



Safeguarding and Child Protection Policy

Version	Date	Name	Summary of Changes
1	April 2024	M.Aston	
2	6.10.2025	T. Wilson, DSL, C. Cole, Deputy Head – Pastoral and M.S. Bedford, Headmaster	Review and approval
Approved by: AEG + Headmaster			Date: 6.10.2025
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This is a copy controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the Office or the Policy Manager. Aldenham Prep School Riyadh recognises the contribution it makes to the safeguarding of children and as a British School, complies with standards set under British Laws: Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children. Where Legal Acts and Laws are cited in this document, it should be noted that these are British Laws and are the standards to which Aldenham Prep School Riyadh holds itself with regard to safeguarding measures, unless this is in direct contradiction to a law in Saudi Arabia – in which case, the relevant Saudi Law will be cited. It should also be noted that some policies and practices in British Safeguarding are not possible in Saudi Arabia as the relevant bodies and equivalent authorities do not yet exist. In which case, Aldenham Prep School Riyadh will work to the best of its ability to make decisions in the best interests of children in the light of what such UK bodies would have done.

Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep Riyadh Safeguarding Policy

Important Contact Details for Use by Anyone with Concern

The **Children's Single Point of Access (C-SPA)** is the umbrella term for the front door to support, information and advice for residents, families and those who work with children in Saudi Arabia.

- **Ministry of Education Child Helpline Telephone:** 116111
- **Ministry of Education Child Helpline Email:** mlsd@gov.sa

Aldenham Prep School Riyadh's Key Safeguarding Staff:

Mr Mark S. Bedford	Headmaster	head@aldenhamprepriyadh.com
Mr Tom Wilson	Designated Safeguarding Lead (DSL – Whole School)	twilson@aldenhamprepriyadh.com
Mr Crispin Cole Deputy Head – Pastoral	Deputy Designated Safeguarding Lead (DDSL)	ccole@aldenhamprepriyadh.com

1. Safeguarding Statement: "It Could Happen Here"

This policy applies across all sections of Aldenham Prep School Riyadh, encompassing the Early Years Foundation Stage (EYFS) and Primary Years. It is designed to ensure the welfare and protection of all children. Aldenham Prep School Riyadh recognizes its ethical and legal responsibility to safeguard and promote the welfare of all students. Our goal is to create a safe and welcoming environment where children are valued, respected, and feel confident to speak up if they are worried, knowing they will be heard and supported.

The school is vigilant in recognising signs of abuse and neglect and follows established procedures to provide children with effective support, protection and justice. Child protection is a core element of the school's safeguarding responsibilities.

The purpose of this policy is to give staff, volunteers, and school management a framework to ensure children's safety and security. Additionally, the policy informs parents and guardians of our commitment to safeguarding their children while they are in our care.

2. Terminology

- **Safeguarding and promoting the welfare of children** is defined as:
 - Protecting children from maltreatment.
 - Preventing impairment of children's mental and physical health or development.
 - Ensuring children grow up in safe and effective care.
 - Taking action to ensure the best outcomes for all children.
- **Child Protection** is a component of safeguarding that involves taking action to protect specific children who are at risk of, or are suffering from, significant harm.
- **Staff** refers to all individuals working for or on behalf of Aldenham Prep School Riyadh, whether full-time or part-time, temporary or permanent, in a paid or voluntary capacity.
- **Children** includes anyone under the age of 18. This term applies primarily to Aldenham Prep School Riyadh students, but the policy also extends to visiting children and students from other institutions.
- **Parents** refers to birth parents and other adults with a parenting role, such as stepparents, foster carers, and adoptive parents.
- **Early Help** means providing support as soon as any need is identified in a child's life.
- **Social Care** refers to Children's Services in the area where the child resides.
- **MOE Services** refers to the Ministry of Education in the Kingdom of Saudi Arabia (KSA).
- **A child in need** is a term used for a child who, without support, is unlikely to achieve or maintain a reasonable standard of health or development, or whose health and development are likely to be significantly impaired, or a child with a disability.
- **Children suffering or likely to suffer significant harm:** The MOE, with the collaboration of appropriate organisations, is obligated to act if there is reasonable cause to suspect that a child is suffering or at risk of suffering significant harm. Enquiries and actions are initiated where there are concerns of maltreatment, including abuse, neglect, female genital mutilation, honour-based violence, radicalisation and sexual exploitation.

