Wesgreen
International School
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Inspiring excellence, empowering
global minds

WESGREEN POLICY ON CHILD SAFEGUARDING

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4. Purpose and Scope of Policy

This policy applies to all Wesgreen staff, and it covers the types of abuse and protection for all children under the care of the school and the people they come into contact with, on or off-campus. This policy intends to promote a safe working environment regarding protecting children from incidences relating to abuse whilst setting a procedure to record any concerns or disclosures.

GEMS Wesgreen International School will take responsibility for:
- continuously promoting and respecting the rights, feelings and wishes of all students within its care
- recruiting, training and supervising all employed and voluntary staff to ensure best practices within the Safeguarding Policy are adhered to protect and safeguard all students within its care
- responding to any allegations appropriately, including staff allegations
- regularly training staff and reviewing the policy to ensure it upholds the highest standards for child protection and safeguarding

5. Relevant UAE Safeguarding Legislation and Guidance

- Federal Law No. 3 of 2016 on students' rights (Wadeema's Law)
- Cabinet Resolution No. (52) Of 2018 Governing the Executive Regulations of Federal Law No. (3) of 2016 on Child Rights Law (Wadeema)
- Department for Health, School Health Guidelines for Private Schools 2011
- The UAE School Inspection Framework 2016.
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai
- Abu Dhabi Education Council Private Schools Policy and Guidance Manual 2014
- Abu Dhabi Education Council Organising Regulations of Private Schools in the Emirate of Abu Dhabi The Chairman of the Executive Council Resolution No. (26) of 2013
- Law No. (26) of 2015 on the Organization of Dubai Data Publication and Sharing
- Federal Law No. 5 of 2012 on Combatting Cybercrimes.

We understand that in different Emirate regions and the other countries we operate in, the subtlety of legal interpretation may exist. Throughout our safeguarding policy, we have broadly accepted the principles and ethos of UK safeguarding legislation, as we believe this to be some of the most robust legislation internationally.

6. Core Safeguarding Policy Principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- Safer children make more successful learners;
- The welfare of the child is paramount;

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- Students and staff involved in child protection issues will receive appropriate support.

7. General Expectations

All staff members should be aware of systems within the school, which support safeguarding, and these are explained to them as part of staff induction.

This includes but is not limited to the following:

- The Safeguarding and Child Protection Policy;
- Behaviour Management Policy;
- Policy on Work Discipline;
- Policy on Health & Safety;
- Reporting Procedures;
- Other relevant policies and procedures.

All staff members must attend the appropriate annual safeguarding and child protection training. In addition, all staff members must keep abreast of any safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to equip themselves with relevant skills and knowledge to safeguard children effectively. All staff should be aware of the early help processes and understand their roles and responsibilities. All school staff members should be mindful of the types of abuse and neglect to identify and report cases of children who may need help or protection. As a GEMS employee tasked with supervising/educating students, staff provide care, supervisory and educational support to students from a 'position of trust.' The position of trust carries with it certain expectations and responsibilities. Staff are employed in a position of trust in respect of all young people connected to GEMS. All relationships developed with students will be as agents of the company, and as such, no personal relationships will be permitted outside the remit of the service.

8. Roles and Responsibilities

a. **Core Safeguarding Team:** The designated position holders to lead staff on safeguarding and child protection within the Core Safeguarding Team in this policy are:

The Principal: The Principal ensures that staff, volunteers, and students understand and implement the policy to safeguard students and that all aspects are delivered effectively.

Designated Safeguard Lead (DSL): A member of the school's Core Safeguarding Team who takes lead responsibility for safeguarding and child protection in the school.

Deputy Designated Safeguard Lead (DDSL): A member of the school's Core Safeguarding Team who supports the DDSL and takes lead responsibility for safeguarding and child protection in the school in the absence of the DSL.

Additional Core Safeguarding Team Members

- Head of Schools for each building
- Heads of Years in the Early Years School and Primary
- Counsellors in each building

A further breakdown of key members on the Core Safeguarding Team can be found in Appendix 1.

b. **Class Teachers:** In most cases, it will be the class teacher who will be the first person to receive a disclosure, notice a concern or change in behaviour and raise a concern. It is the class teacher's responsibility to raise the concern to the DSL, DDSL or member of the Core Safeguarding Team. They will report their concerns following the Reporting Procedures in Appendix 2.

c. **School Nurse:** The school nurse will be responsible for reporting relevant safeguarding and concerning information to the DSL. This includes, but is not limited to, types of injuries not obtained

within the school grounds, attendance and frequency. They will report their concerns following the Reporting Procedures in Appendix 3.

d.   **Whole School Staff:** Staff should identify, and report suspected safeguarding concerns to a Core Safeguarding Team member. Staff must follow all guidelines and policies as outlined in the staff level 1 training, including identifying possible signs of abuse and reporting to DSL appropriately (Appendix 2), staff should wear a lanyard and be visible at all times when in the school, and parents must wear a yellow lanyard at the pick-up time.

9. Types of possible safeguarding issues

i. **Sexual abuse:** Child sexual abuse occurs when they are coerced or persuaded to participate in sexual activities. It doesn't have to be physical and can also happen online. Symptoms may include clinginess and crying that is not appropriate for their age. They may have other symptoms such as dry skin, sore throat, wetting and soiling.

ii. **Physical abuse:** Physical abuse is deliberately hurting a child or causing injury. Possible signs of physical abuse can include unexplained injuries/bruises; untreated injuries; fear of visiting the nurse when in pain; fear of going home; crying during the home time; flinching when being touched; bites, lashes, bruises, scratches on non-common areas such as the face, behind ears, throat, neck, shoulder, mouth, and around eyes.

iii.   **Emotional abuse:** Those who are emotionally neglected suffer emotional maltreatment. It is sometimes called psychological abuse and can cause children serious harm. Emotional abuse signs can include thumb sucking, problems with expressive language, withdrawal, aggressive, perfectionism, not communicating, and excessive fear of disapproval.

iv. **Neglect:** It can be dangerous and can cause long-term harm. Possible signs of neglect include tiredness, sleeping in class, hunger, stomach pain, absence, low self-esteem, untreated medical problems, stealing, poor personal hygiene, and dirty and untidy appearance.

v. **Online abuse:** Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. For more information on how to deal with online abuse, please refer to the E-Safety Policy.

