



This policy is written in the spirit of putting into practice UCSI International School's core values

Providing a challenging international education that will nurture students to become knowledgeable and responsible global citizens that are prepared for the 21st century world that we live in.

OUR EIGHT CRITICAL CHARACTERISTICS



SAFEGUARDING AND CHILD PROTECTION POLICY

Rationale of Safeguarding and Child Protection Policy

At UCSI International School Kuala Lumpur (hereafter shortened to UIS KL), we recognise our duty and responsibility to protect and safeguard the interests of all children. The school recognises that effective Child Protection practice requires sound procedures, good inter-agency co-operation, and a workforce that is competent and confident in recognising and responding to Child Protection situations.

As a school UCSI KL is committed to safeguarding and promoting the welfare of children and young people and we expect all our employees, volunteers and any contractors / consultants and partner agency staff in our schools to share this commitment.

In line with this, we expect all employees to recognise where a student is at risk of, or is actually being harmed, and to do all they can to reduce further risk or harm.

We recognise that schools are particularly important in protecting students. Employees of UCSI KL are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating.

Aims and Objectives

UCSI KL 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 staff 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 staff on child protection/safeguarding issues
- Set effective procedures for staff/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 policy is used throughout UCSI KL at all levels. The policy will also be applied to any situations where UCSI KL students are present regardless of location.

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.

Essentially, safeguarding describes how we keep children safe

- *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.

Essentially, child protection describes what we do for children affected by or are likely to be affected by significant harm or abuse

Principles

- This Policy sets out the principles and expectations, as well as the procedures and processes adopted by this school. The policy also describes the steps that are taken in meeting our commitment to safeguarding students. Given our international context UCSI KL recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989).

- UCSI KL follows Malaysia law and recognises the Malaysian Child Act (2001) which can be found here: [010218_Act_611_final.pdf \(agc.gov.my\)](http://010218_Act_611_final.pdf)
- UCSI KL recognises the obligation we have to protect our students from harm and in particular, the obligation UCSI KL has 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

Child abuse occurs in all communities regardless of: the gender of the child or perpetrator, wealth, religion, culture, or ethnicity. Schools, as institutions working with children and young people, become more attractive to those who wish to exploit or abuse children. All members of the school community have a duty to safeguard and promote the welfare of children. All members of the school community must model appropriate and healthy relationships with children.

The Designated Safeguarding Lead for Child Protection (DSL)

At UCSI KL the Designated Safeguarding Lead for Child Protection (DSL) is one named person who oversees all Safeguarding and Child Protection matters.

The UCSI KL DSL is:

Specifically, the DSL will:

- Ensure that all staff understand their responsibilities in relation to child protection and know who is responsible for child protection issues.

- Maintain staff awareness and confidence regarding child protection procedures, ensure new staff are aware of these procedures, and coordinate training in this respect.
- Coordinate action where child abuse is suspected.
- Attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- Maintain and update Child Protection records including outcomes of case conferences and other sensitive information - **to be secured (double key) in a confidential file** and disseminated only on a 'need to know basis'.
- Be provided sufficient time in the working day to undertake the role
- Be able to prioritise safeguarding when necessary

Keep up to date with current practice by participating in training opportunities

The Safeguarding Team

The Safeguarding Team comprises the DSL and Deputy DSLs and can be joined by other relevant members of staff for example: the School Nurse and School Counsellor.

The Safeguarding Team will meet at least one time per month to review safeguarding and child protection cases in the school.

The CEO of UCSI Schools Group

The CEO will approve this policy at each review, ensure it complies with the law and aligns with [Keeping Children Safe in Education](#), and hold the principals to account for its implementation.

The CEO will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate.

The Senior Leadership Team (Principal and Heads)

The Senior Leadership Team is responsible for formulating and implementing policy and procedures which

- Prevent unsuitable people from working with children and young people i.e. safe recruitment procedures and single central vetting records.
- Promote safe practices and challenge poor and unsafe practices in the whole school context (See Staff Professional Charter)
- Identify and support a Designated Person (s) for Child Protection (Designated Safeguarding Lead, DSL) who is a member of the Senior Leadership Team.
- Lead a team which identifies instances where there are grounds for concern about a child's welfare and initiate appropriate action/intervention to keep them safe.
- Contribute to effective partnership working between all those involved with providing services for children.

All Staff

All staff have a shared responsibility to help keep children and young people safe. All staff will:

- Ensure they are familiar with this policy 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 (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed, this must be checked and signed off by the Campus Principal).
- 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) or safeguarding team within 24 hours via the quick links safeguarding referral.
- Be aware of who the UCSI KL Designated Safeguarding Lead and Safeguarding Team are and how they can be contacted. (Listed above and in the appendix of this policy)
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff 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 (as required by their role)
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches this policy and/or UCSI KL's code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.
- Wear a visible UCSI KL staff ID tag when onsite or working with students offsite.
- Challenge any adult who is onsite without a valid ID tag .
- Ensure that adults and visitors who are not employed in the school are never left unsupervised with UCSI KL students.

