

Policy Name: Child Safeguarding Policy

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Mission Statement

- Our mission is for every child to lead enjoyable and fulfilling lives; to make the most of their talents at school and be ready for the world beyond.
- At the heart of an Ardingly education is the assurance that every child is known, valued and encouraged. Every child has a unique character, a unique range of abilities and a unique contribution to make.
- Our purpose is to understand and develop their character, enhance their abilities, encourage and recognize their contribution, while fostering the values, personal qualities and skills they will need to thrive in the world beyond Ardingly.

School Vision

We aim to provide an excellent 21st Century education by being a forward-thinking and high-achieving co-educational international school contextualized within Kazakhstan culture and language, with a strong academic focus, excellent Pupil support, commitment to the Arts & Technology, outstanding facilities, and a global outlook.

Our ethos is a shared commitment to readying our pupils for the world as it will be and not what it is now. This means providing a bespoke education that allows children to explore their interests and providing state-of-the-art facilities that ensure every child can explore and experiment according to their own path.

Introduction

Ardingly Astana is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment. This policy applies to staff, volunteers, and contractors who work with students on school premises or away from the school on an activity, visit or other educational pursuit. Ardingly Astana's principles are aligned with the United Nations Convention on the Rights of the Child (UNCRC), central to this is the acknowledgment that every child matters and has fundamental rights.

Ardingly Astana Child Protection Statement

Ardingly Astana fully recognizes its moral and statutory responsibility in Kazakhstan as well as meeting international standards to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. Therefore, the welfare of every child is paramount.

Ardingly Astana is committed to child protection, safeguarding, and promoting the well-being of all pupils. We expect staff, parents, volunteers, visitors, and pupils to share this commitment.

Ardingly Astana's Safeguarding Principles and Aims:

- Responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safeguarding children is everyone's responsibility. Everyone who meets children and families has a role to play in keeping children safe.
- Listening to children and to all members of the community (local and national) is fundamental to safeguarding and is in the best interests of each child. Being committed to a 'speak up' culture and believing in the notion that if you see something or sense something then you should say something – no concern is considered too small. If concerns are raised early, then help can be provided at an early stage.
- Early indication that a child may need help is critical and a crucial part of our 'speak up' culture.
- All staff must have the attitude that 'it could happen here' regarding safeguarding.
- Safer children make more successful learners.
- Representatives of the whole school community, both local and expat staff, will be involved in safeguarding policy development and review.
- Safeguarding and related policies will be reviewed annually unless an incident or new Kazakh legislation or guidance suggests the need for an interim review.

1. Key Safeguarding Contacts

School Contacts:	
Designated Safeguarding Lead (DSL)	Darren Jones, Headmaster +7 702 2542069
Deputy Designated Safeguarding Lead (DDSL)	Head of Primary (contact tbc)
Safeguarding Governor	Board of Governor (contact tbc)
External Contacts:	
Committee on the Protection of Children's Rights of the Ministry of Education and Science of the Republic of Kazakhstan https://www.gov.kz/memleket/entities/bala?lang=en	8 Mangilik El, House of Ministries, entrance 11, 010000, Nur-Sultan, Kz. Office +7 (7172) 74-23-43 Helpline +7 (7172) 74-25-28
Education department of Astana	Tel: +8 (7172)550162, +8(7782)550162
Emergency service 112	112

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Police Emergency / Health Clinic	102 (emergency calls) 103
UNHCR Kazakhstan http://www.unhcr.org/kazakhstan.htm	67 Tole bi street, 050000 Astana, Kazakhstan +7(7272)584598 kazal@unhcr.org
British Embassy Office Nur-Sultan	62 Kosmonavtov Str. Tel +7 (7172) 556200 or from UK +44 (0)20 7008 1500
International Child Protection Advisors (ICPA) www.icpa.co.uk	Email: info@icpa.co.uk Tel: +44 (0) 7836697397
Embassies/Consulates	Depending on the student's nationality the embassy/consulate should be contacted via websites

2. Roles and Responsibilities

Everyone who meets our pupils and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and providing help for children to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with the police, the health care system, and other children's services, we promote the welfare of children and protect them from harm.

All our staff are aware that they should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. Ardingly Astana is fully committed to these standards with and adhering to them with rigour, applying our school disciplinary procedures, where appropriate, in cases of misconduct.

The headmaster at Ardingly Astana is the Child Safeguarding Lead:

- Has the status and authority within the school to carry out the duties of the post, including providing resources and supporting and directing staff regarding safeguarding.
- Should receive updated child protection training at least every two years.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and takes account of their wishes and feelings.
- Is alert to the specific needs of children in need, and those with Special Educational Needs (SEN).