It is important to note that it is not your responsibility to investigate if you see these signs in students. It should be reported to the DSL, DDSL or a member of the Core Safeguarding Team for further investigation.

10. Students Who May be Particularly Vulnerable

All schools in the GEMS network must be clear that there is sometimes a need to provide additional support to students with SEN or Disabilities or those who are disadvantaged in other ways. This applies to all of our students and may present in several ways, including:

• Communication difficulties – young people, may need support to articulate their feelings and report concerns. The safeguarding information or procedures may need to be presented in an accessible way.

• Presenting behaviours (mood, injury, behaviour that challenges) may be a way of communicating harm or impact of abuse. Staff to be aware of the need to look beyond the behaviour to the possible root cause and explore this with the young person at an appropriate time.

• These students may be more vulnerable to bullying or peer-on-peer abuse.

11. Attendance / Students Missing from Education

We recognise that students should attend class regularly and be on time for lessons to make the most of their educational opportunities. Students' attendance is closely monitored, and action is taken where needed.

When a student has ten consecutive school days of an unexplained absence, and the school has taken all reasonable steps to establish the whereabouts without success, the school will make an immediate referral to the DSL. The Absenteeism Flowchart in Appendix 4 sets out the guidelines and steps to be followed when following up on student absences within the school.

12. Empowering Students to Keep Themselves Safe

GEMS Education ensures that students are taught about elements of safeguarding, including online safety, through teaching and learning opportunities as part of providing a broad and balanced curriculum.

13. If Staff Suspect a Student Is At Risk Of Harm

Staff may suspect a student is at risk but lack 'real' evidence. The student's behaviour may have changed suddenly. They may have odd or disturbing behaviour, they may have written poetry or stories, or physical but inconclusive signs may have been noted. The behaviours they have noticed may be due to various factors, for example, a parent has moved out, a grandparent is very ill, and a family member has passed away. It is acceptable for staff to ask the student if they are okay or if they need help in any way. They should report their concerns following the Reporting Procedures in Appendix 2 to allow for further investigation into the students' wellbeing.

14. Disclosure – Engaging With Students

If the student does begin to reveal that they are being harmed, staff should follow the advice below. When engaging with students who may have already, or may be about to, disclose abuse, it is essential to be aware that these students will likely end up making a formal statement. However, they will most often choose to disclose to a member of staff they feel can sympathise with them. Therefore, here are some points to consider:

- To minimise distress, any discussions should be conducted in a way that minimises false statements and maximises correct statements. They are encouraged to discuss in a quiet area that they feel comfortable with privacy and confidentiality.
- Do not ask leading questions or put your own words as the student's. Staff must not express their own opinions about what the student is telling them. It is acceptable for staff to reassure students that it is safe for them to inform staff, but it must be made clear that anything they say will have to be passed on to the DSL and possibly other people who work in child protection so that we can keep them safe.
- You should be aware that children need more time and more than one chance to share their thoughts.
- The child or young person may retract a statement, contradict a statement, or refuse to speak at all. In this situation, it is not appropriate for staff to pressure them, but their reactions and comments should be accurately documented, with times and dates. They should report their concerns following the Reporting Procedures in Appendix 2.
- In addition to the written statement of the disclosure, each member of staff involved or present must write a written account of the circumstances in which the disclosure was made.

It is essential that staff know their ability to deal with safeguarding situations. If a student feels sufficiently comfortable to disclose information of a sensitive nature, the member of staff must consider very carefully how confident they feel about continuing to engage the student in this discussion.

If staff feel they need help, they should carefully explain to the student that they need to seek help from someone else. A more experienced member of staff may be able to help, or the student may wish to speak to the DSL. When other people are not available, and the student persists, then the member of staff should listen carefully so that they do not feel ignored. When appropriate, any disclosure made or information given by the student must be carefully recorded. If the student's behaviour remains worrisome after the disclosure or concern has been raised to the DSL or a member of the Core Safeguarding Team, the staff member should bring it to the management's attention. It takes a lot of courage for a child to disclose the abuse. Abuse victims may feel ashamed, especially if the abuse was sexual, or may have been threatened with repercussions if they say anything or believe that they caused the abuse by a poor decision.

If a student reports unsafe situations to a staff member, they must tell the student that they must pass the information on. Staff are not allowed to keep secrets. The point at which they tell the student is a matter of professional judgement. If they jump in immediately, the student may think that they do not

want to listen. If left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

If a disclosure or allegation is made by another person (parent, family member, another professional, etc.) on a safeguarding or child protection issue, the same principles apply. Adults should be allowed to make a written statement signed and dated by them and by any witness(es).

During the conversation with a student, staff should remember to:

• Allow them to speak freely;
• Endeavour to utilise a neutral translator if necessary;
• Remain calm and collected;
• The student may stop talking if they feel they are upsetting their listener, give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
• Staff must remember how hard this must be for the student;
• Under no circumstances, investigative questions should be asked, such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this?
• Staff should tell the student that to help them, the member of staff must pass the information on;
• Staff must not automatically offer any physical touch (pat on the back for example) as comfort. It may be anything but comforting to a child who has been abused;
• Staff must avoid admonishing the child for not disclosing earlier - saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong;
• Staff should tell the student what will happen next. The student may agree to go to see the counsellor. Otherwise, the member of staff must inform the management of what has been discussed;
• If the student does agree to go and see the counsellor, the staff member should inform them that the child will be coming to see them as soon as possible, if not immediately; report verbally to the management even if the child has promised to do it by themselves;
• Staff should write up the conversation as soon as possible following the reporting procedure (Appendix 2).
• Staff should seek support if they feel distressed.

15. Notifying Parents

The school would typically try to discuss any concerns with the parents. This is to be handled sensitively, and we will contact the parent if there is a concern, suspicion or disclosure. If the school believes notification could be risky or exacerbate the problem, a referral will be sought from the relevant UAE agency.

16. Making A Referral To Children's Social Care

If the school believes a child is in danger, it will refer them to UAE agencies and the police. The student and parents will be told that a referral is being made unless doing so would increase the child's risk or create undue delay.

17. Support For Students, Families And Staff Involved In A Child Protection Issue

Child abuse is devastating for the child and staff who become involved. GEMS expects leaders to ensure everyone involved in child protection issues follows the procedures laid out in this policy and any other relevant policy. Senior leaders will ensure suspicions and disclosures are taken seriously. The DSL will act as a central point of contact, offering details of helplines, counselling or other external support avenues where necessary, seeking advice and guidance from GEMS SSC as appropriate.