3. Introduction

This policy aligns with the principles established by the Children Acts 1989 and 2004, the Education Act 2002, and is informed by key publications:

- [Working Together to Safeguard Children](#) (2018, last updated 2019)
- [Keeping Children Safe in Education \(KCSIE\)](#) 2025
- Additional guidance, including the [Disqualification under the Childcare Act 2006](#) (updated 2019), [Teacher Standards 2011](#), [Children Missing Education](#), and the [Equality Act 2010](#).

The Board of Aldenham Education Group takes seriously its duty to safeguard and promote children's welfare, collaborating with other agencies to ensure effective measures are in place to identify, assess, and support children at risk of harm. This policy applies to all staff at Aldenham Prep School Riyadh.

4. Policy Principles and Values

- **Safety and Security:** Children have the right to feel safe and secure; they cannot learn effectively without this assurance.
- **Equal Rights:** All children, regardless of age, gender, culture, language, race, ability, or religion, have equal rights to protection, safeguarding and opportunity.
- **Staff Responsibility:** All staff play a role in preventing harm and abuse and must act immediately on any concerns, whether within the school or in the broader community, following guidelines on contextual safeguarding.
- **Partnership with Agencies:** Recognising the importance of partnership in reducing risk and protecting children, Aldenham Prep Riyadh engages in collaborative safeguarding efforts.
- **Parental Communication:** While we work transparently with parents as much as possible, the school reserves the right to contact the police without parental notification if this is deemed in the child's best interest.

5. Policy Aims

- **Commitment Demonstration:** Show the school's dedication to safeguarding and child protection to students, parents, and other partners.
- **Awareness Raising:** Ensure all teaching and non-teaching staff understand their safeguarding responsibilities and are able to identify and report possible abuse cases.

- **Early Help Contribution:** Enable the school's effective participation in Early Help, needs assessments, and support for affected children.
- **Robust Systems:** Maintain school-wide procedures that all community members follow in suspected abuse cases.
- **Effective Collaboration:** Foster productive working relationships with other agencies, including Early Help providers, the Police, and the Ministry of Education (KSA).
- **Staff Suitability:** Verify the suitability of all staff with substantial access to children, including identity and qualification verification, and maintain a central record for audits.

6. Supporting Children

Aldenham Prep School Riyadh recognises that abused children, or those witnessing violence, may feel powerless, blame themselves, and struggle with self-worth. The school provides a stable environment for such children and recognises that their behaviours may vary widely.

6.1 Our School Supports All Children By:

- **Encouraging Self-Esteem:** Promote self-confidence and self-assertion through the curriculum and supportive relationships.
- **Fostering a Caring Environment:** Establish a safe, positive, and caring school atmosphere.
- **Providing Pastoral Support:** Offer opportunities for children to express concerns and receive support, including access to pastoral care.
- **Liaising with Agencies:** Work with other support services and agencies involved in safeguarding children, including the Ministry of Education.
- **Notifying Parents and Authorities:** Where significant concerns arise, notify parents or relevant authorities as needed.
- **Continuing Support for Departing Students:** Ensure information is confidentially shared with a child's new school when they transition, prioritising timely record forwarding.

As part of the curriculum, children learn about safeguarding topics, including online safety. Sessions in registration and assemblies provide guidance on recognizing risks and getting help when needed.

7. Prevention and Protection

Aldenham Prep School Riyadh understands its role in preventing harm by ensuring children have open communication with trusted adults, supportive friends and a protective environment.

