Safeguarding & Child Protection Policy

1. Policy Statement

MIS is committed to ensuring the safety and well-being of all students. This policy aims to:

- Provide a caring environment in which children and young people feel safe, protected, secure, valued, and respected.
- Ensure rigorous systems of identification, reporting, and monitoring are in place to protect all children from harm.
- Instil confidence so that pupils can trust adults and know how to approach staff if they are in difficulty.
- Raise awareness among all staff—both teaching and non-teaching—of the need to safeguard children through prompt identification and reporting of all possible cases of abuse.
- Establish clear and effective channels of communication between staff, and develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults working with children have undergone appropriate checks and completed relevant safeguarding training.

2. Roles and Responsibilities

Senior Leadership Team (SLT)

The SLT will:

- Ensure all policies and procedures adopted by the Governing Body are fully implemented and followed by staff.
- Promote a culture where staff and volunteers feel able to raise concerns about poor or unsafe practices, in line with the school's whistleblowing policy.
- Ensure all safeguarding training for staff is current and reviewed annually.
- Regularly discuss safeguarding issues at Governors', SLT, and staff meetings.

Designated Safeguarding Leads (DSLs)

The DSLs will:

- Complete official safeguarding training every two years and attend refresher or relevant training courses.
- Ensure every staff member, including part-time and new staff, has access to and understands the school's safeguarding policies and procedures.
- Ensure safeguarding policies are accessible publicly and that parents understand the school's referral responsibilities.
- Maintain detailed, accurate, and secure records of all safeguarding concerns and referrals.
- Be alert to the needs of children in need, those with SEND, and young carers.
- Promote a culture of listening to children among all staff.
- Act as a support source and consult appropriate agencies when making referrals.
- Review the safeguarding policy annually and work with the governing body to keep procedures current and effective.
- Ensure safeguarding records are passed on appropriately when a student changes schools.
- Provide safeguarding reports for the Principal's report to the Board of Governors.

Safeguarding Committee

The Safeguarding Committee will:

- Participate in the annual review of the school's safeguarding policies and procedures.
- Provide feedback on implementation.
- Support DSLs in ensuring staff access and understand safeguarding policies and procedures.

Board of Governors

The Board will:

- Ensure a safeguarding policy is in place and aligns with statutory guidance.
- Make the safeguarding policy available to parents.
- Oversee that safer recruitment procedures are implemented and proper checks are made for all staff and volunteers.

- Confirm that the DSL is a member of the SLT.
- Ensure all staff undertake appropriate safeguarding training.
- Nominate a governor to liaise with the DSL.
- Lead safeguarding procedures in the event of an allegation against the Principal.
- Review safeguarding policies and procedures annually.
- Ensure all governors have current police checks or equivalent documentation.

3. Child Protection

MIS fully recognises its responsibilities for child protection and aims to provide a secure, supportive, and valued environment for all students, both within and beyond the school gates.

Some children are victims of neglect and/or physical, sexual, or emotional abuse. Due to daily contact with students, staff are well-positioned to identify signs of abuse and support children in need.

All child protection concerns and referrals will be handled sensitively and professionally, in ways that prioritise the child's needs.

What is Child Protection?

Child protection is a critical component of safeguarding. It refers specifically to the actions taken to protect children who are suffering, or at risk of suffering, significant harm.

Safeguarding more broadly includes:

- Student health and safety
- Bullying and cyberbullying
- Medical provision
  Each of these areas has associated policies and guidance to be read alongside this policy.

Child Protection Responsibilities

- All adults working at MIS are responsible for safeguarding and must adhere to this policy.
- All staff must complete safeguarding training and annual refreshers.

- Staff are required to report any suspicions or disclosures of abuse or neglect to the DSL immediately.

