



KTJ Safeguarding Policy (Child Protection)

Date reviewed	Reviewer	Next review date
January 2023	Safeguarding Officer	January 2024

Safeguarding Team

Designated Safeguarding Lead (DSL) - Primary School	Mr Kris Davis kristopherdavis@ktj.edu.my
Designated Safeguarding Lead (DSL) - Secondary School	Mr Suresh Naidu (Acting) sureshnaidu@ktj.edu.my
Members of the Safeguarding Team	Mrs Anna Dass annadass@ktj.edu.my Ms Clair Curtis-Dyke claircurtis@ktj.edu.my Mr Daniel Romeril danielromeril@ktj.edu.my Mr David Hughes davidhughes@ktj.edu.my Ms Heather Smith heathersmith@ktj.edu.my Mr Jesse Tan jessetan@ktj.edu.my Mr Surash Govir Choindra surashgchoindra@ktj.edu.my
Nominated governor for Safeguarding	YAM Tunku Naquiyuddin ibni Tuanku Ja'afar

Notes:

The terms “safeguarding” and “child protection” are often used interchangeably in international schools. At KTJ, we define “safeguarding” as actions we take and procedures we put in place to provide a safe environment for our students. We define “child protection” as actions we take when students have been subjected to harm and to protect those students from further harm. We use the terms “student” and “students” primarily at KTJ and these are interchangeably used with the term “child” and “children”.



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Introduction and Rationale

Kolej Tuanku Ja'afar (KTJ) is committed to ensuring that all students enjoy a safe environment in which they can learn, develop and flourish. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students and outline in detail the School's commitment to our students and staff. We expect all members of staff to share this commitment. We are also committed to providing a supportive working environment to all of our staff.

We are alert to the signs of abuse and neglect, and we follow our procedures to ensure that students receive effective support, protection and justice. We consider the welfare of each student to be paramount, and it is our stated intention to be proactive and diligent in ensuring every student in our community is kept safe from exploitation, abuse or harm. This policy provides the framework for achieving this.

This policy is in alignment with the CIS Code of Ethics. It follows the guidance detailed in the UK Government's Department for Education guidance, [Keeping Children Safe in Education 2022](#). The relevant Malaysian laws will always apply and take precedence.

The United Nations Convention on the Rights of the Child (UNCRC) calls for the primacy of a child's best interests in all decisions affecting a child. Further, it highlights the importance of seeking and respecting the views of the child. We will endeavour to do so except where the child's wellbeing or safety is at risk or where the Malaysian laws require us to break this expectation.

The principles and procedures contained in this policy apply to all staff, service providers and volunteers, including non-staff residents on the campus. All who work at KTJ must read and commit to acting according to this policy as a condition of employment or service provider contract at KTJ.

Protecting Students

Safeguarding and promoting the welfare of students are to protect students from maltreatment, to prevent the impairment of students' mental and physical health or development, to ensure that students grow up in circumstances consistent with the provision of safe and effective care, and to take action to enable all students to have the best outcomes.

All staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures in the School's safeguarding regime and should know that such concerns will be taken seriously by the School.

All systems and processes should operate with the best interests of the student at heart. The student's wishes and feelings are taken into account when determining what action to take and what services to provide.

Core Principles

1. Safeguarding and promoting the welfare of students are everyone's responsibility. All staff have a responsibility to provide a safe environment in which students can make progress and thrive.

Integrity

Empathy

Mutual Respect



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2. All staff should be aware of procedures within the School which support safeguarding and child protection. These include the contents of this policy, of the Staff Code of Conduct, and of the use of CPOMS to report concerns, as well as other relevant processes and procedures.
3. All staff are in a position to identify concerns early, to provide help for students, to promote students' welfare and to prevent concerns from escalating. All staff should be aware of indicators of abuse and neglect.
4. All staff take active roles in building trusted and positive relationships with students as this facilitates communication and provision of support.
5. All staff should know what to do if students tell them they are being abused or neglected and this includes following the referral process, e.g. via CPOMS. No single practitioner can have a full picture of a student's needs and circumstances, hence reporting concerns via CPOMS allows the Safeguarding Team to construct a better and more informed understanding.
6. Actions must be taken to protect students who are at risk.

