

# MIS

## Safeguarding and Child Protection Policy and Guidance

### 2023-2024

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**Myanmar International School**

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# Section 1. Introduction and Context

## 1.1 MIS Ethos

Myanmar International School (MIS) is a community and all those directly connected (staff, volunteers, directors, contractors, parents, families and pupils) have an essential role to play in making it safe and secure.

Myanmar International School recognizes the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school, children are respected and encouraged to talk openly. The school is supportive of Article 3.1 of the Convention of the Rights of the Child which states that, 'in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.'

Our core safeguarding principles are:

- The school is an important part of the wider safeguarding system for children.
- It is the whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All of our staff understand safe professional practice and adhere to our safeguarding policies.

Our goal is to build and maintain an environment that protects children through both proactive and reactive measures; either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting. Our strategy is to ensure that all MIS school personnel, from professional faculty and staff, employees and contractual personnel, to student teachers, interns, volunteers, classroom assistants, students and parents, understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; are familiar with reporting procedures; and know the responsibilities of mandated reporters, including how, when, and to whom to make a report. Ultimately, MIS should strive to have policies, procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the MIS community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

## 1.2 Definitions

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

International schools have a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. The MIS Safeguarding and Child Protection Handbook sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our schools and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

The Handbook addresses the following essential components of a comprehensive Safeguarding and Child Protection Program:

1. Recognizing, responding to, and reporting allegations and suspicions of child abuse and neglect.
2. Screening and selecting staff, faculty, and volunteers.
3. Training and education about child sexual abuse prevention.
4. A Code of Conduct that guides interactions between adults and children.
5. Ensuring safe environments and practices.
6. Connecting to local authority and resources.

## 1.3 Key Responsibilities

### 1.3.1 Designated Safeguard Lead (DSL)

The school has appointed one Designated Safeguarding Lead (DSL) and six Deputy Designated Safeguarding Leads (DDSLs). The DSL's have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSLs are available at [safeguarding@mis-edu.com](mailto:safeguarding@mis-edu.com)

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The training will be updated at regular intervals.

**It is the role of the DSL to:**

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
- Liaise with other agencies and professionals.
- Ensure that locally established referral procedures are followed as necessary.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensure all staff access appropriate safeguarding training and relevant updates.

### **1.3.2 Members of Staff**

**All members of staff have a responsibility to:**

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand your school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection (see Section 4).
- Make a commitment to report all possible instances of concern related to child safeguarding at the earliest possible point.

### **1.3.3 Children and Young People**

**Children and young people have a right to:**

- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

### **1.3.4 Parents and Carers**

**Parents/carers have a responsibility to:**

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.
- Educate themselves on issues of child safety and wellbeing.

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website [www.mis-edu.com](http://www.mis-edu.com)

## **1.4 International School Context**

### **1.4.1 Characteristics/attributes of International School Children**

- Transience and mobility impacts development of identity and relationships (especially for support in times of need);
- Early maturity/sophistication vs. naiveté and immaturity in other areas;
- Separation from extended families; working and travelling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent;
- Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioural expectations;
- High expectations placed on students to achieve academically;
- Access to maids and other daily helpers (drivers); and
- Access to expensive international schools because companies pay tuition while they (and their peers) in their home-of-record, previously attended public school

### **1.4.2 Characteristics of international school families.**

- Isolation from extended family, previous community for support;
- Power differential in marriage (who has the work permit) creates vulnerability;
- Impact of absentee parents;
- “Love – hate” relationship with host country for expatriates;
- Lack of control over critical life decisions: company decides where, when, and how the family moves. Lack of stability; and
- Superficial/tourist relationship with the host country.

### **1.4.3 Characteristics of international school communities.**

- School takes on sole role as centre of family life - “goldfish bowl” - and often provides superficial relationships that cannot meet mental health needs;
- Power influence: family's “position” in community can be an inhibitor for school to act
  - Sense of being “lost” in diversity of community – can cause further isolation.

### **1.4.4 Cultural dynamics of international school communities.**

- Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, care-giving, sexuality, gender roles and responsibilities;
- Impact of rapidly changing “pop culture” from developed nations;

- Varying degrees of openness rooted in cultural traditions; and
- Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood.