3.1. Identifying and Responding to Concerns

There are four key steps staff must follow to identify and appropriately respond to concerns about possible abuse or neglect:

1. **Be alert**
2. **Question behaviours**
3. **Ask for help**
4. **Refer**

It is not always necessary to complete all four stages in sequence. If a child is in immediate danger or at risk of harm, the DSL must be alerted immediately. If the parent is believed to be the source of harm, relevant authorities should be contacted directly.

Staff must adopt an "it could happen here" mindset. Any concerns must be reported promptly as per the school's safeguarding procedures.

Indicators for Raising a Concern

You may have a concern about a child or young person's well-being based on:

- Something the child, young person, or parent tells you
- Notable behaviour, health issues, or changes in appearance
- Information from another professional

Even minor concerns may be significant in the context of broader information held by the DSL. All concerns — no matter how small — must be shared.

How to Respond to a Concern

1. **Clarify the concern**, if necessary, using open-ended questions (e.g., "how," "where," "when," "who," or "can you tell me more?").
2. **Inform the child/young person/parent** about what will happen next. Do **not** promise confidentiality.

   E.g., "I'm worried about your bruise and I need to tell someone so they can help keep you safe."

3. **Report the concern** to the SLT/DSL immediately.

3.2. Identifying Indicators of Abuse

Staff members should remain vigilant in identifying both physical and behavioural indicators of abuse. **It is not your role to investigate** or determine whether abuse has occurred, but it is your responsibility to report any concerns, no matter how uncertain.

Possible Signs of Abuse or Neglect

A child who is being harmed, abused, or neglected may:

- Have bruises, bleeding, burns, fractures, or other injuries
- Show signs of pain or discomfort
- Keep limbs covered, even in warm weather
- Be reluctant to change for PE or swimming
- Appear unkempt or neglected
- Exhibit changes in eating habits
- Have difficulty maintaining friendships
- Appear fearful or anxious
- Be reckless with their own or others' safety
- Self-harm
- Miss school frequently or arrive late
- Show reluctance to go home
- Display behavioural changes (e.g., aggression, withdrawal)
- Challenge authority more than usual
- Seem disinterested in school work
- Appear constantly tired or distracted
- Avoid physical contact
- Have unusual knowledge or engagement in drugs or alcohol
- Display age-inappropriate sexual knowledge or behaviour

Additional forms of abuse include **radicalisation**, **FGM**, **domestic violence**, and **peer-on-peer abuse**. These are detailed in related policies.

Important Notes

- Children may hide physical signs of abuse out of shame, fear, or threats from abusers.

- Physical signs may be subtle, and behavioural changes may be the most noticeable indicator.
- Indicators rarely provide conclusive evidence on their own—think of them as part of a broader picture.
- Report any concerns to the DSL, even if there is no "proof."

The Long-Term Impact of Abuse

Childhood abuse can have long-lasting psychological and emotional effects. While many children recover, others may experience ongoing issues such as:

- Anxiety or depression
- Self-harm or eating disorders
- Substance abuse
- Unhealthy relationships
- Long-term mental health challenges

MIS will support all students in recovering and thriving after any safeguarding concern.

3.3 Students at Risk of Immediate Harm, including Suicide or Self-Harm

Where there is an immediate risk to a student's safety or life, **swift action is critical**. The following procedures must be followed:

Immediate Steps

1. **Notify the SLT immediately** following any disclosure indicating imminent risk. Do not share the disclosure with other staff members unless necessary.
2. If the disclosure occurs **during school hours** and the student appears to have been harmed:
    - Take the student to the school nurse
    - Contact SLT by phone or in person
3. If the disclosure is made **outside school hours** (e.g., via email):
    - Call the SLT immediately before replying to the student
    - Share all received information

Action by SLT

4. SLT will assess the situation and determine if immediate action is needed to secure the student's safety.

5. A safeguarding meeting or conversation will take place to assign follow-up actions.
6. A member of the SLT—or a staff member trained in suicide prevention—will speak with the student to assess risk.