18. Complaints And Allegations

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student who initially does not reach the child protection action threshold. When an

allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Staff members who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and be kept informed of its progress. The suspension is not mandatory, nor is it automatic, but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

19. Photography and Images

Most people who take photographs or videos of children have entirely legitimate reasons and no harmful intent. At school events, the school will ask a member of staff to take official photos for use in communications, the school website or parent handouts. Staff will encourage students to tell freely if they are worried about any photographs that are taken of them; it is strictly prohibited for staff to display any student's pictures, name or identity in any form on any social networking websites irrespective of age, grade, or gender without prior consent from the school management.

20. Confidentiality and Information Sharing

During an investigation of a student welfare concern, proper sharing guidance must be followed. When working with confidential, sensitive information, staff should be aware of the GEMS current guidance on information sharing and data protection.

The school will maintain safeguarding records securely by:

- Keeping clear, detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to relevant agencies immediately;
- Keeping records in a folder in a meticulous chronological order;
- Ensuring all records are kept secure and in locked locations;

Safeguarding and child protection records will be maintained independently from the student's school file on the Core Safeguarding Team's online confidential reporting system. This information should then be uploaded into the Phoenix HSE system by attaching a PDF of the original disclosure documentation. The GEMS Phoenix HSE Online Safeguarding Platform should be used as the primary way to report, document, escalate, review, and evaluate cases' outcomes by the Core Safeguarding Team. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. This evidence will be obtained by the police or medical professionals, or child protection services.

It may be necessary to take pictures of injuries on young people. **This evidence and pictures may only be obtained by the police or medical professionals or child protection services and not staff.** School staff may describe the visible injuries in writing and on a 'body map' type of diagram but must not take any child or young person photographs.

21. On-site security

Visitors to the school must sign in and are issued an ID badge, which confirms they have permission to be on site. All visitors are expected to observe the health and safety regulations to ensure students are kept safe.

The Principal/Manager of School Operations may, in their discretion, determine whether visitors should be escorted or supervised. Where possible and practical, contractors will be engaged before or after regular school hours.

22. Off-site Activities

Where extended school activities are provided/managed by the school, our child protection and safeguarding policy and procedures will apply. When hosting other organisations on-site, appropriate measures such as qualified personnel, safe equipment, and other Health & Safety protocols will be in place. When students go off-site, the respective school will check that child protection measures are in place. It includes determining risk assessment, including prior research, communication, site visits, alternative provision, and staffing to make sure children are safe at all times.

23. Online Safety

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails, enticing children to engage in sexually harmful conversations online, inappropriate/indecent webcam filming and photography or face-to-face meetings. Students may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading others' images. Chat rooms and social networking sites are the more prominent sources of inappropriate and harmful behaviour. Students should continuously be provided with guidance to strengthen the skills needed to use communication technology safely. Online bullying by students via texts and emails will be treated as seriously as any other bullying types and will be managed through our anti-bullying procedures from the Anti-Bullying Policy. School policies/measures will encourage good behaviour and respect (this includes bullying). We ensure policies take into account equality and diversity. As part of ongoing PSHE, ICT, other lessons and presentations, children will be made aware of online/virtual safety within the curriculum.

Relevant legislation and Policies include: Law No. (26) Of 2015 on the Organization of Dubai Data Publication and Sharing; Federal Law No. 5 of 2012 on Combatting Cybercrimes; Remote Learning User Agreement & E-safety Policy.

Online communication between staff and students should not happen other than to coordinate an aspect of education. All communications should be made on school devices through GEMS approved mail servers. All communications should be available on request to the SLT team of the specific school. For more information on online safety please make reference to the E-Safety Policy.

24. Behaviour management

GEMS does not recognise restrictive physical intervention as a means to manage behaviour under any circumstances. Individual employees are responsible for ensuring they familiarise themselves with the relevant Behaviour Management Policy for the school they work in. Failure to adhere to this policy could result in disciplinary action.

25. Additional Documents and Policies to support safeguarding

- **GEMS Safer Working Practice Guidance/Staff Code of Conduct:** The document seeks to ensure that the responsibilities of senior leaders of educational settings towards students and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

- **GEMS Whistle Blowing Policy:** The document guides staff concerned about a colleague's conduct - including visiting professionals and volunteers - towards a student are undoubtedly placed in a challenging situation. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor infringements.

- **GEMS Safer Recruitment Policy:** Wesgreen endeavours to employ 'safe' staff by following the guidelines as set out by GEMS, the Council of International School, together with the Ministry of Education and the school's procedures. All new members of staff undergo an induction that includes a copy of the school's child protection policy.

26. Monitoring and review

This policy will be reviewed annually and shared with staff during induction, training and termly Safeguarding updates.

Appendix 1 - Core Safeguarding Team

CHILD SAFEGUARDING CORE TEAM 2020-2021

S. Antoniou
Designated Safeguard Lead (DSL)

R. Wolmarans
Deputy Designated Safeguard Lead (DDSL)

KG/ EYFS School	1. Head of School 2. Heads of Years 3. Student Counsellor
Primary School	1. Head of School 2. Heads of Years 3. Student Counsellor
Secondary Schools	1. Student Counsellor 2. Head of School 3. Assistant Head of School

Child safeguarding is the responsibility of all staff; however, these are the designated members of staff to immediately contact should there be any concerns related to the safety and wellbeing of any student.

GEMS EDUCATION

Primary School

A. Alexis – Olubuyide
Head of Primary School

M. Wright
Assistant Head of Primary School

C. Mclaughlin
Head of Year Grade 1

S. Adil
Head of Year Grade 2

D. Vermeulen
Head of Year Grade 3

KG/EYFS School

J. Ahingwah
Head of Year Grade 4

A. Stewart
Head of Primary School

T. Hussain
Head of Year Kg1

S. Barrs
Head of Year Kg2

Secondary Schools

S. Burman
Head of Secondary Girls

C. Roberts
Assistant Head of Secondary Girls

S. Otim
Secondary Girls Counsellor

R. Jethiji
Head of Secondary Boys

D. Devereux
Assistant Head of Secondary Boys

L. Fourie
Secondary Boys Counsellor

Appendix 2: Reporting Procedures

Staff should not investigate any concerns or disclosures independently. Staff should share any concerns they have with the DSL or a member of the Core Safeguarding Team through email. The following is some information needed when:

Recording a concern or observation:

1. Student full name as per register
2. Student Grade & Section
3. Student Date of Birth
4. Staff name and position
5. Details of concern (Factual details including date and times mandatory)
6. Make a clear distinction between what is fact, opinion or hearsay
7. Date and Time of Observation
8. Any inquiries made:
9. Explanation given by the student:
10. Actions taken (if any)

Recording a disclosure:

1. Student full name as per register
2. Student Grade & Section
3. Student Date of Birth
4. Staff name and position
5. Time and place of disclosure
6. Who was present at the time of disclosure?
7. A full account as possible of what the child said, including questions put to the child:
8. Action Taken (if any)
9. Parents Informed? Y/N and reasons.

