of staff involved and our duty according to the law. Our procedures for dealing with allegations will be applied with common sense, appropriate levels of confidentiality to protect all concerned and sound judgement.

Steps following an allegation

Suspension will not be the default position and will only be considered in cases where:

- there is reason to suspect that a child or other children is/are at risk of harm.
- the case is so serious that it might be grounds for dismissal.
- when the continued presence of the staff member may prejudice an investigation.

In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, other alternatives may be considered such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location
- In the initial stages of an investigation, this may involve requesting that the member of staff or volunteer does not come onto the school premises until an assessment of risk has been undertaken and the individual is contacted

Definitions for outcomes of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations:

In the event of an allegation that meets the criteria above, the head of school (or representative of the board of directors where the head of school is the subject of the allegation) will take the following steps:

- Immediately discuss the allegation with the DSL. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed and whether it is necessary to involve the police.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible. Where the police have been contacted, the DSL will only share such information with the individual as has been agreed.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the relevant people involved in the case.

- If immediate suspension is considered necessary, agree and record the rationale for this with the relevant people. The record will include information about the alternatives to suspension that have been considered and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with relevant people to initiate the appropriate action in school and/or liaise with the police if appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with the police, if applicable). The DSL will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the police where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

Timescales:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within one week
- If the nature of an allegation does not require formal disciplinary action, the Head of School will institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, The head of school or representative of the board will hold this within fifteen working days .

Specific actions:

Action following a criminal investigation or prosecution

The DSL will discuss with the authorities dealing with the case whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the Head of School will discuss with the designated officer whether further action is required. If the individual concerned is a member of the teaching staff, the head of school will discuss with the designated officer whether to refer the matter to the local and international schools' network with a recommendation to prevent the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the head of school will consider how best to facilitate this. The head of school will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the head of school, or other appropriate person in the case of an allegation against the head of school, will consider whether any disciplinary action is appropriate against the students(s) who made it.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The following areas should be addressed:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The DSL will maintain clear records about any case where the allegation or concern meets the criteria above. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- If an allegation or concern is not found to have been malicious, the school will retain the records of the case.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

If an allegation of abuse is made by one student against another student. (peer-on-peer abuse)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under our school’s behaviour and anti-bullying policies, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put students in the school at risk
- Is violent or abusive,
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

Incidents which are dealt with through the school’s behaviour or anti-bullying policy must be dealt with appropriately by staff to prevent further escalation of harm. Incidents which do not appear to be violent or abusive may be symptomatic of wider safeguarding issues and reporting procedures are in place to ensure that cases are considered with this in mind.

If a student makes an allegation of abuse against another student:

- The allegation must be recorded and the DSL informed.
- The DSL will contact the relevant bodies for advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put an appropriate plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected with a named person they can talk to if needed

We will minimise the risk of peer-on-peer abuse by:

- Ensuring our curriculum helps to educate students about healthy and safe relationships, appropriate behaviour and consent
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues such as sexualised or aggressive touching or grabbing and initiation or hazing type violence
- Ensuring students know they can talk to staff confidentially to anyone they trust
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves and that this would fall under the scope of this policy

Online abuse

We recognise that the online world provides everyone with many opportunities, however it can also present risks and challenges. We have a duty to ensure that all children, young people and adults at MISY are protected from potential harm online.

We have a responsibility to help keep children and young people safe online, whether or not they are using MISY’s network and devices as outlined in the technology user policy and agreement.

If online abuse occurs, we will:

- Apply our safeguarding procedures for responding to abuse.
- Make sure our response takes the needs of the person experiencing abuse, any

bystanders and our school as a whole into account

Sexting:

If staff are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), it must be reported to the DSL immediately or, in the event of the DSL's absence, to the deputy DSL.

Staff must not:

- View, download or share the imagery, or ask a student to share or download it. If the imagery has already been viewed by accident thus must be reported to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident and reassure the student(s) that they will receive support and help from the DSL

Initial review meeting

Following a report of an incident, the DSL will hold an initial meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make a referral to the police or other relevant bodies where:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any student in the imagery is under 18.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).
- If none of the above apply, then the DSL, in consultation with the head of school and other members of staff as appropriate, may decide to respond to the incident without involving the police.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police or other relevant bodies, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to the police or other relevant bodies.