Parental Notification

7. Parents will be contacted the same day unless there are exceptional circumstances:
    - If the child is in school: parents will be invited in before the student leaves
    - If the disclosure occurs after hours: parents will be called and advised to ensure supervision

Follow-Up Procedures

8. The following day, the original staff member will check in with the student.
9. Parents contacted after hours will be invited to a meeting at school.
10. A tailored support plan will be put in place for the student. Support will also be provided to the student who made the disclosure, if applicable.
11. A **staff debrief** will be held. Support will be offered as needed.

3.4 Handling a Disclosure

When a child discloses neglect or abuse, respond **sensitively and supportively**. Children may feel shame, fear, or confusion—and disclosures require courage.

How to Respond

- **Allow the child to speak freely.**
- **Stay calm** and avoid displaying distress.
- Offer supportive, non-judgemental words:
    - "I'm sorry this has happened."
    - "This isn't your fault."
    - "You're doing the right thing."
- **Avoid leading questions** or encouraging hearsay.
- At an appropriate moment, **explain your duty to share the information**.
- Do **not** offer physical comfort unless you're sure it will be received as supportive.
- Avoid comments like "I wish you'd told me sooner."
- Let the child know what will happen next.

- Encourage them by affirming they did the right thing.
- **Do not leave the child unsupervised** if you believe they are at immediate risk.
- If you suspect physical harm or self-harm, take the child to the school nurse immediately.

Next Steps

- **Inform the DSL or SLT immediately.**
- **Record the disclosure** as soon as possible using the appropriate safeguarding form.
- Seek personal support if the disclosure causes distress.

All staff are trained in disclosure handling strategies during safeguarding training.

3.5 Potential Actions and Feedback Following a Referral

Following a referral or disclosure, the DSL and Headteacher will determine the appropriate course of action. All decisions and actions will be recorded in the **DSL Decision Log**, a confidential and anonymised record.

Immediate Actions May Include:

- Gathering additional information from staff
- Speaking with the child or original informant
- Contacting parents
- Referring the student to:
    - School nurse
    - School counsellor
    - Medical professionals (if immediate attention is required)
- Cross-referencing existing safeguarding records

Longer-Term Actions May Include:

- Creating a **Team Around the Child (TAC)** for coordinated support
- Liaising with external agencies
- Enhanced monitoring by involved staff
- Regular check-ins with a designated adult
- Parent meetings and follow-ups
- Ongoing counselling or external mental health referrals

- Notifying the child's family organisation or welfare officer if the concern relates to parental behaviour
- Informing the Chair of Governors and Safeguarding Governor for serious concerns
- Ensuring meticulous record-keeping of all discussions and actions
- Providing additional supervision or staffing as needed
- Developing a **return-to-school support plan**
- Supporting whistleblowers and staff involved in disclosures

The **safeguarding team** will regularly review the decision log and update strategies as needed.

4. Confidentiality

All staff must recognise that child protection issues require a **high degree of confidentiality**, both to respect the individuals involved and to protect the integrity of any ongoing investigations.

Key Principles

- Staff should only share safeguarding concerns with:
    - The Designated Safeguarding Lead (DSL)
    - The Headteacher
    - The Chair of Governors (if the concern involves the Headteacher)
- Information will only be disseminated on a **strict need-to-know basis**.
- Staff must not discuss cases outside of these protocols.

Data Protection and Record Handling

Child protection records must be handled in accordance with the **General Data Protection Regulation (GDPR), 2018**, including the following principles:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights

Storage of Records

- **Physical documents** (e.g. Record of Concern forms) must be stored in **locked facilities**.
- **Electronic records** must be **password-protected** and only accessible to relevant staff.
- Child protection data should **not be stored on portable devices** (laptops, USBs, etc.). If necessary, these must also be securely stored and protected.
- Child protection records are to be stored **separately** from the child's main school records (e.g., Engage).

