



NORD ANGLIA
INTERNATIONAL SCHOOL
DUBLIN

CHILD PROTECTION POLICY

Policy/Version Number: 1 4/1

January 2024

Child Protection Ethos

We in Nord Anglia International School Dublin have a responsibility for the care, welfare and safety of the students in our charge and we will carry out this duty through our Positive Behaviour Policy which aims to provide a caring, supportive and safe environment, in which all our young people can learn and develop to their full potential. One way we seek to protect our students is by helping them learn about the risk of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills to keep them safe. All staff, faculty and support, are trained to be alert to the signs of possible abuse and know the procedures to be followed. This policy sets out guidance on the action which is required where abuse or neglect of a student is suspected and outlines referral procedures within our school.

Principles

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in Children First. Children First refers to the National Guidance for the Protection and Welfare of Children 2017 and the Children First Act 2015. It is a generic term used to encompass the guidance, the legislation and the implementation of both.

The following principles form the basis of our Child Protection Policy:

- It is a student's right to feel safe at all times, to be heard, listened to and taken seriously
- We have a pastoral responsibility towards the students in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved
- In any incident the student's welfare must be paramount; this overrides all other considerations
- A proper balance must be struck between protecting students and respecting the rights and needs of parents and families, but where there is conflict the student's interest must always come first

School Safeguarding Team

The following staff are members of the school's Safeguarding Team:

- Designated Liaison Person (Whole School): Paul Crute
- Deputy Designated Liaison Person (Secondary School): Lawrence Hill
- Deputy Designated Liaison Person (Primary School): Sophie Adams
- Designated Nord Anglia Education Child Protection Officer Barry Armstrong
- Regional Managing Director: Brian Cooklin

What is Child Abuse?

Types of Abuse

Harm can be suffered by a child or young person by acts of abuse perpetrated upon them by others. Abuse can happen in any family, but students may be more at risk if their parents have problems with drugs, alcohol and mental health, or if they live in a home where domestic abuse happens. Abuse can also occur outside of the family environment. Evidence shows that babies and students with disabilities can be more vulnerable to suffering abuse.

Although the harm from the abuse might take a long time to be recognisable in the student or young person, professionals may be in a position to observe its indicators earlier, for example, in the way that a parent interacts with their child. Effective and on-going information sharing is key between professionals.

Harm from abuse is not always straightforward to identify and a student or young person may experience more than one type of harm or significant harm.

Harm can be caused by:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect; and
- Exploitation.

Physical Abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, biting, pinching, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the student's emotional development. It may involve conveying to a child that he is worthless or unloved, inadequate, or valued only insofar as he meets the needs of the other person. It may involve causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. Emotional abuse may also involve bullying, including online bullying through social networks, online games or mobile phones by a child's peers. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Neglect is the failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision which will result in the serious impairment of the child's or development. Students who are neglected often also suffer from other types of abuse.

Sexual Abuse occurs when others use and exploit students sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving students in the production of sexual images, forcing students to look at sexual images or watch sexual activities, encouraging students to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of students for the purpose of exploitation. Exploitation can be sexual in nature.

Safeguarding in Specific Circumstances:

Domestic Violence

Domestic Violence may include behaviour in any of the above categories. The Domestic Violence Bill 2017 makes clear our duty to deal with domestic violence. If a child is a recipient of domestic violence, or a witnesses, and a disclosure is made to staff in NAIS Dublin, we will be obliged to progress the disclosure in keeping with this policy.

Child Sexual Exploitation

Sexual exploitation is a form of sexual abuse. It refers to a number of different possible scenarios in which students or young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity, in return for something they need or desire and/or for the gain of a third person. Barnardo's 2011 identify the following as possible linked behaviours:

- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from STIs;
- Mood swings or changes in behaviour;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour;
- Going missing for periods of time or regularly coming home late; • Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions.

Female Genital Mutilation (FGM) is a form of child abuse and within education falls within the responsibility of the school's Safeguarding Team to recognise warning signs and respond appropriately. Incidents of FGM may occur in within specific ethnic groups and responses to such occurrences will require multi-agency support.

Bullying

Not all bullying is a child Protection issue and the majority of cases will be dealt with in accordance with the school's Anti-Bullying Policy.