Supporting Principles

The School will:

1. Have a well-trained and visible Safeguarding Team which is easily accessible by students and staff;
2. Establish and develop student voice through Student Safeguarding Ambassadors;
3. Establish and maintain an environment where students feel secure and are confident to approach any adult to talk, knowing that they will be listened to sensitively;
4. Develop in students an increased ability to recognise situations that are potentially or actually unsafe at early stages through PSHEE curriculum and other means;
5. Ensure that students develop an awareness of the acceptable use of ICT and safer online behaviours;
6. Ensure that parents understand the School's safeguarding responsibilities, by making this policy document available to them;
7. Encourage staff to maintain an attitude of "it could happen here";
8. Provide all staff with the necessary information and training to enable them to meet their safeguarding responsibilities;
9. Provide all volunteers, unaccompanied vendors/contractors and non-staff residents with training where expectations are made clear;
10. Keep safeguarding as a "live" matter of discussion, so that staff may make any enquiries about the School's procedures;
11. Provide advice on situations where staff may be vulnerable and provide guidance on safer working practices, so that the risk of misplaced or malicious allegations of improper behaviour is reduced;
12. Provide a safe environment for staff to raise low level concerns.

All should be aware:

1. That abuse, neglect and safeguarding issues are rarely stand-alone events;
2. That safeguarding incidents can be associated with factors outside the School and/or can occur between students outside of these environments;
3. Extra-familial and intra-familial abuse or harm affects students emotionally, psychologically and in other ways;

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4. Of safeguarding issues which may affect students, such as drug-taking and alcohol abuse;
5. That student can abuse other students (student-on-student abuse);
6. That mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation.

Concerns, Disclosures and Observations

If You are Concerned about a Student's Welfare

There will be occasions when staff may feel that there is an emerging concern about a student. Physical signs may be noticed or their schoolwork may indicate an issue. For example, they may write stories or produce art work that reveals confusion or distress. This may not initially point to a child protection issue but, nonetheless, it should be recorded. Staff should monitor and keep a record of these concerns, including dates, the substance of the concern, who was concerned, where the concern was noted/reported and the frequency of repetitive concerns. Staff should discuss their concerns with a member of the Safeguarding Team as soon as possible.

Any child protection concerns related to individual students must be referred to a DSL or, in the event of their absence from school, a member of the Safeguarding Team. He/she will discuss issues with the Head of Primary or Head of Secondary (Pastoral) depending on where the student is based. He/she will then make a decision on how to address the issue. The course of action taken could involve external bodies, the relevant embassy in respect of expatriates, and/or the police.

If a Student Discloses to You

It takes a lot of courage for a student to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen, if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, the member of staff must, at the appropriate time, let the student know that in order to help them, they must pass the information on to others, such as the Safeguarding Team or the Principal. The point at which they tell the student this is a matter for professional judgement but it is best done at the earliest opportunity. During their conversations with the student the member of staff must:

- Allow the student to speak freely;
- Remain calm and not overreact;
- Give reassuring nods or words of comfort – “You are doing the right thing in talking to me”;
- Not be afraid of silences;
- Use “mirror questions” (questions which are non-directive in nature, which means they are intended to encourage another person to continue to add detail to what they have said without influencing the person to go in a specific direction in terms of content.) For example, Student: “My nanny hits me.” Adult: “Your nanny hits you?”;
- Avoid investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student’s mother think about it;



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- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why;
- Not offer any physical touch as comfort, unless it is absolutely necessary;
- Avoid admonishing the student for not disclosing earlier;
- Tell the student what will happen next;
- immediately after receiving the disclosure, report the disclosure via CPOMS. If the risk is immediate, please inform the DSL immediately.

