

Safeguarding & Child Protection Handbook

2024/2025

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1.0 Introduction

1.1 Objectives

The purpose of this handbook is to educate and inform students, staff and parents about the school's stance on safeguarding and our commitment to ensuring that all students who study in Brookes feel safe and secure in an environment; free from any form of danger from another human being.

The handbook is a comprehensive overview of all the various components that should go into effective safeguarding in an international School. It details the responsibilities of all Brookes Staff members and will reassure parents that Brookes Moscow takes a thorough and serious approach to the safeguarding of all students in its care.

It will also act as a guide for all Brookes Moscow staff members to ensure that they work in the school with the utmost knowledge and concern for the safeguarding of the students; including knowing how to recognise and identify signs of abuse and how to report these correctly and efficiently.

This handbook also shows the commitment of Brookes Moscow to ensure safeguarding of all children in its care and detail what our processes are and what action we are able to take.

1.2 Acronyms

BEG - Brookes Education Group

DSL - Designated Safeguarding Lead

DDSL - Deputy Designated Safeguarding Lead

CP - Child Protection

PSHE - Personal, Social and Health Education

1.3 Common Myths

[AISA Child Protection Handbook 2014](#)

Myth: It won't happen to me or my friends; I live in an affluent part of the country

Truth: Child abuse and neglect can occur in all types of families, no matter the income, education, family size, race, religion, or any other trait. Abuse knows no economic boundary.

Myth: I have to be physically affected to suffer the consequences of abuse or neglect

Truth: Child abuse has far-reaching impacts, and family dysfunctions like a mother treated violently, substance abuse in the house, a family member with mental illness, or parental separation/divorce can all have similar long-term health impacts to abuse and neglect.

Myth: Strangers are more likely to abuse/neglect my child.

Truth: Over 90 percent of sexual offenders are someone the child knows and trusts.

Myth: Child Abuse has to be able to be seen

Truth: Child abuse can be physical, sexual, emotional, or neglect. In fact, 25% of cases are emotional neglect or abuse which usually leave no hard evidence.

Myth: All children know when to speak up about abuse

Truth: Not even close. Only one in ten children tell anyone.

Myth: Abuse is a matter of culture

Truth: The reality is that there is no excuse for child abuse. No culture supports harming children.

Myth: International Schools do not have to report abuse to local authorities

Truth: International Schools are bound by the laws of the host country and as such international Schools must be knowledgeable and compliant with the child protection laws in their locale.

1.4 Context of International School Communities

International Schools are typically highly aspiring and evolving organisms with a high turnover rate of students and staff. We, as a School, need to be aware of the different backgrounds that make our School what it is. Students are constantly entering our School with different ranges of experiences, having lived in a range of countries and having attended a range of Schools.

International Students

- Moving around the world and between Schools can impact how students develop identity and relationships. Many of our students are third culture students who may identify to one culture due to parentage; however, they may never have lived in that country.
- International students tend to mature early in certain areas and can be more sophisticated however can be naive and immature in other areas.
- Conflicting values systems. Their religions and cultures may not be the same as those in Russia.
- High expectations placed on students.
- Distant from extended family and may have working or travelling parents or may be in the care of nannies.
- Access to home helpers and drivers.

While all these factors can bring a cultured experience to students learning, they can also leave them vulnerable in their time of need.

Characteristics of International School communities

- School often takes on the role as the centre of family life.
- Sometimes families can feel isolated in the international community.
- Language barrier for international families who cannot access the same facilities as locals due to language.
- Varying degree of openness rooted in cultural traditions.
- Varying cultural attitudes toward gender issues and child development.

All these factors, while they can make Brookes Moscow the international minded melting pot that it aims to be, can also leave students vulnerable to various forms of abuse. It is therefore even more important that, as an international School, Brookes Moscow addresses all possible forms of abuse and educates its staff, parents and students as to the support system & structures in place at our School.