Bullying is a highly distressing and damaging form of abuse and is not tolerated in our school. The school has a full and detailed anti-bullying policy. All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the bully. Parents of both victim and bully may be contacted when bullying behaviour is identified. Any complaint by a parent that their child is, or may be, being bullied will be fully investigated by the child's Year Head and action will be taken to help the victim. A parent making a complaint about bullying will have a personal response, as soon as possible, indicating the investigation which has been carried out and the action being taken. The designated teacher for child protection will be notified. The sanctions taken against a student who bullies will depend on the seriousness of the case. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a student's bullying behaviour persists, further action will be taken and in some cases this may be to instigate the child protection procedures described below.

Students in Need

Students in need are students who:

- Are considered to be failing at school;
- Have offended;
- Are experiencing behavioural difficulties;
- Are in need of protection;
- Are experiencing ill health, either physical or psychological;
- Are having difficulty accessing services;
- Are homeless;
- Are unaccompanied and seeking asylum;
- Are suffering family breakdown;
- Are expose to domestic violence;
- Are misusing substances;
- Are teenage parents;
- Are carers;
- Are disabled.

Staff at Nord Anglia International School Dublin are committed to supporting any student who is a child in need by working closely with a range of agencies and the child's family and within the scope of this policy, to ensure the student's needs are met and that they are protected.

Young Carers

Young carers are students who may have caring responsibilities at home. They may fulfil this role well but may struggle with keeping up with school work. Depending on the specific scenario, they or other siblings may be at risk. Young carers are defined as students in need. Appendix 4 outlines The Royal School, Armagh's approach to identifying and supporting young carers. These procedures are in keeping with advice from Action for Students. Signs and symptoms of abuse ~ Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries;	Self destructive tendencies; aggressive to other students; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway;
bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
---------------------	------------------------

<p>Well below average in height and weight;</p> <p>“failing to thrive”;</p> <p>poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet; recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).</p>	<p>Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play; indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.</p>
---	---

Sexual Abuse

Physical Indicators	Behavioural Indicators
<p>Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs;</p> <p>bruises or bleeding in genital or anal areas; torn, stained or bloody underclothes; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identify of the father is vague; anorexia/gross over-eating.</p>	<p>What the child tells you; Withdrawn; chronic depression; excessive sexual precociousness; seductiveness; students having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self esteem; self devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in students’ art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.</p>

Neglect

Physical Indicators	Behavioural Indicators
----------------------------	-------------------------------

Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.
---	--

How a child can make a disclosure

A student can make a disclosure to any member of the Safeguarding Team or any member of staff (Faculty or Support) with whom they feel comfortable. Staff response to the disclosure is outlined in the table below.

Do:	Do not:
<ul style="list-style-type: none"> ❖ Listen to what the child says ❖ Assure the child they are not at fault Explain to the child that you cannot keep it a secret ❖ Document exactly what the child says using his/her exact words 	<ul style="list-style-type: none"> † Ask leading questions. † Put words into the child's mouth. † Ignore the child's behaviour. † Remove any clothing.
<ul style="list-style-type: none"> † Remember not to promise the child confidentiality † Stay calm † Listen † Accept † Reassure † Explain what you are going to do † Record accurately † Seek support for yourself 	<ul style="list-style-type: none"> † Panic † Promise to keep secrets † Ask leading questions † Make the child repeat the story unnecessarily † Delay † Start to investigate † Do Nothing

Receive: listen, accept, take and retain notes;

Reassure: **do not** promise confidentiality; reassure and alleviate guilt if child refers to it;

Respond: **do not** ask leading questions; **do** ask open questions; **do not** criticise perpetrator;
do explain what you have to do next and to whom you have to talk;

Record: make notes and write them up;
do not destroy original notes;
record date, time, place and noticeable non-verbal behaviour and the words the child used;
record actual words used; injuries/bruises may be recorded on a diagram showing position and extent; note down when the suspicions were reported and to whom. Sign and date all notes.

Refer: to Designated Liaison Person

Procedures for making complaints in relation to child abuse

The separate policy: Managing Child Safeguarding Allegations against Adults at NAIS Dublin will apply along with whistleblowing legislation. The Designated Liaison Person for child protection is The Principal. The Deputy Liaison Persons are The Heads of School. If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. He/she should not investigate - this is a matter for Nord Anglia Central, The Principal (DLP) and TUSLA (Social Services) - but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes.

The Designated Liaison Person will plan a course of action and ensure that a written record is made.