7.1 Our Community Promotes Safety By:

- **Creating a Secure Atmosphere:** Maintain an environment where children feel safe, encouraged to talk, and are always listened to.
- **Consulting Regularly:** Seek feedback from children through questionnaires, student councils, and anti-bullying initiatives.
- **Designating Trusted Adults:** Ensure every child knows there are adults they can approach if they need help.
- **Incorporating Safeguarding in the Curriculum:** Integrate safeguarding topics across the curriculum, including PSHE, to equip students with skills to stay safe and seek help.

8. Safe School, Safe Staff

Aldenham Prep Riyadh commits to:

- **Safer Recruitment:** Follow recruitment procedures in line with KCSIE 20225, including statutory checks and disqualification regulations.
- **Comprehensive Induction:** Ensure all staff receive and acknowledge the school's safeguarding policies, the Staff Code of Conduct, the roles of the DSL and DDSL, the Anti-Bullying Policy and the E-Safety Policy upon joining.
- **Ongoing Training:** All staff undergo safeguarding and child protection training during induction and periodically. During induction, the DSL and DDSL provide guidance on safeguarding, confidentiality, ICT use and appropriate social media practices.

In summary, Aldenham Prep School Riyadh adheres to the KCSIE guidance below to ensure a safe and supportive learning environment:

Staff Induction – these are not intended to be exhaustive	
Explain (KCSiE)	Provide (KCSiE Part One and Annex B or)
• Safeguarding policy (including response to children missing education and child-on child Abuse)	• Safeguarding Policy (including children missing education and Child-on-Child Abuse)
• Role of DSL – including identity of DSL and deputies – • contained in Safeguarding Policy	• Role of DSL and DDSLs
• Explain Staff Code of Conduct	• Staff Code of Conduct
• Explain Student Behaviour Policy	• Student Behaviour Policy
• E Safety Policy	• E Safety Policy

Part One of KCSiE and Annex B or Annex A (for staff who do not work directly with children)	Part One of KCSiE and Annex B and Annex A (for staff who do not work directly with children)
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- All members of staff are trained in and receive updates for online safety and reporting concerns.
- All staff and school management have regular child protection awareness training, in line with COBIS standards. Any changes are regularly updated by the DSL as appropriate, to maintain their understanding of the **signs and indicators of abuse and to include Prevent and Online Safety.**
- All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- The *Safeguarding Policy* is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy. There is a printed copy held by the School Reception. All parents/carers are made aware of the responsibilities of staff members regarding child protection procedures through the publication of the *Safeguarding Policy* on the school's website.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputies, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

9. Roles and Responsibilities

All staff at Aldenham Prep School Riyadh play a crucial role in identifying early concerns and providing support to children. To fulfil this responsibility, staff members will:

- **Create a Safe Learning Environment:** Ensure that all children learn in a safe, secure setting.
- **Foster Open Communication:** Establish a trusting environment where children feel secure, are encouraged to speak up and are heard.
- **Identify Trusted Adults:** Make sure children know which adults in the school they can approach if they have concerns.
- **Recognise Mental Health Concerns:** Only qualified professionals should diagnose mental health issues. However, staff are well-placed to observe children's behaviour daily and identify those who may be at risk.
- **Acknowledge Lasting Effects of Trauma:** Understand that children who have experienced abuse, neglect, or trauma may display lasting impacts on their mental health, behaviour, and learning.