All staff will have read this policy and signed to confirm this with HR.

Form 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 insofar 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.

School staff 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).

SPECIFIC SAFEGUARDING ISSUES

There are specific safeguarding issues that can put children at risk of harm (listed below). All employees should be aware of the signs and indicators of these specific issues to enable early intervention support to be put in place.

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:

- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent or has groomed the child to gain their trust
- 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

Students often do not realize 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 on the school quick links referral.

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 speaking to the Designated Safeguarding Lead or a member of the Safeguarding Team and making a referral through the quick links referral

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 employees 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 organisation 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.

UCSI KL 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 i.e., concerns and signs of FGM must be reported to the DSL or a member of the Safeguarding Team.

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.

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 missing from education

All employees should be aware that children going missing, particularly repeatedly, 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. UCSI KL has a robust attendance policy to aid the monitoring of child illnesses which must be followed by employees and particularly staff who are working closely with students and monitor their attendance. 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" 2021. 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.

PREVENTATIVE MEASURES FOR SAFEGUARDING CHILDREN

Anti-Bullying

The UCSI KL definition of Bullying is:

'an intentional behaviour that hurts, harms, or humiliates another, either physically or emotionally, and can happen while at school, in the community, or online. Those bullying often have more social or physical "power," while those targeted have difficulty stopping the behaviour. Bullying behaviour is repeated, or has the potential to be repeated, over time. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders'.

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Employees 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. UCSI KL has its own policy and approach to restorative practices and has a commitment to help resolve specific issues.

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.

UCSI KL 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. The school's PSHCE 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.

Safe use of Technology

- It is UCSI KL's policy that practitioners, teachers, and staff should not use personal mobile phones or devices to take images of children without prior written permission from the appropriate Head of School.
- In our primary and secondary schools, permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead, Principal, or Head of School in writing. 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. This measures must be completed before an employee leaves the school premises at the end of a school day.
- Staff should not share their personal phone numbers or other contact details with students or parents. Only official school communications should be used to communicate with students and parents.

At the beginning of school events parents should be reminded of the restriction of taking photos and videos on school site and that they must not take images of any child other than their own.

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 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 screenshots 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

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 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. Employees should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behaviour.

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.

The Principal should require any adult involved in any such incident to report the matter to him/her as soon as possible. The employee 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 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.

Allegations against employees and volunteers

An allegation can be made against an employee 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 an employee (or a volunteer helper), it will always be investigated by the Campus 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 must be informed as soon as possible and certainly within 48 hours.

In the case of the allegation being against the Principal, the CEO should be informed.

If it is felt, that further enquiries are needed, then the 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. .

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 employees

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.

Guiding Principles

Dealing with Safeguarding issues requires some guiding principles. Cases are invariably different and each case is unique.

Even the best and most thorough guidance cannot legislate for the individual circumstances of *every case*. *For this reason guiding principles assist the process of thinking and decision making when considering good safeguarding choices.*

Record Keeping and Confidentiality

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 securely
- Safeguarding information must not be recorded on Toddle or other school systems.
- Files should be accessible through the DSL (or their deputy).
- 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 employees 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 an 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.
- Employees should make a written account of any concern they have regarding the welfare or well-being of a child, using Quick Links. This record should be passed as soon as possible to the DSL. 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 DSL 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 for any reason, a dated note should be placed in the file indicating who has taken it, why and when.

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.

Dealing with Disclosure, Reporting and Further Action

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. Employees should always state this to the child.

The following 5 guidelines should be followed when dealing with a disclosure:

- Receive – where possible, stop and listen to a child who wishes to speak to you 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 judgments 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 (ideally using the record of concern form) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map.

Where a child has made a disclosure and alleges abuse, the DSL (or DDSL, Principal/Head of School in the absence of the DSL), should be informed as soon as possible and within 24 hours. The DSL will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The DSL will then consider and where necessary, consult on the information available. It is the role of the DSL 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.

Training

All staff are expected to attend the Level 1 Safeguarding training and Safeguarding Refresher. All staff must sign an acknowledgement that this has been done with HR

What	Who	When
Level 1 Safeguarding	All staff to attend	Annual Induction Week
Level 1 Safeguarding refresher	All staff to attend	Start of Term 2
Level 3 Safeguarding	Safeguarding Committee	When training expires/new appointment made
Safer recruitment	Principals, Hiring managers & HR	When training expires/new appointment made

Appendix

Contact details for the UCSI KL Safeguarding Team

DSL: Iain Slade islade@kl.ucsinternationalsschool.edu.my

DDSLs:

Mike Dyer mdyer@kl.ucsinternationalsschool.edu.my

Tarra Tanuan ttanuan@kl.ucsinternationalsschool.edu.my

Hira Khatri hkhatri@kl.ucsinternationalsschool.edu.my

UCSI KL Safeguarding Team – Support

Campus Principal: Mr. Iain Slade islade@kl.ucsinternationalsschool.edu.my

School Counsellor: Arishna Silvakumar sarishna@kl.ucsinternationalsschool.edu.my

School Nurse: Ainur Fateha ainurfateha@kl.ucsinternationalsschool.edu.my

Resources / Further Information

- *The UN [Convention on the Rights of the Child](#) – Unicef UK*
- *[Unicef](#) CEE / CIS – Child Protection*
- *The Child Protection System in England*
 - *[The](#) Children Act 1989 (and [2004](#) amendment), which provides a framework for the care and protection of children*
 - *[Statutory guidance](#) on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM*
 - *[Statutory framework](#) for the Early Years Foundation Stage.*

- *Social Services Malaysia*

*Tingkat 9, Grand Seasons Avenue,
72, Jalan Pahang, 53000 Kuala Lumpur
Person to contact: Arfan Bin Sulaiman, Director of Children's Division
Contact no.: 03-8323-2266
Email: arfan@jkm.gov.my*

*Majlis Kebajikan Kanak-Kanak Malaysia
25A, Jalan Kampung Pandan, Kampung Pandan
5100 Kuala Lumpur, Selangor
03-9285-0309
Email: mkkm.malaysia@gmail.com*

For Safeguarding Team:

Royal Malaysia Police

If you suspect that a child is being harmed, reporting your suspicions may protect the child and obtain help for the family. Please call 15999 with the following information:

- *Address or location where the child is being abused or neglected*
- *Type of abuse or facts of the case*
- *Identity of the abuser or any information related to the abuser*
- *From this information, the Agency will then redirect us to the correct police division which deals with Child Protection issues in our area.*

Malaysian Law:

If you are working with children, learn to recognise the signs and symptoms and take action if you suspect that a child may have been abused.

The Child Act 2001 requires any medical officer or medical practitioner, childcare provider or member of the family to notify his/her concerns, suspicions or beliefs that a child may have been abused or neglected to the appropriate child protection authority in the country. Failure to do so can result in criminal charges.

Do not hesitate to report abuse that happened in the past but was not reported. The abuser may still be active and your action can save a child.

Any concerned person can report suspicions of child abuse. You do not have to prove it. Do not turn a blind eye. It is our social and moral responsibility to get involved.

Child Act 2001

A PROTECTIVE ENVIRONMENT FOR CHILDREN

Malaysia enacted the Child Act 2001 [Act 611] to fulfil its obligation under the Convention on the Rights of the Child (CRC). Act 611 repealed the Juvenile Courts Act 1947 [Act 90], the Women and Girls Protection Act 1973 [Act 106] and the Child Protection Act 1991 [Act 468].

Act 611's preamble provides that every child is entitled to protection and assistance in all circumstances without regard to distinction of any kind, such as race, colour, sex, language, religion, social origin or physical, mental or emotional disabilities or any status. The provisions of Act 611 are based on the four core principles of the CRC that is, non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child.

In 2001, the Act also established the National Council for the Protection of Children, which advises the Government on child protection issues while the National Advisory and Consultative Council for Children acts as a national focal point for children's wellbeing and development.

Act 611 also requires the setting up of Child Protection Teams and Child Activity Centres at both state and district levels. Aimed at mobilising community participation in the implementation of preventive and rehabilitative programs, these initiatives are targeted for children at risk or children vulnerable to all forms of abuse and exploitation.

In terms of administration of juvenile justice, Act 611 provides for a procedure before the Court for Children which is child-friendly taking into account the mental and emotional maturity of a child

Helper	Description	Number
Police		999
Pantai Hospital Cheras	Emergency Services/Ambulance Nearest private hospital	03-9145-2856
Sunway Medical Center Velocity	Ambulance	01-0266-7386
St. John's Ambulance	Emergency and non-emergency ambulance services	03-9285-5294
The Befrienders Kuala Lumpur	24 hr crisis line for emotional support, suicide prevention https://www.befrienders.org.my/	03-7627-2929 sam@befreinders.org.my
Women's Aid Organisation	Provides free shelter, counselling, and crisis support to women and children who experience abuse. http://www.wao.org.my/	03-7956-3488
Malaysian Mental Health Association	Offer a variety of services. http://mmha.org.my/	03-2780-6803
KL Clinical Psychology Services	Assessment and diagnosis of mental health problems http://klclinicalpsychology.com/	0173125975
One Stop Crisis Centre	Medical services at the OSCC are free for survivors of domestic violence and sexual violence. http://www.myhealth.gov.my/en/one-stop-crisis-centre-osccl/	Government hospitals
Department of Social Welfare	http://www.jkm.gov.my/ https://www.schoolmalaysia.com/resources/govn_social_welfare.php	03-2697-1090 03-8000-8000
The Mind Faculty	A private mental health clinic providing a broad range of services. https://www.themindfaculty.com/	03-6203-0359
Oasis Place	Private clinic offering psychologists, therapy (speech, language, music), and assessment of special educational needs http://oasisplace.com.my/	03-2276-9111
Lighthouse Psychological Wellbeing Centre	A private mental health clinic providing a range of services http://lighthousepsych.com/	03-7880-2255 contact@lighthousepsych.com