The Designated Liaison Person, after liaison with Nord Anglia Central and TUSLA will decide whether, in the best interests of the child, the matter meets the threshold for referral to Social Services (TUSLA). If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The Designated Liaison Person may seek clarification or advice and consult with TUSLA regarding threshold reporting requirements, before a referral is made. No decision to refer a case to (TUSLA) will be made without the fullest consideration and appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the Designated Liaison Person will inform Nord Anglia Central and TUSLA as soon as possible.

The separate policy: Managing Child Safeguarding Allegations against Adults at NAIS Dublin will apply along with whistleblowing legislation. The Designated Liaison Person for child protection is The Principal. The Deputy Liaison Persons are The Heads of School. If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. He/she should not investigate - this is a matter for Nord Anglia Central, The Principal (DLP) and TUSLA (Social Services) - but should report these concerns immediately to the designated teacher, discuss the matter with her and make full notes.

The Designated Liaison Person will plan a course of action and ensure that a written record is made.

The Designated Liaison Person, after liaison with Nord Anglia Central and TUSLA will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. If there are concerns that the child may be at risk, the school is obliged to make a referral. Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The Designated Liaison Person may seek clarification or advice and consult with TUSLA before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and appropriate advice. The safety of the child is our first priority.

Where there are concerns about possible abuse, the Designated Liaison Person will inform Nord Anglia Central and TUSLA.

Procedures for Parents

At Nord Anglia International School Dublin, we aim to work closely with the parents/guardians in supporting all aspects of the student's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the Principal, or the Heads of School.

Procedures in case of emergency.

Mandated reporters can access TUSLA's emergency out-of-hours social work service. If a mandated reporter wishes to report a case of child harm to TUSLA, the out-of-hours social work service can be contacted on 0818 776 315 between 6pm and 6am every night and between 9am and 5pm on Saturdays, Sundays and bank holidays.

If TUSLA cannot be contacted, and there is an immediate concern about the safety of a child, An Garda Síochána will be contacted.

If you have serious concerns about a student after school hours, please contact the Gardai.

Emergency Out of Hours Service

TUSLA established the EOHS in 2015. The key objective of the service is to co-operate with and support the Garda Síochána in the execution of their duties and responsibilities under Section 12(3) of the Child Care Act, 1991.

The EOHS provides the Garda Síochána with the following:

- A national Call Centre providing social work consultation and advice. The national Call Centre will be provided by the Crisis Intervention Service (CIS).
- Placements for children under Section 12(3) of the Child Care Act, 1991;
- Access to a local on-call social worker.

Procedures if a member of staff is allegedly involved

If a complaint about possible child abuse is made against a member of staff, the Principal must be informed immediately. The procedures will apply (unless the complaint is about the Principal). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with students and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Management will be informed immediately.

If a complaint is made against the Principal, the Deputy Liaison Person must be informed immediately. They will inform the Chairman of the Board of Management and together they will ensure that the necessary action is taken

If any member of staff feels unsure about what to do if he/she has concerns about a child, or unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the Principal.

It should be noted that information given to members of staff by students about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

Attendance at Child Protection Case Conferences and Core Group Meetings

The Designated Liaison Person or Deputy Liaison Persons may be invited to attend an initial and review

Child Protection Case Conferences and/or core group meetings convened by Tulsa. They will provide a written report which will be compiled following consultation with relevant staff. Feedback will be given to staff under the 'need to know' principle on a case-by-case basis. Students whose names are on the Child Protection register will be monitored and supported in accordance with the child protection plan.

Confidentiality and Information Sharing

Information given to members of staff about possible child abuse cannot be held "in confidence". In the interests of the child, staff have a responsibility to share relevant information about the protection of students with other professionals particularly the investigative agencies. Where abuse is suspected schools have a legal duty to refer to the Statutory Agencies. In keeping with the principle of confidentiality, the sharing of information with school staff will be on a 'need to know' basis.

Record Keeping

All child protection records, information and confidential notes are kept in separate files in a locked drawer. These records are kept separate from any other file that is held on the child or young person and are only accessible by the Designated Liaison Person and the Deputy Liaison Persons.

Should a child transfer to another school whilst there are current child protection concerns we will share these concerns with the Designated Liaison Person in the receiving school.

Monitoring And Evaluation

The Safeguarding Team in Nord Anglia International School Dublin will update this policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

Protocols for Safeguarding Training (Child Protection Training)

New members of faculty and support staff.