- **Act on Mental Health Concerns with Safeguarding Implications:** If a mental health issue is also a safeguarding concern, staff must immediately follow safeguarding procedures, notifying the DSL or Deputy DSL and logging the incident in Edunation.
- **Incorporate Risk Management Skills in the Curriculum:** Integrate opportunities within the curriculum to help children develop risk assessment and safety skills.
- **Maintain a Safeguarding Mindset:** Approach all safeguarding matters with the mindset of “it could happen here.”
- **Document and Report Concerns:** Record concerns about potential abuse and report them to the DSL on the same day. If the DSL is not available, a Deputy DSL should be informed.
- **Engage with External Agencies:** When necessary, be prepared to make referrals directly to the appropriate support services or police.
- **Report Low-Level Concerns:** Share any low-level concerns about staff or contractors with the DSL or Deputy DSL. If the concern involves the DSL, it should be directed to the Headteacher.
- **Follow Allegations Procedures:** Adhere to the procedures for allegations against a member of staff.
- **Comply with MOE and Safeguarding Guidelines:** Follow guidance set by the Ministry of Education and relevant safeguarding protocols.
- **Provide Support Consistent with Child Protection Plans:** Support children on Early Help, Child in Need, or Child Protection plans in alignment with their specific plans.
- **Respect Confidentiality:** Treat all information confidentially and avoid promising children that their concerns will be kept secret.
- **Address Unexplained Absences:** Notify the DSL or Deputy if a child with a protection plan is absent without explanation.
- **Promote Early Help Awareness:** Identify and support children who may benefit from Early Help, coordinating with the DSL.
- **Familiarise with Key Policies and Contacts:** Know the DSL, Deputy DSLs, and how to contact them. Understand the Safeguarding Policy, Behaviour Policy, and procedures for children missing from education.
- **Fulfil Safeguarding Duties in Professional Capacity:** Understand that the Ministry of Education mandates that teachers prioritize children’s welfare as part of their professional duties.
- **Support School Leadership:** Assist the Headmaster and school leadership in meeting statutory safeguarding obligations.

9.1. The Headmaster's Responsibilities

The Headmaster of Aldenham Prep School Riyadh will ensure:

- **Implementation of Policies and Procedures:** All staff understand and follow the Child Protection and Safeguarding Policy, and that the roles of the DSL and Deputies are clear.
- **Support for Reporting Concerns:** Children feel confident to report concerns regarding harmful behaviour, and these are addressed swiftly and appropriately, with thorough record-keeping.
- **Child-Centred Safeguarding:** Safeguarding procedures respect children's wishes and feelings, allowing them to express concerns and provide feedback.
- **Allocation of Resources and Support:** Sufficient time, training, support, and resources are allocated to the DSL and deputies to perform their roles effectively, including participation in inter-agency meetings.
- **Consistent Deputy Training:** Deputy DSLs receive training equivalent to the DSL, with explicit safeguarding roles.
- **Safeguarding Availability After Hours:** Adequate DSL coverage is arranged for out-of-hours or term-time activities.
- **Opportunities for Child Feedback:** Systems are in place to allow children to express views and offer feedback with their best interests prioritized.
- **Coordination of Early Help:** Opportunities for coordinated Early Help are provided when additional needs are identified.
- **Encouragement of Staff Whistleblowing:** Staff feel supported to raise concerns about unsafe practices, which are handled in line with whistleblowing policies.
- **Integration of Safeguarding in the Curriculum:** Students receive regular opportunities to learn about safeguarding, including online safety.

9.2. The Designated Safeguarding Lead (DSL)

The DSL holds the lead responsibility for safeguarding and child protection at Aldenham Prep School Riyadh, including online safety, which cannot be delegated. The DSL's duties include:

- **Promoting a Safeguarding Culture:** Emphasise an "it could happen here" approach.
- **Coordinating with External Agencies:** Work with the Ministry of Education and other agencies as needed.
- **Managing Referrals:** Submit Requests for Support if a child is at risk, liaising with the Ministry of Education as needed.
- **Engaging with the Police:** Refer cases involving suspected criminal activity to local authorities.

- **Recording Low-Level Concerns:** Document low-level concerns about staff or volunteers, respecting anonymity if requested.
- **Providing Staff Support:** Act as a point of contact for staff needing guidance on safeguarding.
- **Staying Informed and Skilled:** Regularly update knowledge and skills in safeguarding through ongoing training.
- **Supporting the Prevent Duty:** Provide staff guidance on identifying and protecting against radicalization.
- **Collaborating with School Staff:** Liaise with staff involved in safety, such as SENDCo and pastoral care.
- **Maintaining Accurate Records:** Keep detailed records of all concerns and ensure decisions are documented.
- **Overseeing Record Transfer:** Ensure child protection records are transferred securely when students leave, with confirmation of receipt.
- **Ensuring Knowledge of Multi-Agency Protocols:** Support relevant staff's involvement in inter-agency meetings.
- **Regularly Reviewing Safeguarding Policies:** Collaborate with school leadership to review and update policies.
- **Public Availability of Policies:** Make safeguarding policies publicly accessible and communicate to parents about the school's role in safeguarding.
- **Training and Awareness:** Ensure all staff read, understand and agree to the safeguarding policy, organising induction and regular updates.