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- Has a working knowledge of Ardingly Astana policies and procedures.
- Understands locally agreed processes for providing early help and intervention.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on the child's general file, but kept separately from it.
- Immediately refers cases of suspected abuse to local services or the police as appropriate.
- Ensures that the child protection file for any student leaving the school is forwarded in confidence (and separately from the main student file) to the proper person at the student's new school as soon as possible.
- Ensures that all staff sign to indicate that they have read and understood the Child Safeguarding Policy.
- Ensures that a record of staff attendance at child protection training is kept.
- Ensures that all students are educated about safeguarding through the student pastoral programme.
- Ensures that the Child Safeguarding Policy is regularly reviewed and updated annually.
- Publishes the Child Safeguarding Policy, e.g. on the school's website.
- Ensures parents are aware of the school's role in safeguarding, and that referrals about suspected abuse and neglect may be made.

Deputy Designated Safeguarding Lead (DDSL) Head of Primary

- Must be appropriately trained in child protection at least every two years. In the absence of the DSL, the DDSL carries out those functions necessary to ensure the ongoing safety and protection of children at the school.
- Must have the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Will assume all the functions for the DSL, as stated above, in the event of the long-term absence of the DSL.

The headmaster

- Ensures that the Child Safeguarding Policy and procedures are implemented and followed by all staff.
- Allocates sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and DDSL to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice, and that such concerns are handled sensitively and in accordance with 'whistleblowing' procedures.
- Ensures that children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Liaises with the Chair of the Board of Governors where an allegation is made against a member of staff or of the Board of Governors.

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- Ensures that anyone who has harmed or may pose a risk to a child is referred to the relevant embassy for foreign nationals and for locals to the police.

The Medical Team and Pastoral care Team

- The medical team and pastoral care team have their own protocols for recognising and acting upon signs of child abuse. They will liaise closely with the DSL and other members of the school's safeguarding team.
- The medical team and the pastoral care team have legal and contractual obligations to report signs of child abuse to the headmaster. Medical staff and the pastoral care team are invited to participate in any school training concerned with the welfare and protection of children.

Confidentiality

Ardingly Astana recognizes that all matters relating to child protection are highly confidential. The Designated Safeguarding Lead will share that information on a strict 'need to know' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the school unless in confidential meetings with relevant people.

Ardingly Astana and the Republic of Kazakhstan Legislation on Child Safeguarding

In the area of protection of the rights of the child and childhood, work is being carried out in the Republic of Kazakhstan to secure the social and legal guarantees of children's quality of life, in harmony with international standards. An important step in the implementation of international standards for the quality of life of children was the ratification of the UN Convention "On the Rights of the Child" by Kazakhstan in 1994.

The general principles of the Convention On the Rights of the Child were implemented in many laws of Kazakhstan, including: "On the Rights of the Child in the Republic of Kazakhstan," "On Marriage and Family," "On Children's Villages of Family Style and Youth Homes," "On Health Protection of the Citizens of the Republic of Kazakhstan," "On Social, Medical, Pedagogical, and Correctional Support for Children with Disabilities," "On Juvenile Crime Prevention and Prevention of Child Neglect and Homelessness,". Ardingly Astana is fully in compliance with these local laws.

3. Child Protection Procedures

Providing early help is more effective in promoting the welfare of children than reacting later. We are aware that all our members of staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social

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circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical, or sexual abuse that causes impairment to the extent of constituting significant harm.

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Internet abuse is a growing concern, and schools should be vigilant to this. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. All staff should be aware that abuse, or safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or inadequate; not giving the child opportunities to express themselves; making fun of what they say, causing children frequently to feel frightened or in danger; seeing or hearing the ill-treatment of another; and serious bullying, including cyber-bullying. Some level of Emotional Abuse is involved in all types of maltreatment of a child but may also occur on its own.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, or they may also include non-contact activities, such as involving children in looking at images. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because

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of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision or provide adequate medical care.

Bullying

While bullying and sexual harassment between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. Homeroom Teachers and Tutors will keep records of bullying-type behaviour, which should be submitted termly to the DSL. The school's Anti-Bullying Policy is annually reviewed and published to all children at the start of each academic year. The subject of bullying is addressed at regular intervals through the school's policies and students are educated about bullying and safeguarding through the student pastoral care programme. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headmaster and the DSL will consider implementing child protection procedures.