Access and Disclosure

- These records are typically **exempt from disclosure** under GDPR, meaning students and parents do not automatically have access.
- If a request for access is made, it must be referred to the **Principal**.
- Sharing of information with relevant agencies for safeguarding purposes is allowed under GDPR. All such actions must be **clearly documented**, including:
    - The **reason for sharing**
    - Whether **consent was sought**, and if not, why

Record Retention

When a child leaves the school:

- Child protection records are **copied** and archived.
- Copies are stored securely for **five years**.

A full copy of the school's confidentiality and information-sharing policy is available to parents and students upon request.

5. Staff Code of Conduct

The **Staff Code of Conduct** outlines the standards of professional behaviour expected of all staff at Morogoro International School (MIS). This applies to **all staff and representatives**, including those in direct or indirect, supervised or unsupervised contact with students.

Definition of a Child

For the purposes of this policy, a child is defined as:

- Any person currently enrolled at MIS, or
- Any student visiting from another school, regardless of age

Purpose

- Provides **clear behavioural expectations** and **safeguarding guidelines** for staff
- Promotes a culture of **professionalism**, **respect**, and **student safety**

Implementation

- All staff receive a copy of the Code of Conduct
- Staff are required to **sign and return** the document to the HR Department
- The signed code serves as acknowledgment of understanding and agreement to comply

A copy of the full Code of Conduct can be found [here]. (Link placeholder—please insert actual link if online.)

6. Whistleblowing

MIS encourages a **transparent and open culture**, where staff can report concerns without fear.

Why Whistleblowing Matters

Staff are often in the best position to notice potential wrongdoing. However, concerns may go unreported due to:

- Loyalty to colleagues
- Fear of harassment, victimisation, or professional consequences
- Uncertainty over how to raise concerns properly

Our Commitment

MIS is committed to:

- The **highest standards of service and accountability**
- Ensuring that **all employees can raise concerns safely**
- Maintaining **confidentiality** where appropriate
- **Protecting whistleblowers** from reprisals or discrimination

Scope of the Policy

This policy applies to:

- **All employees** of MIS
- **Contractors**, including agency workers, construction staff, and transport providers
- **External suppliers** and service providers

Policy Objectives

- Encourage staff to report genuine concerns **internally**, rather than ignoring problems or reporting externally
- Provide a **clear procedure** for reporting concerns
- Reassure staff that they will be supported and protected when raising legitimate concerns in good faith

7. Allegations Against Staff

MIS will handle all allegations of abuse made against staff members **swiftly, fairly, and consistently**, prioritising both **effective child protection** and **staff welfare**.

Allegations may involve:

- Teaching and non-teaching staff
- Supply staff
- Volunteers
- Contractors

For full procedures, see Appendix I.

8. Safe Recruitment

The **Safe Recruitment Policy** ensures robust safeguarding practices in the hiring and employment of staff at MIS. This policy:

- Aims to promote a **safer school culture**
- Complies with:
    - *Safeguarding Children and Safer Recruitment in Education* (DfE, January 2007)

- *Dealing with Allegations of Abuse Against Teachers and Other Staff* (DfE, 2012)

All recruitment processes include:

- Appropriate **vetting and background checks**
- Training on **safeguarding expectations**
- Clear safeguarding responsibilities outlined in all job descriptions

9. Health and Safety

The SLT is responsible for ensuring a **robust, up-to-date Health and Safety Policy** is in place.

Risk Assessments are Required:

- Annually for school environments (indoor and outdoor)
- For all trips, excursions, and educational visits
- For in-day student travel between locations
- For work-based placements and experiences
- After exclusions due to violent/risky behaviour
- When making changes to premises or procedures
- Following serious incidents or accidents
- For contact with parents where risk is identified
- To ensure protection from intruders, trespassers, or damage

10. Site Supervision & Visitor Policy

MIS provides a unique open-site learning environment, which also presents security challenges. Student safety and site security are key priorities.

Parents and visitors are welcome in line with the **Site Supervision and Visitor Policy**, which outlines:

- Security procedures
- Supervision expectations
- Access protocols

A full copy of the Site Supervision Policy is available [here].