If You have Concerns about a Colleague

If staff have safeguarding concerns about another staff member who may pose a risk of harm to students, this must be referred directly to the Principal who will deal with it in accordance with the School's Staff Code of Conduct. The course of action taken could involve external bodies, the relevant embassy, in respect of expatriates, and/or the police. If a British national ceases to be in the service of the School because he /she is deemed unsuitable to work with students, the School will consider whether to make a report of this to the National Crime Agency within one month. In the case of British teachers, the School will also consider making a referral to agencies in the UK when a teacher has been dismissed (or would have been dismissed if he/she had not resigned. For cases involving staff of other nationalities, the same course of action will be followed with the appropriate country's teaching authority.

Where there are concerns/allegations about the Principal or anyone related to him/her who works at the school, this should be referred to the Chair of Trustees directly. YAM Tunku Naquiyuddin can be reached via email at connie@antah.com.my. A decision will then be taken at that level on who else needs to have the information.

Sometimes, a member of staff may be the first to recognise that something is wrong but may not feel able to express concerns out of a feeling of embarrassment or because to do so would be regarded as an act of disloyalty to colleagues. These feelings, however natural, must never result in a student continuing to be unnecessarily at risk. It is often the most vulnerable students who are targeted.

Low Level Observations

We operate a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff. A strong safeguarding system promotes and maintains a positive culture where observations can be identified and spoken about openly. The intention here is to support an individual to reflect and take appropriate but necessary steps at an early stage, to clarify or reestablish boundaries and restore professional relationships before it becomes more difficult to do so.

A low-level observation is any observation, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult may have acted in a way that is inconsistent with the School's Staff Code of Conduct, does not meet an allegation threshold, or is otherwise not serious enough to consider a referral. Low level observations or behaviour can be from the inadvertent or thoughtless, through to that which is ultimately intended to enable abuse.



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It is important to acknowledge that sometimes an organisational setting either inadvertently facilitates or fails to prevent developing safeguarding concerns or incidents. An example of this is noticing patterns of rule breaking more generally but not addressing it. Erosion of boundaries, use of trust and authority inappropriately and excessively meeting the needs of a student are some examples of low-level observations. When we identify possible concerning, problematic or inappropriate behaviour early, it minimises the risk of abuse and ensures that everyone is always clear about professional boundaries and acts within them. This includes self-reporting by staff and other adults. Staff should reflect regularly on their own actions and relationship with students could be perceived by students depending on their gender, culture and personal circumstances. The early identification and prompt and appropriate management of observations about staff and all adults who come in contact with students are critical to effective safeguarding.

All observations about adults (including observations that do not meet the harm threshold) are shared responsibly and with the right person, and recorded and dealt with appropriately. Students and staff do not need to be able to determine in each case whether their concern is a low-level observation, or if it is not serious enough to consider a referral. If necessary, students and staff can consult the Principal or a DSL on a “no-name” basis. Once students or staff share what they believe to be a low-level observation, that determination should be made by the Principal or the DSL (who will inform the Principal of all reported observations). A responsive, sensitive and proportionate handling of such concerns when they are raised will be the approach taken. Where the low-level observations are about the DSL or someone related to the DSL, the Principal should be the first point of contact. Likewise, low-level observations about the Principal or a staff member to whom he is related should be referred to the Chair of Trustees.

Follow-up Actions

If having raised a child protection concern about a student with the Safeguarding Team, a member of staff is dissatisfied with the subsequent actions, he/she should raise the matter with the Principal, or where the Principal is implicated, with the Chairman of Trustees. The School's Whistleblowing Policy details the steps to take.

The composition of the team can be found on page 1 of this policy. The Safeguarding Team keeps detailed records of all concerns, ensuring that such records are stored securely by the Safeguarding Team leaders and separate from the student's general file.

Confidentiality and Information Sharing

Staff will have access to confidential information about students in order to carry out their everyday tasks. In some cases, this information will be highly sensitive. It is only appropriate to share this information when it is in the interests of the student to do so. In circumstances where the student's identity does not need to be known, the information will be used anonymously. All staff will understand that student protection issues warrant a high level of confidentiality, not only out of respect for the student and/or staff involved but also to ensure that the information being released into the public domain does not compromise evidence.