Possible Signs of Abuse

Possible physical signs may include unexplained or repeated injuries, bruises in odd places, marks of slapping, biting, gripping etc., cuts in odd places, poor hygiene, and marked weight fluctuations, etc.

Possible behavioural signs may include a marked change in behaviour, eating disorders, excessively affectionate or sexual behaviour, emotional isolation, school refusal, an inability to sleep, theft, habits such as thumb-sucking, etc.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is therefore essential that staff report their concerns. Staff do not need 'absolute proof' that a child is at risk but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role. Reports made in good faith will always be dealt with in accordance with the school's Child Safeguarding Policy, regardless of outcome.

Taking action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- In an emergency take the action necessary to immediately help the child.
- Report your concern to the DSL as soon as possible.
- Do not start your own investigation.

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- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family.
- Complete a record of concern.
- Seek support for yourself if you are distressed.

If you are concerned about a child's welfare

There will be occasions when a member of staff may suspect that a child may be at risk but have no 'real' evidence. The child's behaviour may have changed, his actions may reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, the member of staff must try to give the child an opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a close friend or relative has died, a grandparent is very ill. It is fine for staff to ask the child if they are OK or if they can help in any way. Staff should report their concerns to the child's homeroom teacher or tutor. If the child does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. If a child talks to a member of staff about any risks to their safety or well-being, the staff member will need to let the child know that they must pass the information on – staff are not allowed to keep secrets and must never promise to do so. The point at which they tell the child this is a matter for 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 child may feel that he has been misled into revealing more than he would have otherwise.

During their conversations with the children, members of staff will:

- Allow them to speak freely.
- Remain calm and not overreact – the child 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'.
- Not be afraid of silences – members of staff must remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's parent(s) think about all this.
- At an appropriate time tell the child that to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told

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me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but could be interpreted by the child to mean that they have done something wrong.

- Tell the child what will happen next. The child may agree to go to see the DSL or the homeroom teacher or tutor. Otherwise let the child know that someone will come to see them before the end of the day.
- Report verbally to the DSL, even if the child has promised to do it by themselves.
- Write up their conversation as soon as possible and hand it to the DSL.
- Seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively. The DSL will contact the parent in the event of a concern, suspicion, or disclosure. However, if the school believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from other agencies where possible.

Good Practice Guidelines

To meet and maintain our responsibilities towards students, Ardingly Astana agrees on standards of good practice, which are published as professional guidelines in the relevant handbooks.

Good practice includes:

- Treating all children with respect.
- Setting a good example by appropriate behaviour.
- Involving children in decisions that protect them.
- Encouraging positive, respectful, and safe behaviour among children.
- Being a good listener.
- Being alert to changes in children's behaviour and to signs of abuse and neglect.
- Recognizing that challenging behaviour may be an indicator of unhappiness or abuse.
- Reading and understanding the Ardingly Astana's Child Safeguarding Policy and guidance documents on wider safeguarding issues, including Anti-Bullying, Behaviour, School Trips, Social Media and Online Safety, First Aid, and Health and Safety.
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualized or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some children may lead to an increased risk of abuse.
- Referring all concerns about a child's safety and welfare to the Designated Safeguarding Lead.
- Following the school's rules about communication with children and use of social media and online networking.

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- Physical contact with students' guidelines: Ardingly Astana emphasises the theme of looking after and caring for children. Nevertheless, at Ardingly Astana we must all be aware of the context in which physical contact takes place and that some form of physical contact may be misconstrued by a student, parent, or observer.

All staff will be expected to sign the Child Safeguarding Policy at the start of each academic year and at the commencement of their employment.

Complaints Procedures

Ardingly Astana's complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that does not initially reach the threshold for child protection action. Examples of poor practice include unfairly singling out a student or attempting to humiliate them, bullying, or belittling a student, or discriminating against them in some way. Such complaints are managed by members of the Senior Leadership Team and governors. Complaints from staff are dealt with under the school's Disciplinary and Grievance procedures.

Staff Concerns about Colleagues

A member of staff who is concerned about the conduct of a colleague towards a student is undoubtedly placed in a difficult situation. He or she may worry that they have misunderstood. All staff must remember that the welfare of the child is paramount. The school's Child Safeguarding Policy enables members of staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headmaster. Complaints about the Headmaster should be reported to the Chair of Governors.