9.3. Deputy Designated Safeguarding Lead(s)

The Deputy DSLs support the DSL by:

- **Training Equivalency:** Being trained to the same standard as the DSL.
- **Providing Additional Support:** Assisting with the DSL's safeguarding responsibilities, without delegating the lead responsibility.
- **Acting in the DSL's Absence:** Assuming all DSL responsibilities in the event of the DSL's long-term absence.

9.4. Board Responsibilities

The Board at Aldenham Education Group ensures that:

- **A Whole-School Approach to Safeguarding Exists:** Safeguarding is integrated across school policies and reviewed annually.
- **Safer Recruitment Practices:** Recruitment includes statutory checks, with at least one board member trained in safer recruitment.
- **Training for Staff and Volunteers:** All staff, including temporary contract staff, have access to the safeguarding policies.
- **Policies on Allegations Against Staff:** Procedures are in place to handle allegations involving staff and volunteers.
- **Appointment of a DSL:** A senior staff member is designated as the DSL with lead responsibility for safeguarding.
- **Continuous DSL Training:** The DSL and deputies update their training every two years.

10. Confidentiality, Sharing and Withholding Information

- **Confidentiality Protocols:** All child protection matters are treated with confidentiality and shared only as required by the police, MOE, or relevant child protection authorities.
- **Need-to-Know Basis:** Information is shared only with staff who need to know.
- **Limitations on Promises to Children:** Staff must avoid promising children confidentiality if it could compromise their safety.

11. Child Protection Procedures

The following procedures guide all staff, with training provided to clarify responsibilities:

- **Framework for Action:** Procedures provide a robust approach for addressing child harm or abuse.
- **Prioritising Child Safety:** In cases of conflicting interests, the child's safety takes precedence.
- **Communication with Vulnerable Children:** Staff understand that children with disabilities or limited language may communicate distress through behaviour.
- **Awareness of Specific Safeguarding Concerns:** Staff are alert to issues like domestic abuse, which may affect students.

12. Procedures for Concerns About a Child's Welfare

If staff suspect abuse or see concerning signs, or if a child discloses abuse, they must speak in confidence with the DSL or DDSLs:

Following a Report, the DSL in consultation with the Headmaster, must:

- **Conduct a Risk Assessment:** Determine if there is reason to suspect significant harm. If so, refer the case immediately to the MOE or police.
- **Discuss Concerns with Family:** When possible, attempt to discuss concerns with the family and seek their consent before making a referral.
- **Monitor Non-Emergency Cases:** If harm is not immediate, monitor the situation or provide Early Help as appropriate.
- **Emergency Medical Situations:** If urgent medical care is needed due to suspected abuse, the DSL or Deputy DSL should take the child to the nearest hospital and notify the MOE Liaison Officer. In most cases, parents should be informed when a child requires urgent medical attention.

13. Early Help

Any child may benefit from early help, but staff should be especially vigilant to the need for early help for children who:

- Have disabilities and additional needs.
- Have special educational needs (SEND), regardless of an education, health and care plan.
- Serve as young carers.
- Show signs of involvement in anti-social or criminal behaviour, including gang affiliation.
- Are frequently missing from care or home.
- Are misusing drugs or alcohol.
- Are at risk of modern slavery, trafficking, or exploitation.
- Live in challenging family circumstances, such as substance abuse, adult mental health issues, or domestic abuse.
- Have returned to their family from care.
- Show early signs of abuse or neglect.
- Are at risk of radicalisation or exploitation.
- Are privately fostered children.

Early help means providing support as soon as a need emerges from early years through teenage years. Initially, staff who believe a child may benefit from early help should discuss this with the school's DSL or Deputy DSLs. The DSL/Deputy DSLs will help liaise with external agencies and professionals for an inter-agency assessment as needed, as well as explore in-school support

options, such as pastoral care or counselling. If early help is deemed appropriate, the situation will be monitored, and a referral to children's social care may be considered if the child's situation does not improve.