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When a student with a record of child protection concerns leaves the School, the file will only be transferred to the new school upon request from the DSL of the next school. When a new student joins our school into any year group, we will request the student's current school (or previous, if the student is not presently in school) to share any child protection concerns as part of the admissions process.

At the end of every academic year, the Primary Designated School Safeguarding Lead will meet with the Secondary Designated School Safeguarding Lead to discuss child protection information on students moving across.

The School and Changes to Family Circumstances

Our students' lives can be disrupted by major changes in their family, such as the death of a close family member or friend, or separation or divorce of their parents. Some students' wellbeing may be affected whilst they adjust to such circumstances. The student's teachers and other key staff who have been made aware of the change in family circumstances will be sensitive to the student's situation and support them as best they can. We ask that parents advise the School so that we can offer the student additional support as required.

In a small number of cases, one or both parents may approach the School with concerns over the rights of the other parent to access the site and/or information on their child, and they may wish to restrict these rights. Unless there is legal documentation to support this, the School is unable to prevent a parent from accessing the School site or accessing information held by the School on their child as per the normal systems in place for parental access. This documentation would need to make clear that the one parent is the legal sole custodian for the child and/or that there are specific instructions in place regarding the child. In cases where the legal documentation is not in English, the parent is responsible for providing a certified English translation.

Student Specific Instructions

In some cases, the School's security guards may need to be informed of changes to parental access to the site. For example, if a parent has sole custody and raises a concern that the other parent may attempt to enter the site to access the child. In other cases, a parent may be concerned that someone other than a parent may attempt to gain access to their child through the School. In these cases, a Student Specific Instruction will be created by the Head of Primary or Head of Secondary (Pastoral) and sent to Security. This memo will be in English and Bahasa Malaysia and, wherever possible, include photographs of the student and adult(s) forming the subject of the notice.

Safer Working Practice

Adults working with students have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. It is therefore expected that staff will adopt high standards of personal conduct in order to maintain the trust and respect of those with whom they work and the school community in general. Staff must recognise that, by the very nature of their position, they are in a position of trust. The relationship between adults and students, whilst mutually respectful, is not a relationship of equals. Adults have a responsibility to ensure that the unequal balance of power is not used for personal advantage or gratification.



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Staff are responsible for their own actions and behaviour and must understand the need to maintain appropriate boundaries in their contact with students. Staff should avoid any contact with students which would lead any reasonable person to question their motivation and intentions. Staff should work and be seen to work, in an open and transparent way. Staff should continuously monitor and review their working practices to ensure they follow the guidance set out in this document.

Blinds or Curtains

Most of the blinds and curtains across the school have been removed from classrooms and offices where there is no reason for them to be there. Where they are necessary, for example, Science classrooms, blinds should only be closed for specific purposes, such as where low light is needed. In this instance, the blinds should only be used when the experiment is taking place and when there is more than one student in the classroom. There should never be a situation where a single student is in a room with a member of staff and the blinds are closed. Blinds can also be used when there are experiments being set up by staff prior to an examination when students are not allowed to see the equipment being prepared before the exam. In this case, there should only be staff members in the classroom at this time and the blinds are to be opened once the students taking the examination have entered the room.

In the interest of privacy for staff members, where this is necessary, blinds can be lowered in offices equipped with these but a note should be placed on the door explaining why this room is out of bounds. For example, 'meeting in progress, do not disturb', would be a suitable explanation. The above applies to anywhere across the school site where students have access. An exception to this is the Counsellor's Office.