Staff Subject to Allegations

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A student may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals can pose a serious risk to children, and we must therefore act on every allegation. Members of staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff – including the DSL or a DDSL - should be reported to the headmaster. If the Headmaster is absent, allegations against all staff should be reported to the Chair of Governors. Allegations against the Headmaster or a member of the Board of Governors should be reported to the Chair of

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Governors.

Staff Training

It is important that at Ardingly Astana all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Academic staff have access to training and will be expected to undertake regular training in this on specific modules. All staff have face-to-face training annually.

- New staff and governors will receive an explanation during their induction, which includes the school's child safeguarding policy and procedures, reporting and recording arrangements, professional guidelines in the various staff handbooks, and contact details for the DSL.
- All staff, including the headmaster and governors, will receive training that is regularly updated, in line with advice from the relevant statutory bodies of Kazakhstan and internationally and following recent updates in legislation.
- The DSL and DDSL will receive child protection training updated at least every two years, including training in inter-agency procedures as appropriate in an international setting.
- Temporary staff and volunteers in regulated activity will have regular safeguarding and child protection training.
- Visitors and visiting staff will be always supervised by a member of the school staff.
- All staff supplied by other bodies will be made aware of the school's procedures and the contact details of the DSL and DDSL.

4. Safer Recruitment Policy

Ardingly Astana endeavours to ensure that we do our utmost to employ 'safe' staff by following the school's own policies and procedures together with procedures pertaining to contractors, coaches, and partners etc. At Ardingly Astana, safer recruitment means that all applicants will:

- Provide a curriculum vitae and cover letter which includes their employment history, an application form may be requested in the future.
- Provide two referees, including one from current Headmaster, and at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity, qualifications, and credentials.
- Provide certificate of good conduct, including police checks from home country or country of work for foreign nationals and in Kazakhstan for local hires, meeting regulations as appropriate to their role.
- Provide evidence of their right to work in Kazakhstan to obtain a work visa; and have an interview with the school personnel.

Safer recruitment also means that the school will ensure that:

- The candidate's mental and physical fitness to carry out their work responsibilities is verified.

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- At least one referee will be contacted to give a verbal reference.
- All new members of staff undergo an induction that includes familiarisation with the school's Child Safeguarding Policy.
- Full details of the school's recruitment procedures are to be found in the Ardingly Astana Recruitment and Retention Policy.

Site Safety, Images and Online Security

Site Safety

All members of Ardingly Astana's community are required to take responsibility for site security and remain vigilant about trespassers. The school's security team provides supervision of the site and can be contacted 24/7 at the Security Control room. Visitors to the school, including contractors, are required to sign in at the main entrance where they will be given a visitor's badge on a lanyard. Key safeguarding information is issued to all visitors. Subject to their position and purpose, visitors should be escorted. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure that children in the school are kept safe.

Photography and Images

Many people who take or view photographs or videos of children do so for entirely innocent, understandable, and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect our children at Ardingly Astana we:

- seek parental consent for photography of our students through the school's Terms and Conditions when children are admitted to the school.
- seek parental consent for photography of students which may be extraordinary e.g. photos of children in advertising, a staff member's portfolio of drama productions.
- demonstrate respect, care and caution when including photographs of students in newsletters, our website, and any other school publication; and
- encourage students to tell us if they are worried about any photographs that are taken of them.

Online Safety and Learning

The school's online safety policy is incorporated in the IT Policy. This explains how we try to keep children safe in school. Online bullying and sexting by children, via texts and emails, will be treated as seriously as any other bullying behaviour and will be managed through our anti-bullying procedures. The following measures are in place to promote online safety within the school:

- IT Policy: protects all parties by clearly stating what is acceptable and what is not. Students are expected to sign up to this at the start of each academic year and before access can be given to the school's ICT facilities.

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- Induction and Education: all students are inducted in appropriate use of the school's ICT facilities and other aspects of this policy upon arrival. Homeroom teacher and tutors must remind students at the start of each academic year about their obligations and code of conduct. This is reinforced by the pastoral care programme's content on online safety.
- Monitoring: the school will exercise its right to monitor the use of computer systems, including the monitoring of internet use, interception of emails, and the deletion of inappropriate materials always. The computer network is owned by the school and may be used by students to advance and extend their knowledge and understanding.

Key safeguarding policy links

Throughout this policy we refer to the following policies:

- Anti-Bullying
- Behaviour Policy
- Health and Safety
- ICT Use and Internet Safety
- First Aid

Evaluation of the Child Safeguarding Policy

Evaluation of the Child Safeguarding Policy will be carried out through feedback from staff responsible for Safeguarding at the end of each academic year.