1.5 Scope

1.5.1 Children at Brookes Moscow

All children enrolled as students in Brookes Moscow are entitled to safeguarding provided by the School and the Brookes Education Board. This is regardless of whether the student is legally an adult in the eyes of the law. It is the number one priority of the school to *'act at all times in the best interests of the students at the school.'*

1.5.2 Children who enter Brookes Moscow

Brookes Moscow is a pillar of the community in the Sviblovo area and welcomes students into the school for different activities including sport, music and drama. All students who enter the school are in the duty of care of Brookes Moscow staff and the Designated Safeguarding Leads.

2.0 Components of Child Protection Policy and Procedure

2.1 Definitions and Symptoms of Abuse

2.1.1 Definition of Abuse

According to the World Health Organization, child abuse constitutes ***all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.***DZ

2.1.2 Physical Abuse

Examples of Physical Abuse

Punching, hitting, throwing, shaking, burning, poisoning, scalding, suffocating, drowning or any form of physical contact that causes intentional harm to a child. Any form of physical harm to self (cutting and suicide ideation).

Indicators of Physical Abuse

- Bruising, scars, black eyes, broken bones, sprains, dislocations, bites or cuts;
- Evidence of Cutting or self-harm;
- Improbable excuses given to explain injuries;
- Injuries which have not received medical attention;
- Injuries that occur in unusual places (not usually exposed to falls or rough games);
- Repeated urinary infections of unexplained stomach pains;
- Refusal to discuss injuries;
- Withdrawal from physical contact;
- Arms and Legs covered in hot weather (however be aware of cultural reasons as to why this might happen);
- Fear of returning home or of parents being contacted;
- Showing wariness or distrust of adults;
- Self-destructive tendencies;
- Being aggressive towards others;
- Being very passive and compliant;
- Chronic running away.

2.1.3 Sexual Abuse

Examples of Sexual Abuse

Anything that involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening. This may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. The activities may also include non-contact activities such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Sexual abuse can occur by both male and female adults and can also occur between children.

Indicators of Sexual Abuse

- Pain or irritation to the genital area;
- Vaginal or penile discharge;
- Difficulty with urination;
- Infection, bleeding;
- STIs (Sexually Transmitted Infections);
- Fear of people or places;
- Aggression;
- Regressive behaviours, bed wetting or stranger anxiety;
- Excessive masturbation;
- Sexually provocative;
- Stomach pains or discomfort walking or sitting;
- Being unusually quiet and withdrawn or unusually aggressive;
- Suffering from what seem physical ailments that can't be explained medically;
- Showing fear or distrust of a particular adult;
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person;
- Refusal to continue with School or usual social activities;
- Age-inappropriate sexualized behaviour or language.

2.1.4 Emotional Abuse

Examples of Emotional Abuse

This is the persistent emotional ill treatment of a child so as to cause adverse effects on a child's emotional development.

Examples are:

- conveying to children that they are worthless or unloved;
- that they are inadequate or valued only insofar as they meet the needs of another person;
- age or developmentally inappropriate expectations being imposed on children;
- causing children frequently to feel frightened;
- or the exploitation or corruption of children.
- some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Indicators of Emotional Abuse

- Physical, mental and emotional development is delayed;
- Highly anxious;
- Showing delayed speech or sudden speech disorder;
- Fear of new situations;
- Low self-esteem;
- Inappropriate emotional responses to painful situations;
- Extremes of passivity or aggression;

- Drug or alcohol abuse;
- Chronic running away;
- Compulsive stealing;
- Obsessions or phobias;
- Sudden under-achievement or lack of concentration;
- Attention-seeking behaviour;
- Persistent tiredness;
- Lying.

2.1.5 Neglect

Examples of Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of the child's health or development. This can involve a parent failing to provide adequate food, clothing or shelter (including exclusion from home or abandonment). Ensuring supervision and access to appropriate medical care or treatment. It can also include being unresponsive to a child's basic emotional needs.