International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools such as MIS must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

## **1.5 The characteristics of abusers**

While most abusers are known to the child there are predators who will stop at nothing to access their victims. They will seek weak jurisdictions where children are less protected. They will move from country to country to avoid detection. They don't look like monsters or weirdoes; indeed, they are often superficially attractive to the youngsters. They win their trust by appearing caring. They are skilled liars who will deceive their colleagues. An international school in Myanmar, at this stage of the country's development, is very vulnerable as it is an attractive environment for abusers.

## **1.6 The Prevent Duty**

The Prevent Duty provides a duty to schools such as MIS to identify children who are at risk of radicalisation and terrorism. The Prevent Duty therefore comprises a part of the MIS Child Protection efforts. Prevent training is a part of MIS safeguarding training and should be updated regularly. Concerns regarding radicalisation and terrorism issues should be reported using the safeguarding processes outlined in this policy.

# **Section 2. Reporting and Reporting Concerns**

## **2.1 A Duty of Care.**

All adults, including all staff, interns, volunteers, contractors, board members, guests and consultants, must report any concerns immediately, maintaining confidentiality and reporting directly to the DSL. They should report these concerns using the appropriate form, detailed in the appendices of this policy.

The Designated Safeguarding Lead will record and manage any such concerns in a serious manner, and it is their responsibility to take the next steps, using the appropriate policy documents (e.g. bullying, e-bullying, safeguarding). The Principal and/or Chief Education Officer will be kept informed of any significant issue by the DSL.

Reports made by staff are expected to be child-centred, evidence-based and have the best interests of the children in mind.

## **2.2 Storage of Data.**

It is important that all stakeholders feel that their reports are taken seriously and stored securely in order to protect confidentiality. Those who report any safeguarding concerns must abide by lines of communication detailed in this document in order to ensure such confidentiality.

Any member of staff with access to confidential data regarding a child or their family must undergo all reasonable measures in order to ensure confidentiality is upheld. They also have a duty to immediately report any reason to believe that a child may be at immediate or significant risk of harm, without delay, to the DSL.

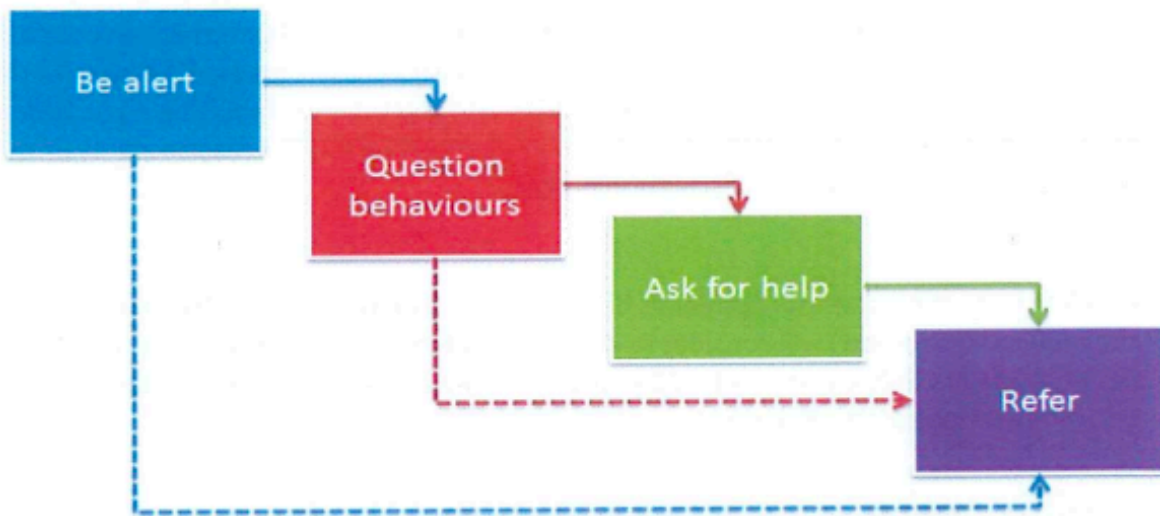
A single central record will be maintained by the DSL, which will contain details of all children and staff. Staff records will contain copies of key documents (CV, passport, background check, qualifications and references). The file will be secured and only accessible to DSL's, with emergency access available to the CEO/Principal provided in a sealed envelope. This would only be used in the absence of the DSL's, during an emergency.

