



HAMILTON
International School

iSP International
Schools
Partnership

CHILD PROTECTION AND SAFEGUARDING POLICY

Igniting passi♥n, purp🎯se and p🗝ential

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



I am
getting better



***emotionally
intelligent***



respectful



collaborator



resilient



communicator



global citizen

Definition of Learning

Learning at Hamilton is the purposeful, personalized process we undertake to help us get better to succeed in school and beyond as a lifelong learner.

Document Control Table

Status		Live Shared with whole community
Date Approved		13 August 2025
Latest Review Date		August 2025
To be Reviewed		August 2026
Policy Owner: Group Health and Safety Director, Group Head of Safeguarding and Hamilton International School.		
Linked Documents and Policies		Intimate Care Policy Physical Restraint Policy
Version	Date	Comments
Version 1	25.08.2025	p.18 Artificial Intelligence (AI) and Safeguarding

Rationale

At Hamilton and ISP, we are committed to safeguarding and promoting the welfare of children and young people, and we expect all our employees and volunteers and any contractors / consultants and partner agency employee in our schools to share this commitment. In line with this, we expect them to recognize where a student is at risk of, or is actually being harmed, and to do all they can to reduce further risk or harm.

Our schools are particularly important in protecting our students; our school colleagues are in the best position to identify concerns early and to provide or recommend support for students as well as helping to prevent these concerns from escalating.

The International Schools Partnership (ISP) and Hamilton International School expects that all employee and volunteers in our schools and any contractors or partner agency employee used by schools, recognise where a student is at risk of, or is actually being harmed and do all they can to reduce further risk or harm.

At Hamilton International School we to these basic principles:

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some because of their special educational needs, disability, gender, religion or sexual orientation.

Policy Aims and Objectives

ISP and Hamilton International School aims to:

- Provide a safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all employee of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.

- Ensure effective communication between all employee on child protection/safeguarding issues.
- Set effective procedures for employee/volunteers or third-party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear and well communicated policies.

Policy Scope

This Hamilton Child Protection and Safeguarding Policy is endorsed by ISPs Executive Committee and adopted by all levels throughout our group and school. The policy will also be applied to any partner agency with unsupervised access to children and young people and any contractors working on any ISP school site.

Definitions

Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

Note:

If the preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to being identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, the purpose of the policy is to ensure that ISP takes whatever measures are possible to avoid this from happening.

Principles

This policy sets out the principles and expectations, as well as the procedures and processes, which must be adopted by all ISP schools and the organisation as a whole. 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 ISP recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). ISP recognises the obligation to protect our students from harm and in particular, the obligation on ISP and our 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, with the exception of the United States of America.

All the UN articles can be found at the following link:

http://www.unicef.org/crc/files/Rights_overview.pdf

Responsibilities

Executive Committee (ExCo) and Senior Management Team (SMT)

Our ExCo and SMT recognise their ultimate responsibility to ensure that the group and all regions and schools understand and follow the guidance provided by this and all other safeguarding related documents.

Principals and Senior Management Teams in Schools

The Principals and Senior Management Team in each school will:

- Ensure that the application notes are implemented across their school and followed by all employee and volunteers.

Allocate sufficient time and resources to enable the Designated Safeguarding Leads (DSL) **Matt Bennett, Thouraya El Bouz, Muna Muse** and Deputy Designated Safeguarding Leads **Claire Driscoll, Calum Rowland, Kathryn Rowland, Sophie McLean, Zainab Mohammad, Aya Hijazi, Alan Crean, Leon Collins and Corrinne Dakin, Lucy Williams, Zara Sturmheit, Euan Johnston, Cuisle Murphy** 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.
- Ensure the school site is secure.
- Customise this policy for their particular 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 employee who will have unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by employee 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.

Designated Safeguarding Leaders in a school

DSL: Matt Bennett, Thouraya El Bouz, Muna Muse

DDSL: Claire Driscoll, Calum Rowland, Kathryn Rowland, Sophie McLean, Zainab Mohammad, Aya Hijazi, Alan Crean, Leon Collins and Corrinne Dakin, Lucy Williams, Zara Sturmheit, Euan Johnston, Cuisle Murphy

The designated employee role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

Being guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Principal, make sure that all employee, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.