11. Intimate Care

The SLT ensures the school has clear **Intimate Care Guidelines** in place to:

- Support staff in delivering personal care with professionalism and dignity
- Safeguard both staff and students in sensitive situations
- Guide parents and staff on appropriate boundaries and protocols

12. Image Use / Photo Policy

MIS recognises the need to **protect children's identities** and **respect parental rights** when using images in publications, websites, or social media.

Key Policy Points:

- Images are only taken and used with **appropriate consent**
- Staff are trained on safe and ethical photo practices
- Reasons for restricting image use (e.g., safeguarding or family circumstances) are respected

The full **Image Use Policy** is available [here].

13. E-Safety Policy

MIS acknowledges the integral role of technology in children's lives and promotes **safe, responsible, and informed digital behaviours**.

Policy Objectives:

- Protect students from **online risks** (e.g., exploitation, cyberbullying, radicalisation)
- Educate students and staff on **digital citizenship**
- Ensure all technology use is **monitored** and **appropriate**
- Promote responsible use of:
    - Social media
    - Gaming platforms
    - Web-based resources

E-safety is embedded throughout **curriculum, safeguarding, and staff training**.

14. Informal Fostering Arrangements

MIS recognises **informal fostering** as an arrangement where a child is cared for by a close relative without legal parental responsibility.

Parent/Guardian Responsibilities:

- The school must be **informed in writing** of any informal fostering arrangements
- Details should include the **guardian's authority** to make day-to-day decisions
- The school reserves the right to seek clarification where safeguarding issues arise

15. Trips and Residentials

For full policy details, see the separate **Trips and Residentials Policy Document**.

16. Anti-Bullying Policy

MIS is committed to a school culture of **mutual respect and zero tolerance** for bullying.

Key Commitments:

- All forms of bullying (physical, verbal, online, discriminatory) are taken seriously
- A whole-school approach is adopted involving:
    - Staff
    - Students
    - Parents
- Bullying is treated as a **safeguarding concern**
- All incidents are dealt with promptly and monitored closely

Our full **Anti-Bullying Policy** outlines prevention strategies and procedures.

Appendix I: Allegations of Abuse Made Against Staff

Allegations That May Meet the Harm Threshold

This applies to any staff member (including supply staff, volunteers, and contractors) alleged to have:

- Harmed or potentially harmed a child
- Committed or potentially committed a **criminal offence** against a child
- Behaved in a way suggesting they may pose a **risk to children**
- Behaved in a way that indicates **unsuitability to work with children**, even outside of work

Procedure

- Allegations are handled **swiftly and fairly**
- A **Case Manager** (usually the Headteacher or Chair of Governors) leads the response
- All procedures follow **professional judgement and due process**

Suspension

Suspension is **not automatic**. It is only considered when:

- There is a potential risk to a child
- The allegation is serious enough to potentially lead to dismissal

Alternatives to Suspension May Include:

- Redeployment to a non-contact role
- Supervision of interactions with students
- Relocation to another area or role
- Reallocation of student class groups

If necessary, the Case Manager consults with:

- HR
- Police

- Children's social care

Possible Outcomes of Investigation:

- **Substantiated** – Sufficient evidence the allegation is true
- **Malicious** – Proven false and intended to harm the accused
- **False** – Proven false but without malicious intent
- **Unsubstantiated** – Insufficient evidence either way
- **Unfounded** – No basis or credible evidence for the allegation

Procedure for Dealing with Allegations Against Staff

Where an allegation meets the harms threshold (see Appendix I), the case manager will act **promptly** and follow this structured procedure:

Initial Actions

- **Conduct Basic Enquiries**
  Determine the **foundation of the allegation** through initial fact-finding, in line with local procedures.
- **Consult with an External DSL**
  Confidentially discuss the allegation's nature, content, and context to agree on:
  - Whether further enquiries are needed
  - Whether police/children's social care should be involved
    (Note: In urgent situations, the police may be contacted before a designated officer is consulted.)
- **Inform the Accused**
  Once external agencies are consulted (if applicable), the accused will be informed **as soon as possible**, including the likely course of action.
  Information shared will be in line with agency advice.
- **Risk Assessment and Suspension Consideration**
  Suspension is **not automatic**. The case manager will:
  - Assess alternatives (e.g. redeployment, supervised contact)
  - Consult with external agencies as appropriate
  - Record rationale and rejected alternatives if suspension is necessary
  - Provide written suspension notice within **1 working day**, including a named school contact for the individual

Next Steps

- **Internal/External Decision Making**
  - If **no further action** is required, document the decision and rationale
    - Agree with the designated officer what information should be shared and by whom
  - If **further action is required**, initiate internal disciplinary or external procedures as needed
- **Support for the Accused**
  - Provide effective support, including a **named representative**
  - Keep the individual informed of case progress
- **Communication with Parents/Carers**
  - Inform the parents/carers of the involved child(ren) **as soon as possible** (with police/CSC agreement)
  - Advise on confidentiality and legal rights related to teacher anonymity
  - Keep them updated on progress (only regarding their child)
- **Liaison with Police**
  - At investigation outset, seek **consent to use police-collected evidence** for internal disciplinary purposes

Special Considerations for Supply or Contracted Staff

If the allegation involves **agency staff or contractors**, the following additional actions will apply:

- Do not cease engagement until the facts are established
- Liaise with the agency about:
  - Suspension or redeployment
  - Involvement in the investigation
  - Previous concerns known to the agency
- Share MIS's procedures with the agency
- Involve agency HR in meetings as appropriate

Timescales

MIS aims to resolve all allegations promptly:

Action	Timescale
Clearly unsubstantiated or malicious	Within 1 week
No disciplinary action required	Within 3 working days
Disciplinary hearing required (no further investigation needed)	Within 15 working days

Note: These timescales are aspirational. All cases will be pursued as quickly and fairly as possible.

Actions Following Investigations

Criminal Proceedings

If the case involves police or legal action, the case manager will:

- Review whether **school disciplinary action** is necessary
- Proceed in line with advice from police and/or children's services

Substantiated Allegations

If the allegation is substantiated:

- MIS will refer the case to the **Disclosure and Barring Service (DBS)**
- If the person is a teacher, referral to the **UK Teaching Regulation Agency** will also be considered

Return to Work

If a suspended individual is cleared to return to work:

- A reintroduction plan will be developed
- The case manager will consider managing future contact with the child(ren) involved

Outcomes for Malicious or Unsubstantiated Allegations

If the allegation is:

- **Unsubstantiated/Unfounded/False**:
    - The DSL may recommend a referral to **children's services** if support is needed
- **Malicious**:
    - The school will consider **disciplinary action** against the individual who made the false claim

Confidentiality and Information Sharing

MIS is committed to maintaining strict confidentiality throughout any investigation.

The **case manager**, with advice from the police and/or children's services, will determine:

- Who needs to know about the allegation
- What can be shared (internally or externally)
- How to manage speculation and press interest
- How to inform the school community, if necessary
- How to ensure confidentiality is respected by all parties, including parents/carers

Allegations Against Staff – Record Keeping and Follow-Up

Maintaining Records

For any allegation that meets the harms threshold, the **case manager** will:

- Keep detailed, factual, and chronological records throughout the case.
- Store these securely on the **individual's confidential personnel file** for the **duration of the case**.

Post-Investigation Records

- **Malicious or false allegations**:
  Records will be **deleted** from the personnel file, unless the individual **consents** for them to be retained.
- **All other allegations** (not found to be malicious or false):
  The following information will be retained:
    - A **clear and comprehensive summary** of the allegation

- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached, and the final outcome
- A **declaration on whether the information will be referred to in any future reference**
  A copy of this record will be shared with the individual concerned (in consultation with police or children's social care as appropriate).