International Schools generally sustain a higher level of student and staff turnover than local settings. It is therefore key that when any child or member of staff with an active safeguarding file moves to another school, there is an evident moral duty to inform, or attempt to inform that school of any issue about which they should be aware. This should be done securely, and directly by phone if necessary. If there are any child protection issues you must make the call and record the fact that the call was made in the student file, the date and time of the call, who the call was made to, their position in the school and the nature of the communication. Reports should be made to the appropriate member of staff, such as the DSL, or in their absence, the head.



## 2.3 Reporting Procedures

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately.

The response of a member of staff is also crucial whenever a student makes a disclosure. The following guidance should also be followed at all times when a disclosure is made;

You SHOULD:

- Stay calm and be quiet
- Find a quiet place where your conversation will not be interrupted. Keep in mind the school's guidelines about being alone with a child or young person.
- Be welcoming, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you and they may not do so again.
- Listen carefully and take it seriously.
- Try to make the child or young person feel safe and secure. Reassure them that they have done nothing wrong in telling you.
- Ask questions for clarification only.
- Explain what you will do with the information and what will happen next.
- Write down what you have been told as soon as possible. It should be dated, timed and signed. It should then be given to the designated safeguarding lead immediately.

You SHOULD NOT:

- **Promise confidentiality**
- Ask leading questions

- Look panicked, shocked or angry
- Make the child or young person repeat their story
- Interrupt
- Give an opinion
- Inform parents until you have had a discussion with a safeguarding lead.
- View any images
- Suggest that the child may be to blame.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognize and refer.

Referral forms are available in paper form, featuring body maps, as well as online in the Staff Hub. Forms will be available from the school front desks (in both buildings), the DSL office (upstairs in the Upper Primary Building). All DSLs have copies of the My Concern Welfare Form in their offices/classrooms.

Staff should record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/ event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern, then the member of staff should consult with a DSL as this needs to take priority.

***Safeguarding records are maintained separately from all other records relating to the child in the school. They are retained centrally and secured by the DSL's. Records are shared with staff on a 'need to know' basis only.***

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns for their child at the earliest stage possible.