Education

Students are taught about the issues concerning online safety and sexting in particular as part of our PSHE education and computing programmes.

Policies and procedures regarding online abuse are shared with students so they are aware of what will happen in the event of an incident.

Training

All staff

All staff members will undertake safeguarding and child protection training at induction to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with current good practice.

All staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Volunteers will receive appropriate training, where applicable.

The DSL and Deputy DSL

The DSL and team will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The Board of Directors

All members of the board of directors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Related policies

This policy links to the following policies and procedures:

- Behaviour policy
- Staff handbook
- Health and safety policy
- Attendance and punctuality policy
- Sex and relationship education policy
- Technology user policy and agreements
- Guidance for online learning
- Anti-bullying policy
- Data protection policy
- Safer recruitment policy

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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
- 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect 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 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 care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Students with special educational needs and disabilities

We recognise that students with special educational needs (SEN) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- A lack of understanding about what is happening to them and whether or not it is abuse

Appendix 2: Code of conduct for all visitors to the school

(displayed at the entrance and around the school site)

MISY supports a culture of mutual respect. All communications should be positive, respectful and inclusive.

Visitors must conduct themselves appropriately at all times. No aggressive, offensive or inappropriate behaviour towards staff, students or other visitors will be tolerated.

Visitors must display the visitors pass prominently at all times.

Permission from MISY must be granted before taking any photos or videos. No images of students must be shared on any social media or online forum. Any images of students must be deleted after the permitted purpose is complete.

Visitors may use toilets designated for adults only. No use of student toilets is permitted.

Visitors must not take personal information from any student, nor give personal information to any student including contact details, mobile phone numbers or social media profiles.

Visitors must never be alone with any student, nor touch any student or invade any student's personal space.

Visitors must not respond to any physical contact from students. If contact occurs, this must be reported to the DSL

Visitors must report any suspicious or unacceptable behaviour including physical and verbal abuse by and/or between any student or adult.

MISY is committed to safeguarding; promoting the health, wellbeing and safety of our Students. We expect all staff and visitors to share this commitment.

Appendix 3: Code of conduct for all staff (available in the staff handbook)

DO:

- Read and follow the school's child protection policy and procedures.
- Report to the Designated Safeguarding Lead (DSL) any concerns about child welfare/safety.
- Report to the head of school/DSL any concerns about the conduct of other school staff, volunteers or visitors.
- Record in writing all relevant incidents.
- Work in an open and transparent way.
- Discuss and report any incidents of concern or that might lead to concerns being raised about your conduct towards a child.
- Report to the DSL any incidents that suggest a child may be infatuated with you or taking an above normal interest in you.
- Dress appropriately for your role.
- Follow the technology user policy and agreement.
- Avoid unnecessary physical contact with children.
- Where physical contact is essential for educational or safety reasons, gain the child's permission for that contact wherever possible.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations with children.
- Never volunteer to house children overnight.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with the school's policies.
- Be careful about recording images of children and do this only when it is an approved educational activity and with permission.
- Fully cooperate with any investigation into child protection issues in the school.
- Listen to students when they express concern (rumours) about staff which might appear to be just and check facts against fiction.

DO NOT:

- Take any action that would lead a reasonable person to question your motivation and/or intentions.
- Misuse in any way your position of power and influence over children.
- Use any confidential information about a child to intimidate, humiliate or embarrass a child.
- Engage in activities out of school that might compromise your position within school.
- Establish or seek to establish social contact with children outside of school.
- Accept regular gifts from children or give personal gifts to children.
- Communicate with students in inappropriate ways, including personal e-mails and mobile telephones.
- Pass your home address, phone number, e-mail address or other personal details to students/children.
- Make physical contact secretive.
- Arrange to meet with children in closed rooms without senior staff being made aware of this in advance.
- Use physical punishment of any kind.
- Confer special attention on one child unless this is part of an agreed school plan or policy.
- Transport students in your own vehicle without prior management approval.