Communication with Students

Any contact with students using electronic media should be for professional reasons only. All communication with students should be limited to professional matters. Staff must use school-assigned communication channels only. Staff must not communicate via communication channels which are not assigned by the School, e.g. personal email addresses and WhatsApp. Staff must not give to or obtain personal phone numbers from students, except for very specific reasons which have been made clear to a DSL. Staff should decline access to personal online profiles on sites, such as Facebook and Instagram, and set suitable privacy settings that they are comfortable with. Privacy settings must take into account the interest of the School as well as be in compliance with the terms and conditions of employment.

Communication with Former Students

Staff can be online 'friends' with former students who are 21 years of age or older.

Gifts and Favouritism

The School's Anti-Corruption Policy covers gifts extensively. Care should be taken when selecting students for specific activities or privileges to avoid perceptions of favouritism. Selection methods



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should always be transparent and capable of holding up to scrutiny. Similar care should be taken when excluding students from an activity or privilege.

Infatuations

Where there are indicators that a student may have developed an infatuation for a member of staff, the member of staff should bring it to the attention of the Head of Primary or Head of Secondary (Pastoral) as soon as possible so that appropriate action can be taken to limit any distress or embarrassment to the student. Infatuations may not be limited to members of the opposite gender. Staff should be aware that infatuations carry a high risk of words or actions being misconstrued and extra care should be taken to ensure that their behaviour is above reproach.

Intimate Care

Please refer to the School's Restraint and Safe Touching Policy.

One-to-One Meetings

In order to ensure students are fully supported both academically and pastorally, one-to-one meetings will sometimes need to be scheduled. Some meetings will be pre-arranged and some ad hoc, where a student will go and see a teacher to seek help. However, staff working in one-to-one situations with a student are placed in more vulnerable situations and must take steps to ensure the meetings are conducted professionally at all times. The following are general guidelines:

- Meetings should be held in an environment where there are other members of staff in close proximity in the same building.
- Meetings should always be held in a room where the student and staff member can easily be seen from the corridor.
- When conducting the meeting, staff should avoid sitting or standing in unnecessarily close proximity to the student. Physical contact must be avoided.
- Staff must report any concerns about the behaviour of a student in a one-to-one meeting to the Head of Primary or Head of Secondary (Pastoral).
- If a meeting is scheduled outside of the normal school day, the meeting should only be held with a specific professional purpose that is understood by the student involved.
- In boarding houses, meetings should be held in open spaces, corridors or office spaces.

Online Competitions, Meetings and Precautions

Separate and detailed guidelines are available for staff on the use of online provisions and must be followed. These are accessible on the Safeguarding shared drive. Staff who need further assistance should consult the Safeguarding Team. Only School-approved online meeting platforms should be used and at the time of the publishing this policy, these are Google Meet and Microsoft Teams.



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Photography, Videography and Voice Recordings

Official photography, videography or voice recordings should be carried out by the Marketing Manager and others designated by the Marketing Manager using approved devices. Primary School teachers have school-issued devices too. Photographs, videos and recordings will then be shared, as appropriate, through social media and internal shared drives. As such, staff should not need to take any photos, video or voice recordings of students using their personal electronic devices.

Personal electronic devices, in particular devices which provide additional functionality such as drones, action cameras or high definition/4K enabled devices may be allowed in special circumstances such as school trips or house events. These devices should only be used with prior permission. Requests should be sent to safeguarding@ktj.edu.my in advance with specific reasons for use of such devices. Where advance requests have not been made and immediate use of personal devices is necessary, this must be declared via email to safeguarding@ktj.edu.my as soon as is reasonably possible. Any produced materials must be transferred to the School's Google Drive and deleted from the personal device within 72 hours of the end of the event.

In certain circumstances, such as sports days or swimming galas, it may be necessary for staff engaged in events, in particular those staff stationed at finish lines, to record swimmers or runners using a school device. Such recording should be used solely for the purpose of identifying winners or disqualifications. All such recordings must be deleted after the event by the event organiser.

Many members of staff have children at KTJ, whom they may wish to photograph during events. Particular care should be taken to avoid recording digital images of other students unnecessarily without consent. Similarly, the sharing or publishing of such images should only be undertaken after careful consideration of possible impacts. No images of students should be published with identifying data.