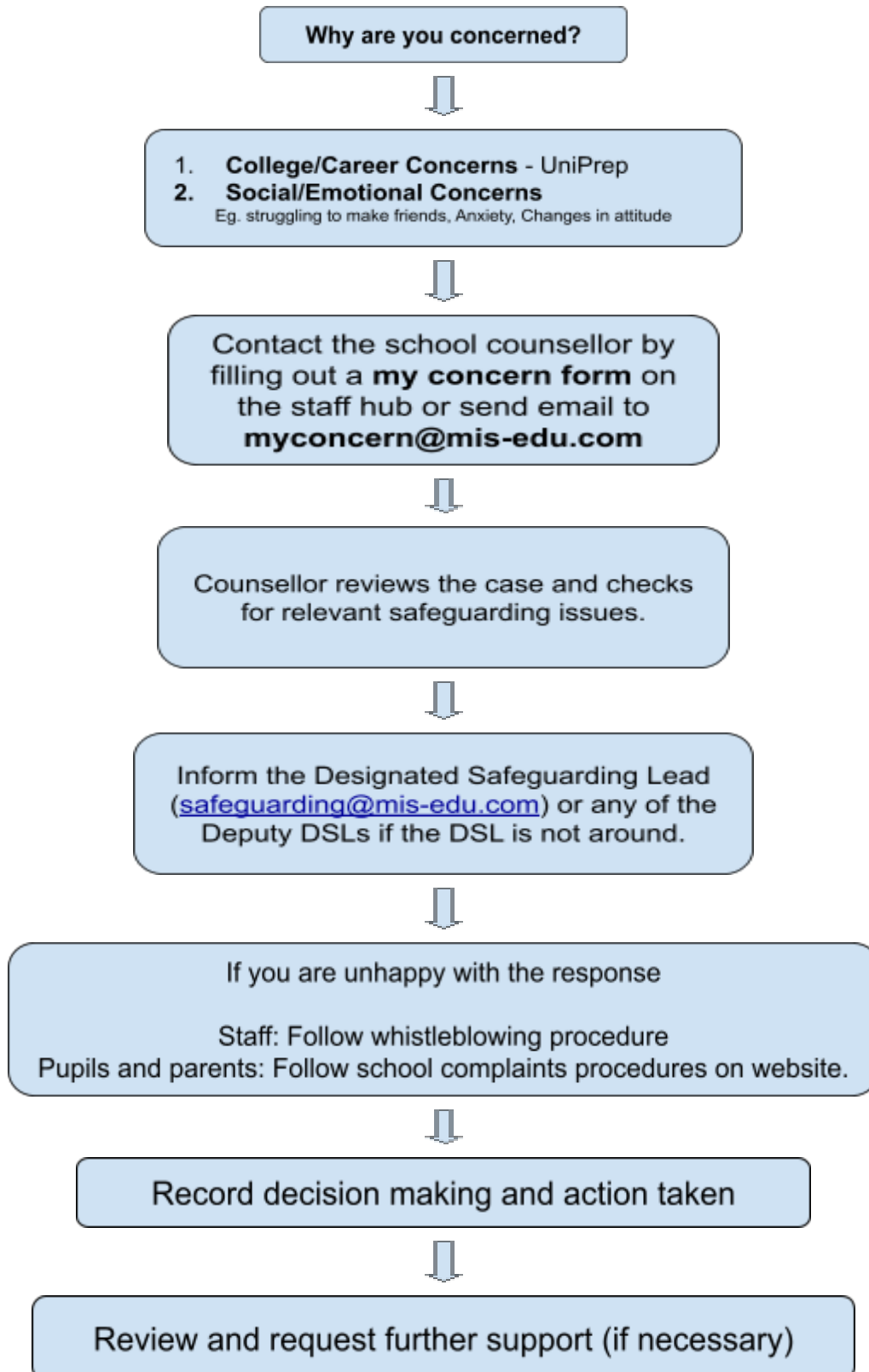
On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

The Principal or Chief Education Officer will be kept informed of any significant issues.