- Have appropriate training in addition to the basic training that all other employees receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

All employees have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

All employees (including partner organizations and contractors having unsupervised contact with children)

All employees will:

- Ensure they are familiar with and follow the Application Notes and all other safeguarding related documents e.g. Codes of Conduct, guidance for safe working practice.
- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the employee member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children knowing what to do if a child tells them he/she is being abused, exploited, or neglected
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care in their area.

Employees should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse. Nor should a victim ever be made to feel ashamed for making a report.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL) on the school's concern form or via the MyConcern reporting system
- Be aware of who the Designated Safeguarding Lead is in the school they are working in and how they can be contacted. Appendix at the end of this policy Record any concerns and report these to the Designated Safeguarding Lead (DSL).

At The Hamilton International School

The Designated Safeguarding Lead for Whole School is Thouraya El Bouz , and he can be contacted on telbouz@this.ga or 009766764433 or on extension number 4320 and is based on the ground floor.

The Designated Safeguarding Lead for Secondary is Matt Bennett, Head of Secondary, and he can be contacted on mbennett@this.ga or 0097444924335 or on extension number 4335 and is based on the second floor.

The Designated Safeguarding Lead for Inclusion is Muna Muse, Head of Inclusion, and he can be contacted on mmuse@this.ga or 0097444924334 or on extension number 4334 and is based on the ground floor.

- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, employee or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by ISP).
- All employees and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the ISP code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

All employees who have occasional or supervised contact with children (including employees from partners and contracted organizations) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Provide written confirmation to demonstrate that where appropriate, all partner agency employee/contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these employee, (appropriate to the role and contact they will have with children), before they commence their role in any ISP school. Where these employee or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Principal/ Designated Safeguarding Lead to assess this risk, not individual members of employee or partner organisations themselves.
- Where partners/contractors do not have their own safeguarding or child protection policy, the ISP application notes will be used and partners/contractors asked to read and follow this. These requirements will be part of any contractual arrangement.
- Follow the guidance laid down in this document at all times.
- Be provided with guidance on appropriate safe working practice.

Training and support

ISP will ensure that:

- All employees, volunteers and partner agencies in schools are provided with appropriate general safeguarding training on joining the organisation and then undertake annual refreshers. This training will be available through ISP authorised online courses e.g., Safeguarding Essentials on the Learning Hub or in-house training (following the ISP format within the DSL resources), whichever is appropriate, as well as face-to-face events which schools should secure the budget for each year.
- All employees receive safeguarding and child protection (including online safety) updates throughout the school year (for example, via email and e-bulletins) to provide them with relevant skills and knowledge to safeguard students effectively.
- Relevant documents are made available in a range of relevant languages.
- Employees and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and that they access appropriate additional and specialist training (approved by the Group H&S Director). This will be refreshed every two years.
- All employees and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate employees are trained in safe recruitment. This safer recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. All ISP schools will hold information in relation to local, regional, or national bodies that may be able to offer direct support in these circumstances.

ISP recognise our duty of care to our employees and where employee have been involved in reporting and responding to abuse, we recognise that this can be very difficult to deal with in isolation. ISP will therefore be in a position to offer or broker appropriate external support or counselling for any employee member affected by a safeguarding issue. ISP schools will keep a list of organisations (such as law firms, hospitals and counsellors, which can be made available to employee on request).

Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

Forms of abuse

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.

The more commonly referred to types of abuse are:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.
- **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- **Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.

Organisational and school employees need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns). It is the employee members responsibility to be vigilant in looking out for types of abuse that a student may have been involved in. If a employee member records a valid concern, it is the DSLs responsibility to ensure parents are informed and by what way (EG Class Teacher, Year Group Leader or DSL directly). This will be made clear on 'My Concern' and parents responses are recorded accordingly. Parent must be clear that the concern is a 'safeguarding concern'.

Specific Safeguarding Issues

There are specific safeguarding issues that can put children at risk of harm (listed below), all areas will be covered in ISP initial training courses and must be included in annual refresher training or during a safeguarding training programme delivered throughout the school year.