It is essential that any concern about a child protection issue and any discussions with students or others are accurately documented as soon as possible and are signed and dated. Any such records may be required as part of a subsequent investigation, and they could be used as evidence in court if there is a criminal prosecution. Consequently, all written records must be accurate and factual. Any allegations or statements made by a child or by any other person should be documented verbatim - documenting the exact words used - wherever possible. The person, who made the allegation or statement, and any witness who was present should countersign the written record. When submitted electronically, all witnesses will be required to confirm what was reported via email confirmation.

This information will be uploaded into the Phoenix HSE system by attaching a PDF of the original disclosure documentation.

The need for these types of documents to be confidential is taken very seriously. All records of such discussions and any documents concerning safeguarding and child protection issues are kept in confidential files in each student's folder and on the GEMS Phoenix HSE online reporting system. Only GEMS senior managers, the Principal/CEO's and DSL's in individual schools, should access these files.

These same end users will also make decisions about with whom they are to be shared.

Appendix 3: Reporting Procedures for Nurses

When a student comes into the clinic or has been bought by a staff member for safeguarding concerns, it is the nurse's responsibility to log and share this information with the DSL only. The school nurse is responsible for monitoring and reporting frequency of injuries that have occurred outside of the school environment with the DSL.

The following information should be shared with the DSL via email. If unsure, the nurse should make direct contact with the DSL before emailing the information, including correct official GEMS email ID.

- The child's student number
- The child's full name as per the school register, age and date of birth
- The child's home address and telephone number
- A description of any visible bruising or other injuries.
- Details of witnesses to the incidents
- Report from the teacher during the visit to the clinic
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred
- Have the parents been contacted? If so, what has been said?
- Has anyone else been consulted? If so, record details.
- Is this the first time this has happened? If not, how often has this happened or been reported?

If the student displays visible bruises, scratches, cuts, bruises or any other signs of abuse on the skin. The school nurse must complete a Body Map, which will be shared through email to the DSL only, along with the detail mentioned above.

Body Map Guidance for Schools
Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil), and do not use correction fluid or any other eraser. **Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.**

*At no time should an individual member of staff or school take photographic evidence of any injuries or marks to a child's body. The body map below should be used. Any concerns should be reported and recorded without delaying the appropriate safeguarding services, e.g., Social Care direct or police via the DSL or member in the Core Safeguarding Team.**

When you notice an injury to a child, try to record the following information in respect of each mark identified, e.g., red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- The exact site of injury on the body, e.g., the upper outer arm/left cheek.
- Size of injury - in approximate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean, or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Ensure First Aid is provided (where required) and recorded.