Indicators of Neglect

- Medical needs unattended;
- Lack of supervision;
- Consistent hunger;
- Inappropriate dress;
- Poor hygiene;
- Inadequate nutrition;
- Fatigue or listlessness;
- Self-destructive;
- Extreme loneliness;
- Extreme need for affection;
- Failure to grow;
- Poor personal hygiene;
- Frequent lateness or non-attendance at School;
- Low self-esteem;
- Poor social relationships;
- Compulsive stealing;
- Drug or alcohol abuse;
- Students living without any adult supervision;
- Students constantly being left in School long after hours;
- Parents being incapacitated when caring for children.

3.0 Responsibilities

3.1 Brookes Education Group Responsibilities

The Brookes Education Group Directors are responsible for ensuring that the school has a comprehensive child safeguarding policy and practices that are in line with other Schools in the group, while also adhering to the laws of the Russian Federation. BEG can also be called upon to deal with issues that are raised against senior leaders in the school.

3.2 Director of School Responsibilities

The Director of School is ultimately responsible for ensuring that Brookes Moscow provides a safe environment for all of its students. The Director will approve the safeguarding policy & hand book and can intervene and oversee that all rules are being followed and can provide expertise in dealing with issues.

3.3 Senior Leaders Responsibilities

All members of staff at Brookes Moscow have a responsibility for protecting the students within the school.

- It is the role of Senior Leaders to work with the DSL & DDSL's to ensure that all staff are trained and adhere to the Brookes Safeguarding Policy.
- Senior Leaders can be called upon to ensure the safety of students should any student be in immediate danger.
- Senior Leaders also take responsibility for ensuring that all areas of the school are safe and that staff in their areas of the school are compliant with the policy.
- Senior Leaders are also responsible for ensuring that safeguarding is addressed through the curriculums.
- Senior Leaders should ensure that all safe recruitment steps are followed when employing new staff to the school.
- Senior Leaders should also model good practice and model behaviour for staff and students.

3.4 Designated (& Deputy) Safeguarding Lead Responsibilities

- Ensure all staff are sufficiently trained in child safeguarding.
- Keep records of all staff training, levels of qualifications and dates obtained.
- Ensure the delivery of child safeguarding training to all new members of staff who join the school.
- Support all students who may be at risk.
- Be the first responder to all concerns and claims by receiving concerns from staff.
- Ensure high standards of practice from staff ensuring that the safeguarding policy is adhered to.
- Act where required to ensure the safety of the student.
- Keep detailed and secured records of all concerns raised.
- Be aware of the local authorities that can be called upon to ensure the safety of students.
- Have appropriate training for their role in both a local and international setting.
- Ensure confidentiality and sensitivity when dealing with matters of child safeguarding.
- Once an incident is reported to the DSL it then becomes their responsibility to decide on what actions to take.

3.5 All Staff Responsibilities

- Ensure that all staff are familiar with the Safeguarding Policy and Handbook about standards of professional ethics of employees and corporate culture (Ensure that they act appropriately following the Provisions about standards of professional ethics of employees and corporate culture when it comes to appropriate behaviour when working with children)
- Be subject to safe recruitment processes and checks prior to starting at Brookes Moscow.
- Be aware of and alert to all signs of abuse.

- Act always in the best interests of the child.
- Listen to students and take all concerns seriously.
- Have easy access to concerns forms and be aware of where to get them from.
- Never make light out of a concern or engage in gossip of safeguarding concerns.
- Never attempt to make humour out of safeguarding situations including responsibilities of staff.
- Undertake all appropriate training and revise the policy on a regular basis.
- Follow all procedures outlined in chapter 4 in this document.
- Do not neglect to act or report something.
- Recognise that should their behaviour inside or outside the workplace breach the Brookes Moscow guidance from safe working practice, they may be subject to disciplinary or criminal measures.