This helps to ensure all employees are aware of the signs and indicators of these specific issues to enable early intervention support to be put in place within schools or referrals made to specialist outside agencies

Peer on Peer abuse

We recognise that children are capable of abusing their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. This type of peer-on-peer behaviour will not be tolerated. It can happen both inside and outside of school and online. Peer on Peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nudes and semi nudes images and/or videos (sexting);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals, this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Sexual violence and sexual harassment

This can occur between two children of any age and sex, from primary through to secondary stage. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All employees must maintain an attitude of 'it could happen here'.

Any report of peer-on-peer abuse should be taken seriously it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

All employees should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and, challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and

genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic.

There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else:

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting. Employees must report any incident of sexting to the DSL via the school concern form (MyConcern)

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School employees, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood,

adolescence and into adulthood. It is key that employees are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If an employee has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by capturing the concern on the school's concern form and speaking to the Designated Safeguarding Lead or a deputy.

Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends. The feelings that these issues bring up can include: low self-esteem, low confidence, loneliness, sadness, anger, numbness and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

There are some common themes that may help employee identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If an employee suspects that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carer's to agree a course of action or referral to an organization that may be able to support the student.

Radicalisation and Extremism

Children can be vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the

home). As with other safeguarding risks, employees should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

ISP values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

A short awareness course on Extremism can be found at the following link:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with through the procedures set out in this document where possible.

FGM is potentially damaging to children both emotionally and in terms of health issues and is IN breach of a number of articles under the UN convention on the rights of the child. It is illegal in 26 countries across Africa and the Middle East, as well as in 33 other countries including the United States of America and the UK.

We recognise that this is cultural practice in some countries and not always seen as abusive. While not condoning the practice, we need to be aware of the sensitivities surrounding it and always act in the student's best interests.

Forced marriages (FM)

A Forced marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

In 2013, the first United Nations Human Rights Council also adopted a resolution against child and forced marriages. This resolution recognises child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

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 missing from education procedures.

Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

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” 2023. This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world. All employees are required to read and acknowledge receipt of Part 1 of the document.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or through the use of technology, such as mobile phones or computers. In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation and coercion are common in exploitative relationships.

Note:

The above is not an exhaustive list of all the potential forms of abuse which employee may have to deal with on occasions. For information please see “Keeping Children Safe in Education” 2016. This is a UK publication but the types of abuse discussed are valid and can apply to any country around the world.

Preventative measures and linked policies for safeguarding children

E safety

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

The school has Smoothwall, a digital safety tool, installed on all its devices. This allows the school to detect and intervene where necessary, offering real time monitoring, that alerts designated staff to students suspected of becoming vulnerable. Please refer to Smoothwall ISP guidance.

ISP believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Artificial Intelligence (AI) and Safeguarding

Artificial Intelligence (AI) technologies are increasingly embedded in the lives of children and young people, whether through online learning platforms, chatbots, social media, games, or generative AI tools. While AI has educational benefits, it also presents new safeguarding risks that must be addressed.

Risks for Children and Young People

- **Misinformation and Harmful Content:** AI may generate false, biased, or age-inappropriate information that could confuse or mislead students.
- **Grooming and Exploitation:** Predators may misuse AI-powered communication platforms to imitate trusted figures or conceal their identity.
- **Data Privacy:** AI systems often collect and process personal data; misuse or poor security can place children at risk.
- **Normalization of Harmful Behavior:** Some AI-generated content (e.g., deepfakes, explicit material, or violent imagery) can normalize or glamorize abuse.
- **Mental Health Risks:** Extended or unsupervised use of AI-powered platforms may contribute to anxiety, isolation, or harmful comparison.

Our Safeguarding Response

At Hamilton International School and ISP, we will:

- Teach AI awareness and digital literacy as part of the curriculum so students can critically evaluate AI-generated content.
- Ensure age-appropriate filters, monitoring, and parental controls are applied to AI platforms used in school.
- Work with IT and safeguarding teams to review and approve AI-enabled tools before they are introduced into teaching and learning.
- Encourage students to speak up if AI tools provide harmful, worrying, or confusing information.
- Protect students' personal information by ensuring compliance with data protection regulations when using AI systems.
- Engage parents and carers through awareness sessions so they understand both the benefits and risks of AI in children's lives.

Staff Responsibilities

- All staff must remain vigilant of risks posed by AI and report any concerns through the Designated Safeguarding Lead (DSL).
- Staff must model safe and critical use of AI in the classroom, helping students question and verify AI-generated outputs.
- Any incident involving AI misuse, exposure to harmful content, or suspected exploitation must be logged immediately on MyConcern and escalated to the DSL.