BODY MAP

global minds

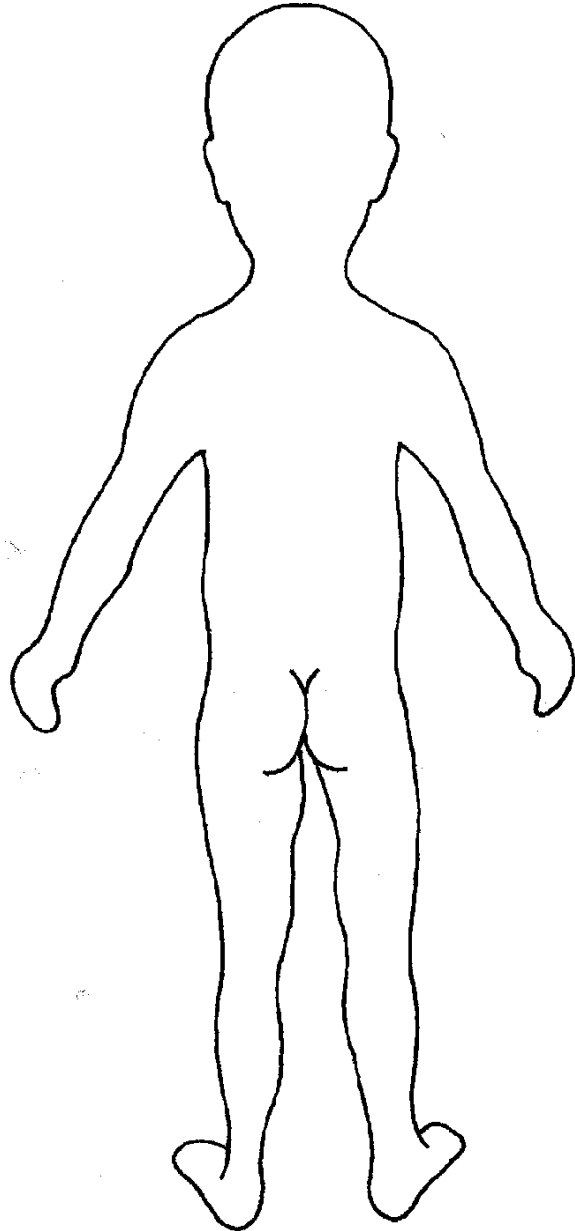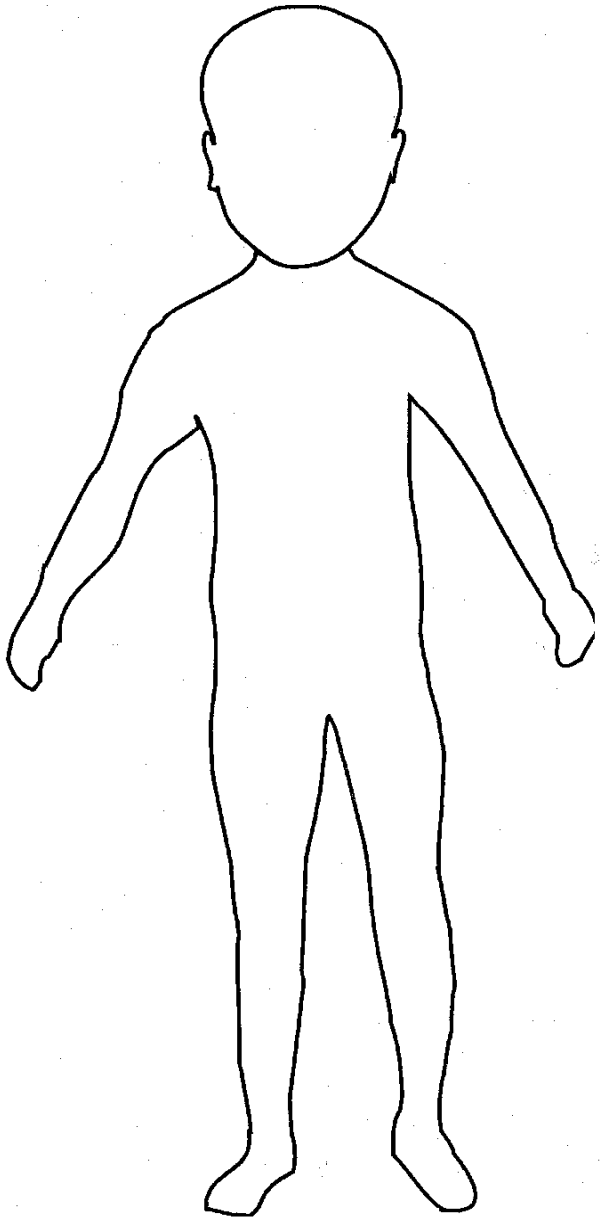**(The nurse must complete this at the time of observation)**
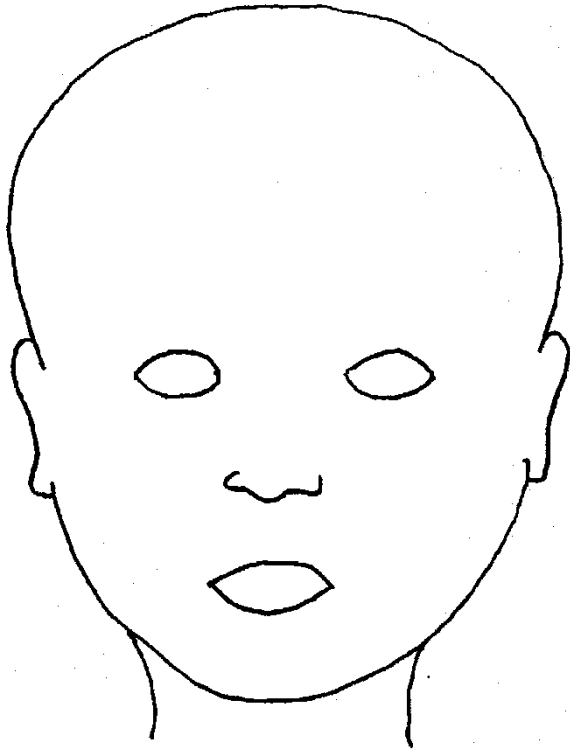
Name of
Student: _____

Date of
Birth: _____

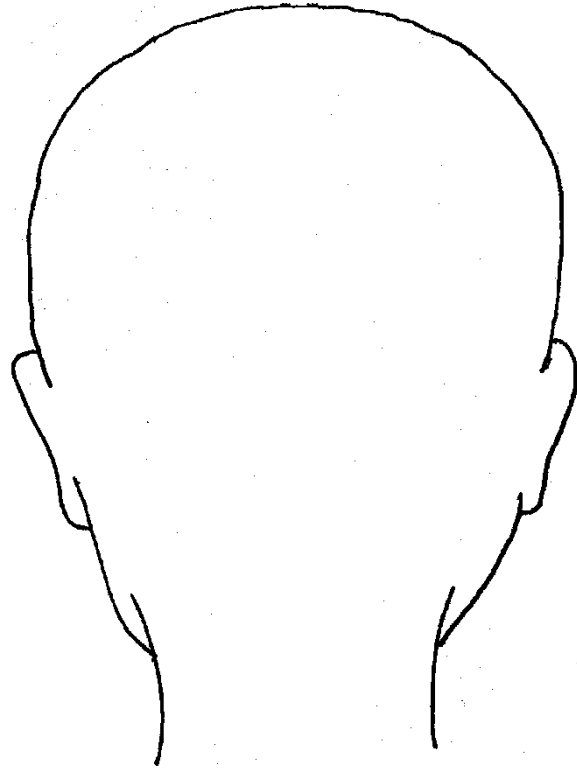Name of Staff: _____ Job title: _____
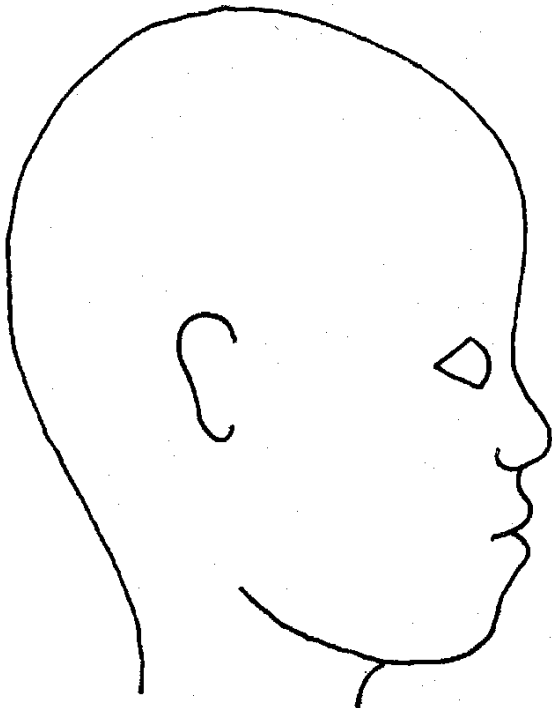Date and time of observation: _____