# What to do if you have a welfare concern in Myanmar International School (MIS).

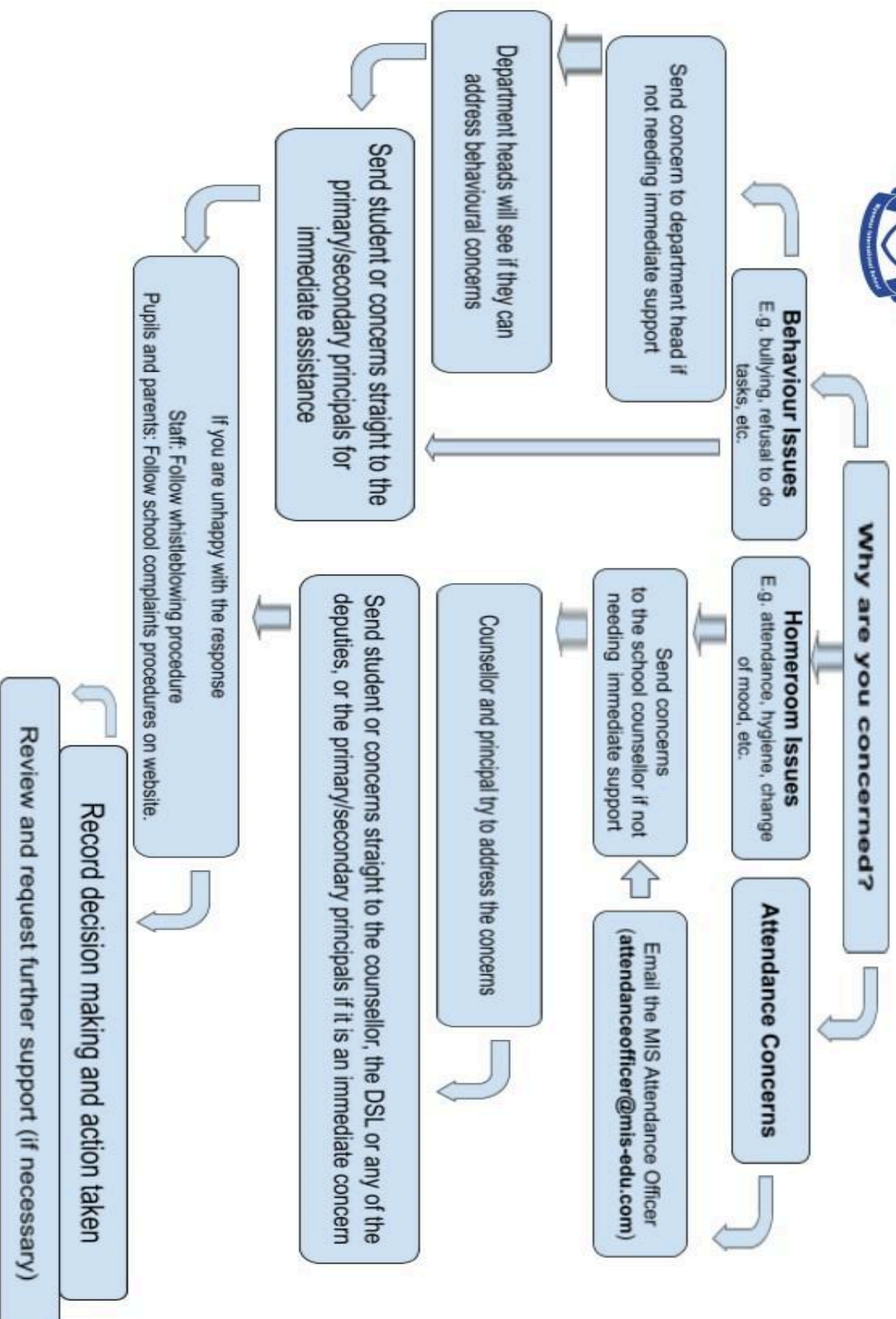


## MIS Counselling Flowchart





# MIS Behavioural Concerns Flowchart



## 2.4 External Support

### Local Support

#### Embassy Contacts for Myanmar

- British Embassy – 80 Strand Road (BoxNo638) Yangon  
Office hours (local time):
  - Monday to Thursday -8am to 4.30pm, Friday -8am to 1pm
  - Telephone +95 (0) 1370863
  - Telephone+95 (0) 1370864
  - Telephone+95 (0) 1370865
  - Telephone+95 (0) 1370867
  - Fax+95 (0) 1370866
- U.S. Embassy - 110 University Ave, Kamayut Township, Yangon  
Business Hrs
  - 08:00am –4:30pm (MON-FRI), except for Embassy Holidays
  - Phone: (951) 536-509
  - Fax: (95)-(1)-650-480
  - 24 Hr Embassy Phone: (95)-(1)-500
- Australian Embassy - 623 Pyay Road (Vantage Tower) Yangon
  - Telephone: 0 1 230 7410 (extension 116 or 233)
  - Email: [australiaawards.myanmar@dfat.gov.au](mailto:australiaawards.myanmar@dfat.gov.au)
- Chinese Embassy – No.1, Pyidaungsu Yeiktha Road, ရန်ကင်း  
○ Tel: 0095-1-221280,221281  
○ Email: [chinaemb\\_mm@mfa.gov.cn](mailto:chinaemb_mm@mfa.gov.cn)
- Indian Embassy – 545-547 Merchant St, Kyauktada Township, Yangon.
  - Tel: 95-1-388412, 243972
  - Emails: (Ambassador) [amboffice.yangon@mea.gov.in](mailto:amboffice.yangon@mea.gov.in)
- Korean Embassy - 97 University Avenue, Bahan Township, P.O. Box 1408
  - Tel: (+95) 1 527 142 / 3 / 4
  - Email: [Myanmar@mofa.go.kr](mailto:Myanmar@mofa.go.kr)
- Bangladesh Embassy – 11-B Than Lwin Road, Kamayut Township, Yangon
  - Tel: (+95) 1 515 275, (+95) 1 526 144
  - Email: [mission.yangon@mofa.gov.bd](mailto:mission.yangon@mofa.gov.bd)
- Philippine Embassy – No. 21 Pho Sein Road, Bahan Township, Yangon
  - Tel: (+95) 1 558152
  - Email: [p.e.yangon@gmail.com](mailto:p.e.yangon@gmail.com)
- Vietnam Embassy – Bldg No. 70-72 Thanlwin Road, Bahan Township, Yangon.
  - Tel: 95-1-511305, 9
  - Emails: [vnebmmyr@cybertech.net.mm](mailto:vnebmmyr@cybertech.net.mm)