- Take, publish or share images of students or other children without their parents' permission.
- Access abuse images (sometimes referred to as child pornography) or other inappropriate material.
- Abuse your position of trust with students.
- Allow boundaries to be unsafe in more informal settings such as trips out, out of school activities etc.

Guidelines for teachers who are working with students on a one-to-one basis.

When conducting reading assessments, WIDA tests, counselling, SEN intervention, extra support etc. please follow these guidelines:

- If possible, use a room where there is movement of people outside.
- Ensure that you position yourself and the student in a place that is visible from a window. Move the tables if necessary.
- If using a classroom, look at where the CCTV cameras are positioned in the room and sit in full view of the cameras.
- If conducting a pre-arranged test, another member of staff must be informed.
- If it is possible, (not too hot or noisy) prop the door open.

Appendix 4: Safeguarding guidelines for online learning

The aim of this document is to provide guidance for safe online learning, ensuring the highest possible standard of personal safety and wellbeing of both students and teaching staff during periods of online learning.

The MISY Safeguarding Policy and Procedures and the Technology User Policy and Agreement are used as the basis for these guidelines.

Guidance for teachers and support staff:

The learning environment

- Only use online learning platforms agreed by the school. If you are in any doubt, please contact the Head of Primary or the Head of Secondary.
- If you are interacting with individual students via a virtual classroom, please make sure that you are in a general open space, with others around if possible. Please don't work from your bedroom for example.
- If you are working from home and engaging with students through a virtual classroom, please ensure that you are dressed appropriately and that your interaction and conversation remains professional at all times.
- Only share learning materials which would be considered appropriate in a normal classroom setting.

Communication

Only use official school communication systems to contact students and staff.

- Please don't share personal contact details with students, such as mobile numbers or personal email addresses.
- It is always a good idea to copy your line manager into any ongoing email correspondence you are receiving or sending to students or parents and keep any messages rather than delete them in case there is an issue where we need to review the interaction.
- Communication with students should only be taking place during the school hours; 8.15am-4.00pm and certainly not late at night.
- For your safety and protection, senior staff members have access to the online learning platforms and will be monitoring the teaching and learning which is taking place on a daily basis.

Reporting

If you are worried about individual students or any materials being used when you are engaging on the online platform, please inform the head of primary or the head of secondary.

Anything which you think may be a child protection issue should be reported directly to the designated safeguarding lead.

If you are concerned about the behaviour of a parent during online learning, please report this to the head of primary or the head of secondary.

Safeguarding guidelines for students

These guidelines are in place to ensure the personal safety and wellbeing of both students and teachers during extraordinary circumstances where online learning is taking place.

The MISY safeguarding policy and procedures and the technology user policy and agreement are used as the basis for these guidelines.

Guidance for students:

The learning environment

- Remember that you have signed a technology user agreement and that this applies to online learning.
- It will be made clear to you which online platforms we expect you to use. Please don't use any other online learning platforms. If you are unsure, please check with your teacher.
- If you are joining a virtual classroom please make sure that you are located in a general open space where possible, not in your bedroom.
- Please dress appropriately if you know that you are going to be joining a virtual classroom.
- If you are joining a virtual classroom it is a good idea to make sure that someone else is around who can hear what is being said. Having other adults within earshot is important for your own safety.

Communication

- If you are interacting with other students or teachers online please do so in the same way as you would in a physical classroom; showing respect for others at all times and not using inappropriate language.
- Any online behaviour which is considered unacceptable will be dealt with in the normal way using our school Behaviour Policy and procedures.
- Do not share personal contact details, like phone numbers or personal email addresses with teachers, even if it seems like an easier way to communicate.
- If you are contacting your teacher, please do so during the school hours; 8.15am - 4.00pm.

Reporting

If you are worried about anyone or anything while you are learning online, please tell your teacher as soon as possible using the school email address given to you or by phoning the school and asking to speak to your teacher.