1. Faculty Staff

- a. As part of their induction process, the Designated Teacher for Child Protection will ensure that the new member of staff is familiar with key designated personnel and ensure that they receive Child Protection Training by arranging appropriate training using the Safeguarding Training (Child Protection Training) Guidelines (updated annually).
- b. It is the responsibility of the new staff member to read through, sign and date the guidelines after the training has taken place to ensure all aspects and procedures are understood. The Designated or Deputy Liaison Person teacher will address any issues or questions raised.
- c. When training is completed the name of the new staff member will be placed on the Register of Safeguarding Training (updated annually).

2. Support Staff

- a. As part of their induction process, the Designated Teacher for Child Protection will ensure that the new member of staff Register of Safeguarding Training (updated annually).

Substitute Teachers

- a. Substitute teachers will meet with the Head of School after arrival at school to receive details on assigned cover for that particular day(s). On their first day in an academic year the substitute teacher should be made familiar with the Safeguarding Guidelines, which should be signed and dated.
- b. It is the responsibility of the substitute teacher to read through, sign and date the guidelines after the training has taken place to ensure all aspects and procedures are understood. The Designated or Deputy Liaison Person will address any issues or questions raised.
- c. Where it is planned that the substitute teacher will be employed in the school for a more prolonged period of time, the substitute teacher should follow the procedures for new staff.
- d. Where a substitute teacher is new to school, The Head of School may be used as an initial point of contact (if there is a need to report an incident), who will then contact the Designated Liaison Person to redirect the substitute teacher and a full disclosure/report can be made.

Visitors to School

Please consult:

- Nord Anglia International School Dublin Visitor Management Protocol
- Professional Code of Conduct for Staff and Volunteers

Introduction

All actions concerning students and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the students and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences students and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

1. Private Meetings with Students

- Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another student or (preferably) another adult should be present, or nearby, during the interview, and the school will take active measures to facilitate this.

2. Physical Contact with Students

- As a general principle, staff are advised not to make unnecessary physical contact with their students. It is unrealistic and unnecessary, however, to suggest that staff should touch students only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
- Staff who have to administer First-Aid to a student in the absence of the school nurse, should ensure, wherever possible, that this is done in the presence of other students or another adult. However, no member of staff should hesitate to provide First-Aid in an emergency simply because another person is not present.
- Any physical contact which would be likely to be misinterpreted by the student, parent or other casual observer should be avoided.
- Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.
- Staff should be particularly careful when supervising students in a residential setting, or in approved out of school activities, where more informal relationships tend to be the norm and where staff may be in proximity to students in circumstances very different from the normal school/work environment.

3. Choice and Use of Teaching Materials

- Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.
- When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by students or by the teacher, might be criticised, after the event.
- If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal or Heads of School.

4. New Technologies

- Staff are advised not to share personal mobile numbers with students. If this is necessary in a school related event the number should be deleted after the event.
- Staff are advised not to communicate with students through internet chat rooms.

- Staff should not be 'friends' with students on Facebook or other social networking sites.
- Staff are advised not to befriend former students on social networking sites for 2 years after they have left school.
- Staff are advised to ensure they have high and robust privacy settings on their social media profiles.

5. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with students are appropriate to the age, maturity and sex of the students, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

6. School Photography

Staff should only take photographs of students for official school photography/specified purposes. The photographs should be deleted afterwards and should never be taken in a private place.

Use of personal devices should be avoided. Efforts should be made to have school equipment available when representing school. Use of personal devices should be the exception and should be reported to a designated teacher.

All staff are required to sign to indicate their acceptance of school policy:

When representing the school, I will endeavour to ensure that school ipad/camera/equipment is used. In the event that it is necessary to use a personal device I will inform a designated teacher. If a personal device is used I commit to deleting the image(s) immediately after it is uploaded/used for official school use.

I accept that school can request to view my personal device.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interact with students and young people, or where opportunities for their conduct to be misconstrued might occur. In all circumstances, employees' professional judgment should be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about the points in this policy, or how they should act in particular circumstances or if they are concerned about how a student is behaving towards them, they should consult their line manager or the Designated Liaison Person.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with students/young people and their manner and approach to individual students/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of students/young people or of their parents/guardians.

*This policy was adopted by Nord Anglia International School Dublin on Date:
15.08.18 This policy/statement will be reviewed annually.*

Person in
Charge:
*Paul
Crute*

Paul Crute,


Signature:

11th July 2018

Date:

Chairperson of Board of Management:
*George
Ghantous*

Signature:



Date:

7 Aug 2018