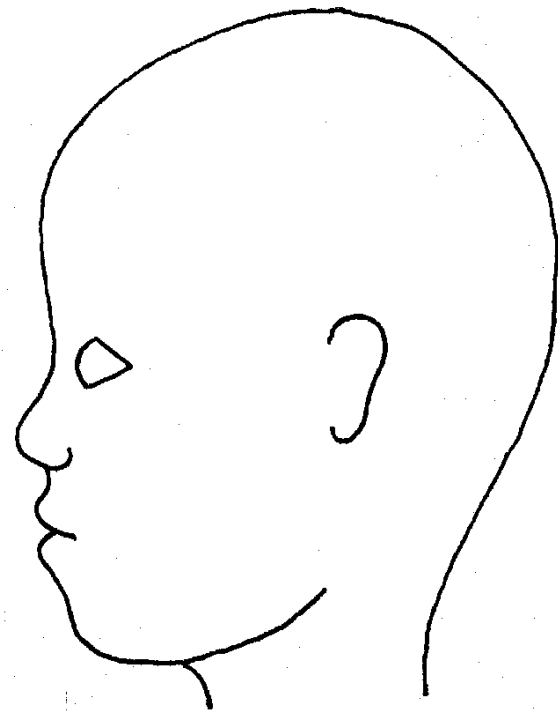**TO BE COMPLETED BY THE BUILDING NURSE, SCANNED AND EMAILED TO THE DSL.**
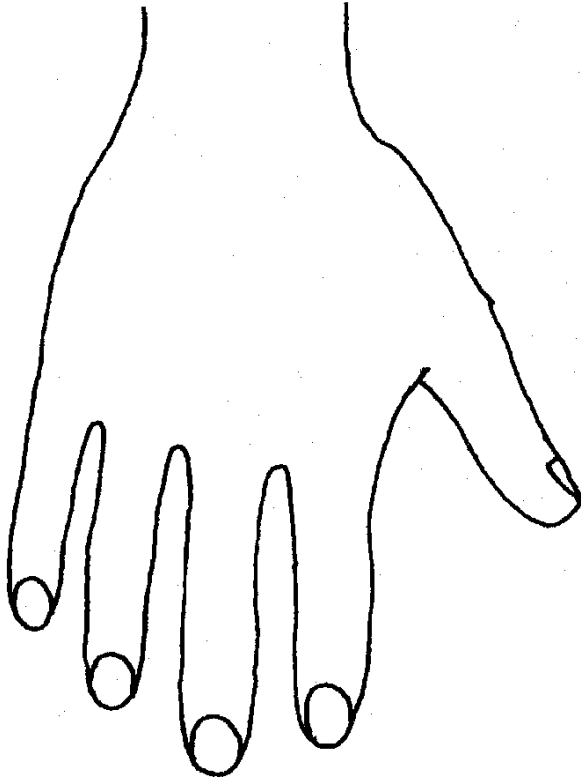
FRONT

BACK

RIGHT

LEFT

TO BE COMPLETED BY THE BUILDING NURSE, SCANNED AND EMAILED TO THE DSL.

Wesgreen
International School
Work insures success...
Inspiring excellence, empowering

R
BACK

L
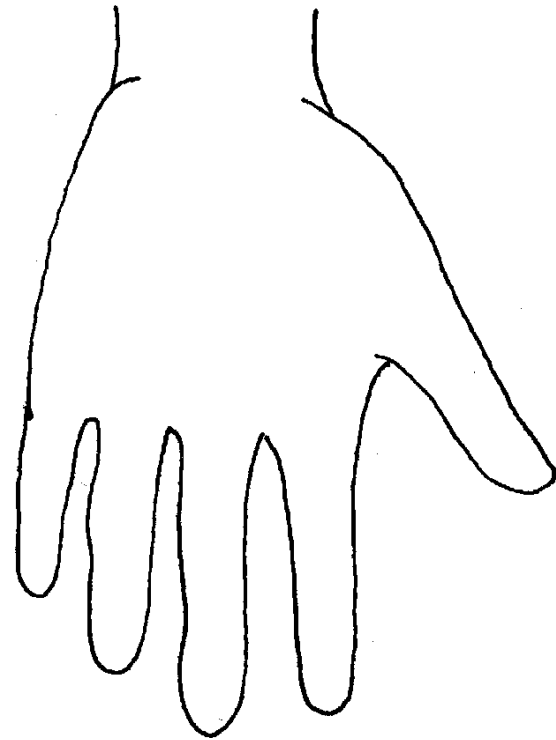
TO BE COMPLETED BY THE BUILDING NURSE, SCANNED AND EMAILED TO THE DSL.

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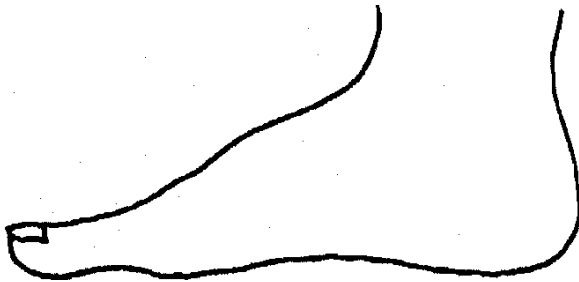
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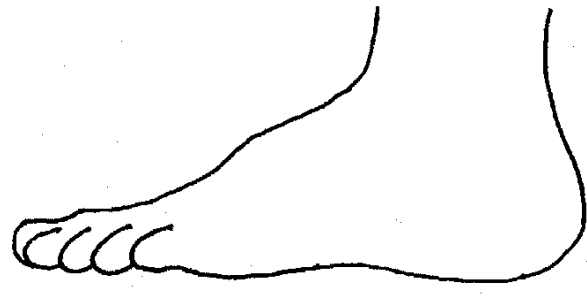
INNER