## Counsellors and Medical Services

MIS does not recommend any particular counselling or medical service but the following have been found helpful by some parents:

- **Marble Psychological Services**  
**Dr. Hannah Kyaw Thaug**  
[drhannah@marble-psychology.com](mailto:drhannah@marble-psychology.com)  
+95 (1) 527330, +95 9456124067  
[www.marble-psychology.com](http://www.marble-psychology.com)
  
- **SU ZAR MON, Counselling Psychologist (Co-founder)**  
Reach Out Myanmar (လူတို့ငှားအကြံပေးစီမံကိန်း) - Psychological and Consultancy Services  
<https://www.facebook.com/ReachOutMyanmar/>  
[contact@reachoutmyanmar.com](mailto:contact@reachoutmyanmar.com)  
Tel.: (95) 9 7671 28927 (office hours)
  
- **Parami General Hospital**
  - Website:  
<http://paramihospitalygn.com/services/clinical-psychology-counselling/>

## International Support

- Save the Children - <https://www.savethechildren.net/>
  - Local Contact Helpline: 09-9611 40000.
- Karma Nirvana - <https://karmanirvana.org.uk/>
- International Watch Foundation - <https://www.iwf.org.uk/>
- NSPCC - <https://www.nspcc.org.uk/>

## Section 3. Recruitment and Training

### 3.1 Safe Recruitment.

MIS realises that a key component to the prevention of safeguarding cases is through safe recruitment of staff.

Before appointment all staff must provide a criminal background check from their home country, their current place of residence and, where possible, all places they have lived since age 18.

If the check shows any of the following issues it would automatically invalidate any offer of employment, as would failing to agree to the check. Other offences might also lead to offers being withdrawn. Thorough reference checks will also be undertaken in order to further minimise risk.

#### Automatic Disqualification

- Past history of sexual victimisation of children (regardless of whether the individual completed therapy)
- Conviction for any crime in which children were involved (regardless of successful completion of probation or incarceration)
- History of violence or any sexually exploitative behaviour, including acts against adults
- Automatic disqualification also results if we discover termination from a paid or volunteer position for misconduct with a child, deceit about criminal history or deceit about qualifications.

All staff must provide updated checks every three years.

### 3.2 Training.

**All staff members (including temporary staff) will receive training to ensure that they are aware of the school's internal safeguarding processes and a range of safeguarding issues.**

All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.)

The induction process will include a familiarisation with child protection responsibilities and procedures to be followed.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

### **3.3 Curriculum.**

MIS recognizes the vital role that schools play in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe'; to recognize when they and others close to them are not safe, and how to seek advice and support when they are concerned.

Our curriculum, particularly through PSHE and homeroom periods, provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. E-safety is integrated into the IT curriculum. The curriculum will also be regularly reviewed to ensure that these inclusions take place.

Our school systems support children of all ages to talk with a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate

## **Section 4. Recognition of Types of Abuse and Neglect**

Child abuse is the maltreatment of a child by another person – by adults or children. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional, educational or community setting by those known to them or, more rarely, by others unknown to them e.g. via the internet. It is broadly accepted that there are four main types of abuse: physical, sexual, emotional and neglect. Bullying is often considered a fifth category, and bullying procedures, outlined in the Anti-Bullying and E-Bullying Policies, also constitute an important part of the safeguarding process.