3.6 Whole School Responsibilities

- Recognise that all employees are in the school for the good of the children. Students of Brookes Moscow should be the number one consideration in all instances.
- Ensure a safe environment for students of Brookes where they are free from all forms of abuse.
- Provide the sufficient training for all staff and ensure that all staff who could come into contact with children are aware of the Brookes Moscow Safeguarding Policy.
- Commit the necessary funding to make sure all staff are sufficiently trained and qualified.
- Take action, when necessary, against a member of staff who breaches the Safeguarding Rules or policy.
- Ensure that all areas of the school and equipment are safe for children.
- To cooperate with local authorities with safeguarding issues.
- To provide full education to all students, staff and parents of Brookes Moscow so that they fully understand the Safeguarding Policy.

4.0 Reporting

It is very important that staff know how to report to the correct channels ensuring that this is done swiftly and ensuring protection of all information. Speed and confidentiality are the key for staff in knowing how to effectively report any concerns to the DSL/DDSL's.

4.1 Concerns

Should a member of staff have any concerns regarding the safeguarding of a child they are required to follow the steps in 4.3. All staff should be appropriately trained at the beginning of the academic year in August or when they join the school. It is extremely important that staff have read and are familiar with the Safeguarding Policy and it is suggested that they revise over this at least once every term.

Any allegations or suspicions of abuse should be referred immediately to the DSL /DDSL's who will then initiate a case and proceed where further action is necessary. Staff should speak to the DSL/DDSL's if they are in any doubt and are always encouraged to seek advice and air on the side of caution if they are unsure.

These should not be discussed with any other student or member of staff unless instructed by the DSL/DDSL's.

4.2 Disclosures

All staff should immediately prioritise any student who wishes to make a disclosure.

When speaking to the student staff should;

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them;
- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions;
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don't pressure for a great amount of detail;
- Do not ask any leading questions or give opinions;
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm;
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close;
- Do not make promises to the child that things will get better;
- Do not confront the abuser;
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting the DSL. Do not take the child home with you;
- Respect the child's confidence. Share with the DSL, but limit information from and with other staff;
- Explain to the child that you must tell someone else to get help;
- Try to let the child know that someone else also will need to talk with him/her and explain why;
- You should never take photos of or examine a child;
- Do not come to conclusions or suggest reasons for behaviours. Report only the facts and what was said by the child. Do not fill in the blanks with assumptions.

4.3 Steps for employees to report suspected abuse

Step	Guide	Timeline	Process/manner
1	Ensure that the child is not in any immediate danger or at risk.	Immediately	<ul style="list-style-type: none"> - Apply safe practice to the situation. - Try not to act alone and where possible involve another teacher or adult. - Ensure other students are not in any immediate danger or likely to be exposed to a form of abuse. - Follow the Child Safeguarding Policy. - Use your best instincts for the good of the child if it is an unusual situation.
2	Report the incident to the DSL/DDSL's.	Depending on severity	<p>Mild incident Should a staff member observe some strange behaviours they should note these down on a child protection form and if they are consistent, hand the form to DSL/DDSL's. In the meantime, that staff member can discuss their concerns verbally with DSL/DDSL's.</p> <p>Concerning Incident Should a staff member observe an indicator of abuse they should complete a CP form and hand it to either DSL/DDSL's within 24 hours of noticing this behaviour.</p>

			<p>Serious Incident Staff should consult the DSL officer immediately. Should he be off campus then the DDSL's. Should neither of those members of staff be available immediately then the staff member should consult with a member of Senior Leadership.</p>
3	Once the Incident has been reported	N/A	Once the incident has been reported, the staff member has no entitlement to a follow up explanation or update. This is at the sole discretion of the Designated Leads. However, that same staff member may be required to give further clarification or be given steps to take in order to assist.

4.4 Obligations for Staff

Staff are obliged never to ignore the needs of the child. All staff in our School are required to report any concerns immediately to the DSL/DDSL's. Should an occasion occur when both members of staff are not at School, an email will be sent by the DSL/DDSL's to all staff directing staff on who to report to should an emergency occur.