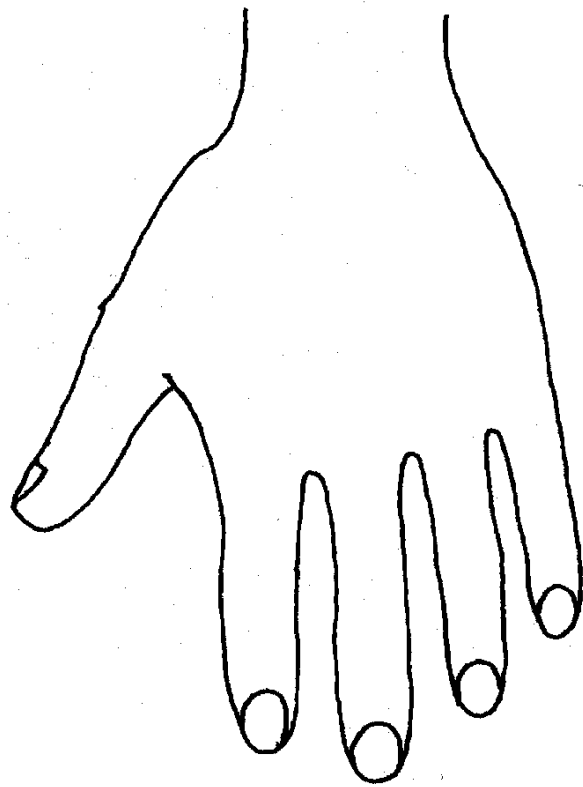**TO BE COMPLETED BY THE BUILDING NURSE, SCANNED AND EMAILED TO THE DSL**

Flowchart for Addressing Absenteeism
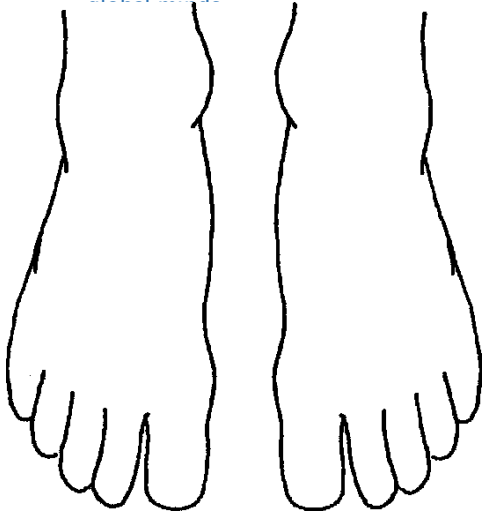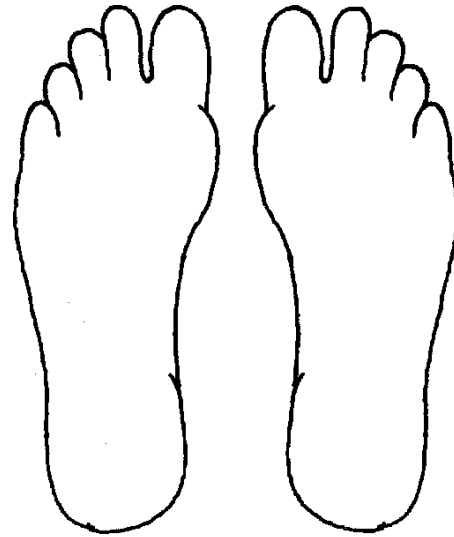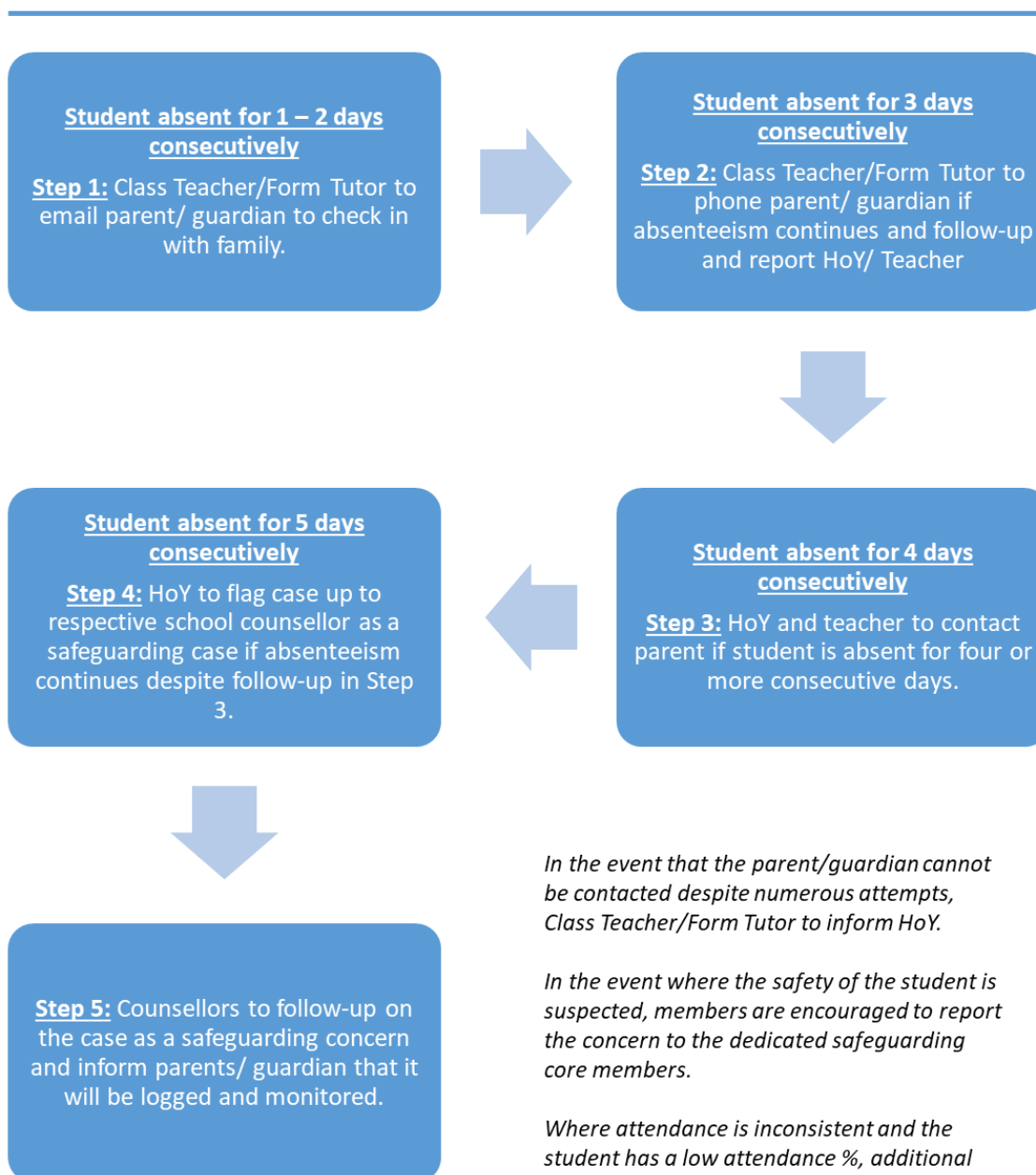
Student absent for 1 – 2 days consecutively

Step 1: Class Teacher/Form Tutor to email parent/ guardian to check in with family.