Child abuse and neglectful behaviour can and does happen to children from any background, culture, class, ethnicity or faith and can be physical, sexual or emotional. It is important that everyone involved in recognising the signs of child abuse understand the physical indicators and symptoms.



## **Signs of Physical abuse**

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history. Most accidental bruises are seen over bony parts of the body e.g. elbows, knees, shins and are often on the front of the body.

Some children, however, will have bruising that is more likely to be inflicted rather than accidental. Indicators of physical abuse could include bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, this could be on their cheeks, abdomen, back and buttocks. Physical abuse may involve hitting, shaking, throwing, drowning, burning or scalding, poisoning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

## **Signs of Sexual abuse**

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. In fact, the majority of children who are sexually abused by a carer will have no visible signs at all, due to the attacker not wanting to leave evidence, amongst many other reasons in the grooming process.

Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. The activities may involve physical contact including both penetrative and non-penetrative acts such as masturbation, kissing, rubbing and touching the outside of clothing.

They may also include non-contact activities, such as watching sexual activities, encouraging children to behave in sexually inappropriate ways, involving children in looking at, or in the production of, sexual images and grooming a child in preparation for abuse (including via the internet).

## **Signs of Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Emotional abuse can be difficult to measure, as there are often no outward physical signs. Indicators of emotional abuse may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from interacting socially with other

children or adults. It could involve rejecting or ignoring a child completely, using degrading language or behaviour towards them, threatening or bullying them and encouraging them to develop behaviours that are self-destructive.

Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity. People, who work in specified occupations, including health and education, must report it if they suspect someone is being drawn into terrorism (known as the Prevent duty).

## **Signs of Neglect**

Neglect can be a difficult form of abuse to recognise, yet it can have some of the most lasting and damaging effects on children. One in 10 children have experienced neglect and neglect is a factor in 60 percent of serious case reviews.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. The physical signs of neglect may include constant hunger, sometimes stealing food from other children constantly dirty or 'smelly', loss of weight, or being constantly underweight and inappropriate clothing for the conditions.

The following changes in behaviour in a child or young person may indicate neglect and these include complaining of being tired all the time, not requesting medical assistance and/or failing to attend appointments, having few friends and mentioning being left alone or unsupervised.

## **Signs a Child Is Being Bullied**

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

## Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

These definitions and indicators are not meant to be definitive, but to be viewed as guidance. It is important to remember that many children may exhibit some of these indicators at some time and that the presence of one or more should not be taken solely as proof that abuse is occurring. There are many kinds of support available to children and young people who have experienced abuse once it has been disclosed or identified.

Other safeguarding issues can include:

- Forced marriage/honour based violence/ female genital mutilation (FGM)
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation/extremism

# Section 5. Other Safeguarding Areas

## 5.1. Use of Reasonable Force

On a rare occasion, a staff member may have to make a physical intervention to a child that is not expected. Members of staff should only do this:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property

Examples of such situations are:

- A child attacks a member of staff, or another child
- Children are fighting
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
  - A child is or appears to be under the influence of alcohol or illegal substances
  - A child absconds from school (this will only apply if a child would be at serious risk if not kept in school)

Physical intervention can take a number of forms. It might involve staff:

- Physically interposing between children
- Blocking a child's path
- Leading a child by the arm
- Shepherding a child away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds, including holding, pushing and pulling

Specific adults will be trained to restrain any child who may require physical intervention as part of an individual care plan.

Due regard should be given to the MIS Intimate Care policy. This policy also addresses safe touch in areas such as PE, music, dance, drama, outdoor education, etc. where adults may need to touch children as a normal part of their duties to help with posture or positioning. In such cases, specific briefings should be given by the appropriate Head of Department and a record kept of this. Wherever possible, children should be notified that touch is going to happen.

## **Recording of incidents where reasonable force has been used**

Immediately, following any such incident the member of staff concerned should tell the appropriate Principal and then provide the short written factual report as soon as possible afterwards. It should include the following information:

- the name(s) of the pupil(s) involved, when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff)
- briefly, how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- the pupil's response, and the outcome of the incident
- details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property

When reasonable force has been used on a pupil, parents will be informed by the appropriate Principal.