14. Dealing with Disclosures

If a child approaches a staff member to disclose information, the staff member should listen supportively without promising complete confidentiality and explain that the information may need to be shared to keep the child or others safe. Staff must use language suitable to the child's age, understanding, and preferred language, especially for children with communication difficulties or those for whom English is not the first language. Staff should know who the DSL is and contact them if the DSL is unavailable.

14.1. Guiding Principles: The Seven Rs

1. Receive

- Listen without showing shock or disbelief.
- Accept what is said and take it seriously.
- Make brief notes as soon as possible.

2. Reassure

- Reassure the child honestly, without making unkeepable promises (e.g., "I'm glad you told me" or "We'll work together to get help").

3. Respond

- Establish if a referral is necessary, without asking leading questions or prompting the child to repeat their story to multiple staff members.

4. Report

- Immediately share concerns with the DSL. If they are unavailable and the child is in immediate danger, inform the Head or the police.

5. Record

- Take detailed notes on Education, including date, time, location, nonverbal cues, and exact words used by the child, without interpretation.

6. Remember

- Support the child, maintaining confidentiality and seeking support if needed.

7. Review (led by DSL)

- Assess if the action taken had positive outcomes and if procedures need adjustments.

14.2. What Happens Next?

After reporting a concern, the staff member should be informed by the DSL of any follow-up actions. If the staff member does not receive this information, they should seek it out. If concerns persist that the disclosure was not handled properly, the Headmaster or Safeguarding team should be informed.

14.3. Supporting Staff

We recognise that working with children who have experienced or are at risk of harm can be stressful. Staff in these situations will receive support through supervision sessions with the DSL and/or additional support options, including an Independent School Counsellor or external resources if needed.

14.4. Notifying Parents

Concerns about a student are typically discussed with parents by the DSL, handled with care and sensitivity. However, if notifying parents would increase the risk to the child, the DSL will consult the Headmaster, children's social care, the Ministry of Education or the child's own embassy before making contact. In cases involving forced marriage or honour-based violence, parents should not be informed to avoid increasing the child's risk.

15. Safeguarding Concerns and Allegations Against Adults Who Work with Children

15.1. Procedure

This procedure applies to allegations against staff, including supply staff, volunteers and contractors, or any adult working with children.

15.2. Allegations

An allegation is made if a person has:

- Behaved in a way that harmed or may harm a child.
- Potentially committed a criminal offense against or related to a child.
- Behaved in a way that indicates a potential risk to children.
- Acted in a manner inconsistent with suitability to work with children.

In such cases, staff must:

- Report concerns about the conduct of any staff member to the Designated Safeguarding Lead immediately. If the DSL is unavailable, report to the DDSL or Headmaster
- The Headmaster or Designated Safeguarding Lead may involve the police immediately if there is an immediate risk to children or evidence of a possible crime.
- Following consultation with the Ministry of Education, inform parents of the allegation unless there is a valid reason not to do so.
- The school, in consultation with the Designated Safeguarding Lead, will determine next steps, which may include a referral to the police.

15.3. Low-Level Concerns

A low-level concern arises when staff behaviour does not meet the criteria for an allegation but is inconsistent with the Staff Code of Conduct. Examples include:

- Being overly friendly with children.
- Having favourites.
- Taking photos of children on personal devices.
- Engaging in secluded one-on-one interactions.
- Using inappropriate language.

Low-level concerns should be recorded in writing, including the name of the individual sharing the concern, details of the concern, and the context, and kept confidential in line with data protection laws. The records will be periodically reviewed to identify any patterns of concerning behavior.

16. What Is Child Abuse?

Definitions are adapted from [Working Together to Safeguard Children \(HM Government, 2018\)](#). Additional types of abuse include sexual exploitation, honour-based violence, forced marriage and female genital mutilation (FGM).