Physical Contact or Restraint

This is extensively covered in the School's Restraint and Safe Touching Policy.

Showers, Changing Rooms and Restrooms

Students are entitled to respect and privacy when showering, changing their clothing or using the toilet. However, a suitable level of supervision needs to be maintained to satisfy health and safety considerations, monitor behaviour and to ensure that the students are protected. This level of supervision should be appropriate to the age and needs of the student. Staff are vigilant about their own behaviour and have to announce their intention of entering a bathroom or changing room. Staff do not shower or change in the same place as students. Staff restrict their use of restrooms to adult restrooms only.



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Students in Distress

There will be occasions when a distressed student needs comfort and reassurance and this may include age-appropriate physical contact. Staff should proceed cautiously in offering support in this way and use their professional judgement carefully. Please refer to the Restraint and Safe Touching Policy for more specific guidance.

Students Visiting Staff Accommodation

Students who are friends of staff children may visit staff accommodation within the school compound provided the staff member whose accommodation it is has informed the parents of the students and declared this via email to safeguarding@ktj.edu.my. Such visits should happen occasionally, and for specific purposes, rather than be a regular occurrence. The staff member concerned must ensure what the visiting student sees and experiences within the accommodation is in line with Safeguarding expectations of the School.

In the event that a student is wishing to stay in staff accommodation overnight, prior discussion must take place with a DSL. The staff member should email safeguarding@ktj.edu.my with details of the arrangement after this has been discussed and agreed with the other student's parent(s). The relevant HP(s) and the parent(s) with whom the agreement was made must be cc'd in this correspondence.

Staff who live off-campus are encouraged to follow the same procedures.

Student-on-Student Abuse

It is important to deal with a situation of student-on-student abuse immediately and sensitively. As it is necessary to gather the information as soon as possible to get the facts, this should be reported to a staff member, who in turn will record it on CPOMS. It is equally important to think about the language used in the investigation and the impact of that language on both the students and their parents when they become involved. It is best to avoid language that may create a 'blame' culture and leave a student labelled. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

As complete an assessment of an incident between students should be undertaken, including:

- Chronological and developmental ages of everyone involved;
- Difference in their power or authority in relation to age, race, gender, physical, disability, emotional or intellectual vulnerability;
- Alleged physical and verbal aspects of the behaviour and incident;
- Whether the behaviour involved physical aggression or intimidation, threatening behaviour or bribery, inappropriate sexual knowledge or motivation;
- The effect on the student on the receiving end;
- Any attempts to ensure the behaviour and incident is kept a secret;
- The student's motivation or reason for the behaviour, if they admit that it occurred;
- Whether this was a one-off incident, repeated or longer in duration.



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Safer Recruitment

It is fundamental that KTJ recruits and retains staff of the highest calibre who share our School's safeguarding commitment. The School's Staff Recruitment Policy (available on the School's website) details the steps and procedures the School undertakes.

All new staff will be informed of their safeguarding and child protection responsibilities in the following ways:

1. All prospective candidates who are called for interviews and new staff will be sent a copy of this policy.
2. All new staff with access to KTJ online services are required to acknowledge they have read and understood this policy and other relevant policies via CPOMS.
3. All new staff without online access will be required to sign a letter stating the same above.
4. All new staff will receive a safeguarding induction.
5. All new staff are made aware of key points of SOAC Act 2017 (Sexual Offences Against Children) during safeguarding induction.

Monitoring

This policy is monitored by the Head of Secondary (Pastoral).

Related Policies and Handbooks

This policy should be read in conjunction with the following school policies and handbooks:

- Staff Code of Conduct
- Staff Recruitment Policy
- Employee Manual
- Personal Data Protection and Retention Policy
- Whistleblowing Policy
- Anti-Corruption Policy

Policy Review

This policy is reviewed regularly to ensure that it meets the needs of the School and its students and that it is in line with our vision, mission and values, as well as the CIS Code of Ethics. In undertaking this review, the School will seek input from relevant staff.