Student absent for 3 days consecutively

Step 2: Class Teacher/Form Tutor to phone parent/ guardian if absenteeism continues and follow-up and report HoY/ Teacher

Student absent for 5 days consecutively

Step 4: HoY to flag case up to respective school counsellor as a safeguarding case if absenteeism continues despite follow-up in Step 3.

Student absent for 4 days consecutively

Step 3: HoY and teacher to contact parent if student is absent for four or more consecutive days.

Step 5: Counsellors to follow-up on the case as a safeguarding concern and inform parents/ guardian that it will be logged and monitored.

In the event that the parent/guardian cannot be contacted despite numerous attempts, Class Teacher/Form Tutor to inform HoY.

In the event where the safety of the student is suspected, members are encouraged to report the concern to the dedicated safeguarding core members.

Where attendance is inconsistent and the student has a low attendance %, additional steps will be followed by the SLT and Safeguarding Team.

Flowchart for Addressing Online Absenteeism

Student absent for 1 – 2 days consecutively

Step 1: Class Teacher/Form Tutor to email parent/ guardian to support difficulties logging on and refer to Remote Support if unable to assist the parent.

Remote Support
Email: Remotesupport_wgp@gemsedu.com
Hotline Number: 065062995 (7am – 4pm)

Student absent for 3 days consecutively

Step 2: Reception to phone parent/ guardian if absenteeism continues and follow-up and report HoY/ Teacher

Student absent for 5 days consecutively

Step 4: HoY to flag case up to respective school counsellor as a safeguarding case if absenteeism continues despite follow-up in Step 3.

Student absent for 4 days consecutively

Step 3: Reception to phone and HoY to email parent/ guardian if student is absent for four or more consecutive days despite receiving support.

Step 5: Counsellors to follow-up on the case as a safeguarding concern and inform parents/ guardian that it will be logged and monitored.
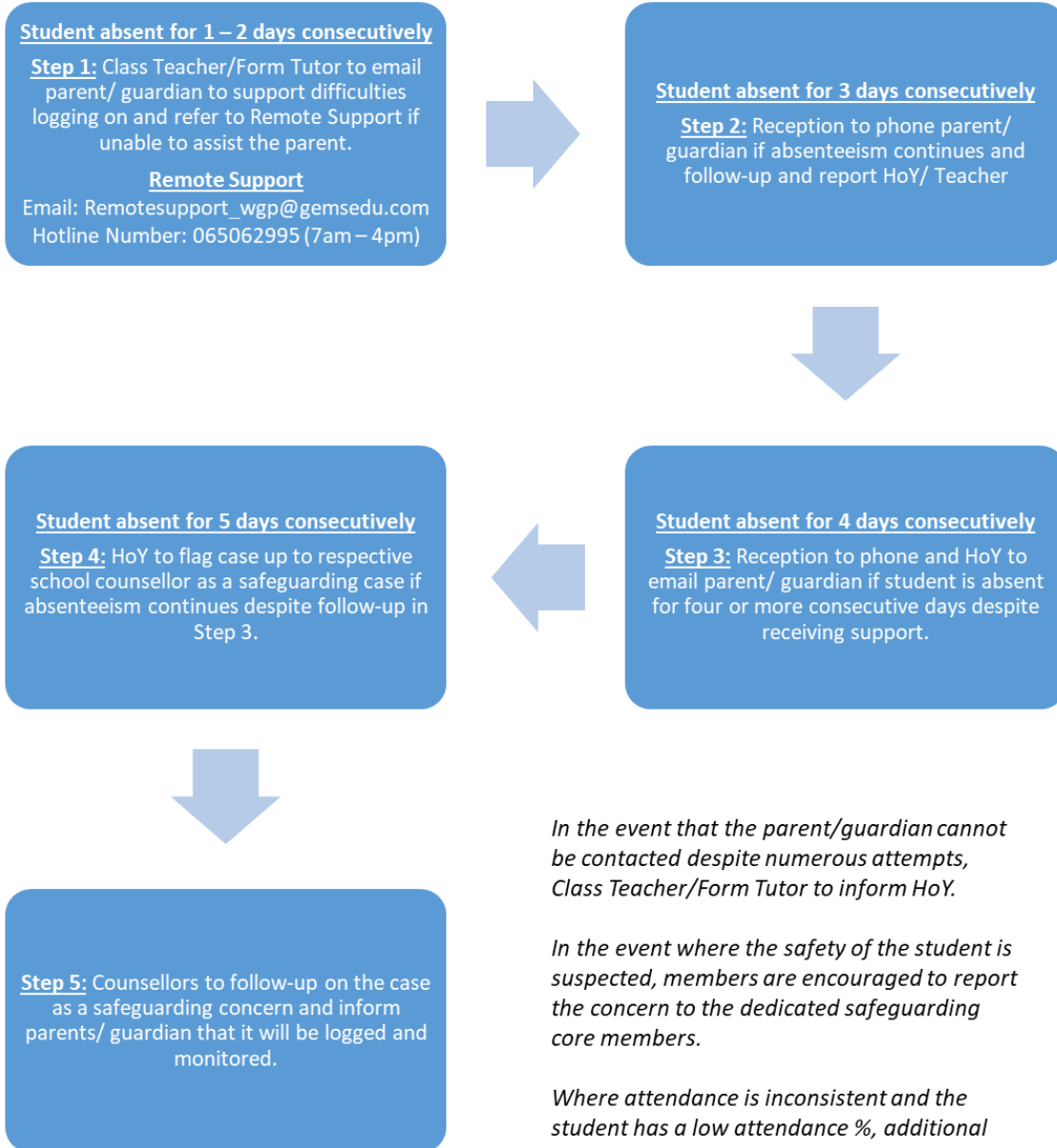
In the event that the parent/guardian cannot be contacted despite numerous attempts, Class Teacher/Form Tutor to inform HoY.

In the event where the safety of the student is suspected, members are encouraged to report the concern to the dedicated safeguarding core members.

Where attendance is inconsistent and the student has a low attendance %, additional steps will be followed by the SLT and Safeguarding Team.