Mobile phone and Camera Images

It is our policy that practitioners, teachers and visitors to our Early Years settings should not use personal mobile phones to take images of children. In our primary and secondary schools, if personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Principal for the school.

Stages for parents when using your mobile phone at Hamilton:

1. You can take photos of videos of your own child, not those of others.
2. It is the parents' choice whether they upload a photo / video onto social media, but are not allowed to upload photos / videos of other students.

If you happen to take a photograph / video of other students, please ensure you delete photo / video this on the same day.

Student use of mobile phones:

Students within the Secondary School are allowed to bring their mobile phone to school. However, this should be turned off and, in their Yondr pouch in their bag, once they enter school. Students are allowed to use their phone after the school day to contact parents or drivers to arrange pick up if required. Students are not permitted to use their phone to take photos or videos within school or to upload any content to social media. Please refer to E=Safety policy for more information.

Publication of school activities on digital platforms

We are aware that the use of digital platforms and social media in particular can make children particularly vulnerable to 'grooming'. Therefore, all ISP employees will ensure that when promoting school activity on these platforms they adhere to the following measures:

- Always asking for written consent from a child and their parents or carers before taking and using a child's image.
- Always explaining what images will be used for and what potential risks are associated with sharing images of children.
- Making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published.
- Changing the names of children whose images are being used in school published material whenever possible (and only using first names if we do need to identify them). Never showing screen shots of video conferencing lessons or meetings that show children's faces and full names.
- Only using images of children in appropriate clothing.
- Avoiding full face and body shots of children taking part in activities such as swimming.
- Never publishing personal information about individual children and disguising any identifying information.
- Making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information).
- Reducing the risk of images being copied and used inappropriately by using correct settings on digital platforms.

Photographs for School publications and marketing

Photographs of students being used by employees for marketing are only taken on school cameras/devices.

- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.

- Visitors and parents/carers should be asked not to use mobile devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children.
- All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.
- Failure of employees to adhere to the above measures to safeguard the children in our care will result in disciplinary action

Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Employee at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Each school should have its own policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues. ISP has a separate Anti-Bullying Policy Statement which must be referred to and fully referenced in relation to the bullying of any student. Our STOP approach to define bullying at Hamilton 'Several Times On Purpose' is the phrase we use to support students and parents to define what bullying is.

Children with Special Educational Needs or Disabilities

All employees should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties, in particular, can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Employee should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour. ISP has a separate Special Needs Policy Statement

Physical Intervention/restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as

best practice advice. (Schools may wish to add their own local best practice advice and guidance here if available).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The Principal should require any adult involved in any such incident to report the matter to him/her as soon as possible. The employee member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required a senior member of employee should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

Safe Recruitment and Selection

We will do all they can to ensure that all those working with children in our schools and across the whole organisation are suitable people. In order to do this, all employee who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures. (see ISP's recruitment policy statement, background checks policy statement and all relevant application notes).

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

At least one member of every interview panel at both the organisational and school level, who are interviewing for a post or posts that may have unsupervised contact with children, will have undertaken safe recruitment training. All schools will keep a central record of all the recruitment checks undertaken on all employee. This record will include details relating to the DBS (Disclosure and Barring Service check - for anyone who has lived or worked in the UK only), i.e. date completed and number, other countries criminal records checks or certificates of good conduct, qualifications, prohibition order checks etc.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal, Regional HR Manager and Regional Director for Schools.

Allegations against employees and volunteers

An allegation can be made against a employee member or volunteer at any point. It is important that any such allegations are treated seriously and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school employee (or a volunteer helper), it will always be investigated by the Principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. In all cases (criminal or not) the Principal and Group H&S Director must be informed as soon as possible and certainly within 48 hours. In the case of the allegation being against the Principal, the Regional Managing Director and the Group H&S Director should be informed.

No action to investigate the concern should be taken before consultation with the Group H&S Director, and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of employee may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Group H&S Director before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

The Group Head of Safeguarding will update and keep the Group Director of Health & Safety informed of any developments. In cases of allegations against a Principal or school SLT member, it is expected that the Divisional CEO will also update the Group CEO, CFO and Chief Learning and Innovation Officer. Employees will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the code of conduct for employee and volunteers and the guidance for safe working practice.