- **Allegations of sexual abuse**:
  These records will be preserved for the **duration of the Independent Inquiry into Child Sexual Abuse (IICSA)**.
  All other records will be retained **until the individual reaches pension age**, or **10 years from the date of the allegation**, whichever is longer.

Employer References

When providing a reference for current or former employees, MIS will:

- **Exclude** reference to any allegation that was:
  - Found to be **false**, **unfounded**, **unsubstantiated**, or **malicious**
  - Repeated and consistently disproven
- **Include substantiated allegations**, provided that the reference:
  - Is **factual**
  - Does **not contain opinions**

Learning Lessons

Following any **substantiated allegation**, the **case manager** will conduct a review in consultation with the **local authority's designated officer** to determine improvements to:

- Safeguarding procedures
- Suspension decisions and duration
- Alternative actions to suspension (if reinstatement occurs)
- Internal investigative processes

For **unsubstantiated or other cases**, the case manager will independently determine any lessons learned or procedural improvements.

Non-Recent Allegations

- Allegations can be made **regardless of when the abuse occurred**.
- **Child allegations** will be managed using standard procedures.
- **Adult disclosures** of past abuse will result in the individual being advised to **report the matter to the police**.

Low-Level Concerns

Definition

A *low-level concern* refers to any behaviour by a member of staff (including contractors and volunteers) that:

- **Is inconsistent with the MIS Staff Code of Conduct**, and
- **Does not meet the harms threshold**, but may still indicate a need for intervention.

Examples May Include:

- Being overly familiar or friendly with children
- Having "favourites"
- Taking photos of children on personal devices
- One-on-one contact in secluded areas
- Use of inappropriate, sexualised, or intimidating language

Culture of Openness

To maintain transparency and trust, MIS will:

- Ensure all staff understand what constitutes **appropriate and inappropriate behaviour**
- Encourage **early reporting** of concerns, including self-referral
- Ensure **proportionate and supportive responses**
- Use reports to identify **systemic issues** or repeated behaviours

Responding to Low-Level Concerns

If a concern is raised:

- The **Principal** will gather evidence by:

    - Speaking to the reporting party (unless anonymous)
    - Interviewing the individual concerned and relevant witnesses
- The **Headteacher** will assess the behaviour and decide on appropriate next steps in line with the **Staff Code of Conduct**.

Record Keeping

All low-level concerns will be:

- **Documented in writing**, including:
    - Details and context of the concern
    - Action taken
    - Rationale for decisions
- **Stored securely and confidentially** in accordance with data protection standards
- **Reviewed periodically** to identify behavioural patterns
- **Retained** until the individual leaves employment at MIS

If a low-level concern relates to **supply or agency staff**, MIS will:

- Notify the **individual's employer or agency**
- Encourage joint review of previous incidents to identify patterns

References and Low-Level Concerns

MIS will **not include low-level concerns in references**, unless:

- The concern (or pattern of concerns) **met the threshold for referral** and was **substantiated**, or
- The concern involved **misconduct or poor performance** typically included in a reference

7. Conclusion

Morogoro International School is fully committed to safeguarding and promoting the welfare of all children and young people in our care. This policy reflects our determination to provide a safe, respectful, and nurturing environment where students can thrive academically, socially, and emotionally.

We recognise that safeguarding is everyone's responsibility. All staff, volunteers, contractors, and stakeholders are expected to be familiar with this policy, understand their safeguarding duties, and act in accordance with the guidelines provided.

Policy Availability

This Safeguarding and Child Protection Policy is:

- Available on the school website
- Accessible to all staff, parents, and guardians upon request
- Included in staff induction and training programmes

Policy Review

This policy is reviewed **annually** and updated whenever statutory guidance changes or internal learning from safeguarding cases indicates the need for improvement.

Next scheduled review date: *June 2026*

Designated Safeguarding Lead (DSL):
Name: *Lisa Talley*

Deputy DSLs:
Names: *Anthony Barnett, David Moore*