17. Types of Abuse and Neglect

17.1. Physical Abuse

Physical abuse includes any action that causes physical harm to a child, such as hitting or poisoning, and may also involve fabricated or induced illness by a caregiver.

17.2. Emotional Abuse

Persistent emotional maltreatment, such as causing feelings of worthlessness or fear, or imposing developmentally inappropriate expectations, can harm a child's emotional development. Emotional abuse is often part of other abuse types.

17.3. Sexual Abuse

This includes forcing or enticing a child into sexual activities, both contact (e.g., assault) and non-contact (e.g., showing sexual material). Both men and women can be perpetrators, and abuse may also occur between children.

17.4. Neglect

Neglect is a caregiver's persistent failure to meet a child's basic needs, such as adequate food, clothing, shelter, supervision, or medical care, often resulting in serious impairment of health or development.

18. Indicators of Abuse

Recognising potential abuse indicators is essential, but individual indicators alone do not confirm abuse. A comprehensive assessment by a professional is necessary.

18.1 Neglect

Neglect is a lack of care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered in the category of neglect on Child in Need and Child Protection plans than in the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the number on the plans.

Neglect is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it may not pose a risk to the child. The duty to safeguard and promote the welfare of children. All studies would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child from continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns staff have should be discussed with the DSL.

Neglect can include parents or carers failing to:

- provide adequate food, clothing, and shelter.
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision or stimulation.
- ensure access to appropriate medical care or treatment.
- frequently going hungry
- frequently having to go to school in dirty clothes.
- regularly having to look after themselves because of parents being away.
- having problems such as drug or alcohol misuse being abandoned or deserted.
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

1.1.1. Indicators of Neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate people. What is important to keep in mind is that if you feel unsure or concerned, you should do something about it. Don't keep it to yourself.

A. Physical Indicators of Neglect:

- Constant hunger and stealing food.
- Poor personal hygiene - unkempt, dirty, or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

B. Behavioural Indicators of Neglect:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers.
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

1.2. Emotional Abuse

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

- Emotional abuse is difficult to define, identify, recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

1.2.1. Indicators of Emotional Abuse

A. Developmental Issues:

- Delays in physical, mental, and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders, or changes

B. Behaviour Issues:

- Acceptance of punishment appears excessive.
- Over-reaction to mistakes
- Continual self-deprecation (“I’m stupid... ugly... worthless” etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking) Self-mutilation.
- Suicide attempts
- Drug/solvent abuse

- Running away
- Compulsive stealing and scavenging.
- Acting out
- Poor trust in significant adults
- Regressive behaviour e.g. wetting.
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

C. Social Issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

D. Emotional Responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted.
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

1.3. Physical Abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences, e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

I.3.1. Indicators of Physical Abuse/Factors That Should Increase Concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. Concerns should be increased when:

- the explanation given does not match the injury.
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming.
- the child (or the parent/carers) is secretive or evasive.
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:

- is reluctant to have parents/carers contacted.
- runs away or shows fear of going home.
- is aggressive towards themselves or others.
- flinches when approached or touched.
- is reluctant to undress to change clothing for sport.
- wears long sleeves during hot weather.
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention.
- admits to a punishment that appears excessive.

19. Child-on-Child Sexual Violence and Sexual Harassment

Aldenham Prep School Riyadh has a zero-tolerance policy for child-on-child sexual violence and harassment, whether online or offline. All incidents are taken seriously, and children involved receive appropriate support. Victims and perpetrators are managed with the utmost care to minimise disruption to their education. Any child-on-child abuse is treated as a safeguarding concern.

20. Anti-Bullying and Cyberbullying

Our anti-bullying policy outlines the school's stance on bullying and cyberbullying. Persistent bullying or any incident indicating potential harm is treated as a child protection concern. PSPE lessons include discussions on the harm caused by bullying and how to address it.

21. Online Safety

Children's increasing online presence creates risks, such as exposure to inappropriate material or online abuse. Aldenham Prep Riyadh's E-Safety Policy addresses online risks and response strategies. Staff are trained in online safety and take action if concerns arise.