Whistleblowing

We recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All employees and volunteers should be aware of their duty to

raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing however, will be seen as a potential disciplinary matter. ISP has a separate Whistleblowing Policy Statement which must be referred to and fully referenced in the event of such an incident.

Procedures

Adults concerned about a Student

If an employee suspects that any student in their care may be a victim of abuse, or is at risk of abuse or other form of harm, they should not try to investigate, and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Employees must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but employee will be concerned because of a physical or emotional indicator. In these circumstances employees previously used the record of concern form and the body map (if appropriate), to make a report to the Designated Safeguarding Lead.

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

Disclosure, Reporting and Further Action

General Principles:

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Employee should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all employee:

Receive

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say "I can't stop now but come and see me in my office at...". Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.

Reassure

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well (see the record of concern form).

Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written/typed account of the concern should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map if require.

Employee will report concerns using 'My Concern'. Employee training is given for this. **All guidance for employee can be found here: [MyConcern employee \(Basic user\).pptx](#)**

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal in the absence of the DSL / DDSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

ISP recognises the diverse and complex local contexts our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

As International Schools we:

- often reside in cities and countries that offer little external support.

- recognise the limitations in the areas of child protection.
- need to assess the quality and skills of counsellors and other support employee in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
- need to act in accordance with local legislation as well as the principles and practices outlined in this policy.

Local Safeguarding Agencies/Advice

The local legal requirements:

SIDRA: 40033333

Record Keeping and Confidentiality

Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records should be stored in a secure (i.e. locked) filing cabinet or in a secure electronic system, accessible through the Designated Safeguarding Lead (or their deputy) and other senior employee in larger schools to ensure reasonable access. (ISP are to enable the H&S system to securely hold these records)
- Records of any child disclosure should be clearly dated and filed without future amendment.
- Child protection records should be separate to the general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g. red star or similar). All employee who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.
- A child protection file (Electronic or otherwise) should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:
 - If a member of employee raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
 - If information is forwarded to the school by a previous school attended by the child.
 - If the school is alerted by another agency of child protection concerns about that child.
 - Members of employee should make a written/typed account of any concern they have regarding the welfare or well-being of a child, using the school's pro forma. This record should be passed as soon as possible to

the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead, but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

- If any information is removed from a file (electronic or otherwise) for any reason, a dated note should be placed in the file indicating who has taken it, why and when.
- The record pro forma should include (see Record of Concern Form):
- A record of the child's details: name, date of birth, address and family details.
- Date and time of the event/concern.
- The nature of the concern raised.
- The action taken and by whom: Name and position of the person making the record.

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

Allegations made by a child about another child (Peer on peer abuse)

ISP recognises that children are capable of abusing their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer on peer behaviour will not be tolerated.

Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children" or "experimentation".

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures should be followed in the same way as for any other safeguarding or child protection matter.

Safeguarding students who are vulnerable to extremism

ISP values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

A short awareness course on Extremism can be found at the following link:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Auditing, Reporting, Review and Sign Off

Elements of safeguarding practice in schools will be included in the annual safety audit and will also be reviewed when visited by Group Health and Safety.

The application notes will be reviewed on a regular basis and at least every 2 years by Group Health and Safety, Regional Managing Directors and Principals.

The application notes are owned by all ISP schools and should be made available to students, parents/carers alike in hard copy when requested. A copy will also be available on ISP's website and also each schools' own website.

Anti-bullying policy

Our anti bullying policy is set out in a separate document and acknowledges that all types of bullying are not tolerated. It promotes awareness of bullying and guides employee and pupils on the action to take if they experience or witness bullying.

Our **Behaviour policies**, set out in separate documents, reflects the consideration we give to the protection of our students by setting out the standards of conduct and behaviour expected of our employee.

Our **Trips and Visits policy**, set out in a separate document, reflects the consideration we give to the protection of our students when away from the school when undertaking school trips and visits.

SAFEGUARDING



If you have concerns about the health, safety or well-being of any student, please share it with our team immediately.

Designated Safeguarding Leads (DSLs)



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Deputy Designated Safeguarding Leads (DDSLs)

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