Staff at Brookes Moscow are **NOT** to email any concerns to the DSL/DDSL's. They should always be able to locate the concerns form or reporting procedure through ELMA portal and address it personally to the DSL/DDSL's. Should an emergency occur this supersedes any work commitment that the DSL/DDSL's may have at that time. In case of an emergency staff should act in the best interests of the child but ensuring that the policy is adhered to as much as possible.

When a concern is reported to the DSL/DDSL's they may require the member of staff to continue to help them with their investigation. The staff member should be willing and supportive with anything that needs to be done. The reporting member of staff should also however be aware that they are not entitled to any further information or updates from the DSL/DDSL's and should not ask.

Although staff have work hours set in their contract, safeguarding issues do not fall within these hours. Should a member of staff come across a concern or get a disclosure from a child, it is their responsibility to report it immediately to the DSL/DDSL's. They can reach the DSL/DDSL's by phone, or if this is not possible, can send an email simply stating the urgency of them needing to speak about a safeguarding issue, not giving any details about who the child is, or their concern. This includes - after hours, the weekends and holidays.

Should a member of staff neglect to act or report a concern they could be subject to disciplinary or even legal measure. Staff will have the full support of the DSL/DDSL's and as long as they are familiar with and follow the Safeguarding Policy. Any member of staff who acts in a different way, whether it be in the best interests of the child or not, risk putting themselves in a vulnerable position.

All concerns reported to the DSL/DDSL's are at the discretion of the DSL/DDSL's. All concerns that involve contacting parents or authorities are taken with the input of the Director of the School (unless directed against him). All of these actions will be recorded only in writing and stored in the CP safe by DSL. The School Lawyer may be consulted before taking the decision to report to authorities. Unless the concern is directed against them in which case independent legal advice will be sought.

5.0 Responding to Concerns

5.1 Contact with families

In any case where the family needs to be aware of certain symptoms or issues this will be done by the DSL and require a designated translator should the family not speak English. A written record will be kept by the DSL however no email record will be kept with the family other than confirmation of the meeting.

Examples

- Student living on their own
- Student suffering from student-to-student abuse
- Concerning medical signs that need to be checked out
- Seeking what could be the most obvious explanation
- Providing history of behaviours
- Students displaying signs of mild neglect - met head on with parents in order to prevent further symptoms.

5.2 Contact with authorities

If a case is deemed serious enough to present to the authorities, this may be undertaken by the School lawyer with the support of the DSL. We then support the authorities fully in their investigation where required.

Examples

- If a student is suspected to be being seriously abused by an adult
- If student on student abuse is something that breaks the law
- If a member of staff is found to be abusing a student
- Should a serious offence occur on the school campus
- Should, after constant meetings and interventions, a situation not improve over a prolonged period of time then authorities can be contacted.

5.3 Taking no action in the best interests of the child

There are times when the reporting of an incident could lead to more danger for a child. For instance, should we expect abuse from a parent but are unsure it is at times better to support the student in School until evidence has been obtained before reporting. Also, if we suspect that certain bad behaviours from a student in School are the result of abuse, then we can deal with the matter internally to avoid the student suffering more abuse at home. This is entirely at the discretion of the DSL in the best interests of the child.

Examples

- If a student shows signs of physical abuse from parents, we may not report to parents should that lead to increased physical abuse.
- Should an allegation be made against a member of staff, a full investigation should be undertaken before making a report to ensure a clear picture of the incident.

5.4 Inhibiting factors

- The single most inhibiting factor in reporting abuse is always *'what if I am wrong?'*. This could lead to increased abuse for the child and therefore the intervention could lead to a worse situation than was first occurring.
- The school can be forced by law to report certain incidents to the authorities. This will take place with the support of the school's lawyer.

5.5 Concerns about a member of staff

Should a concern be raised against a member of staff. In all instances any concerns should be reported directly to the DSL.

5.5.1 By a student

- The person first hearing the concern should write down the concern in the correct form and report it directly to the DSL. The member of staff is obliged not to report this to any other member of staff and is not necessarily even entitled to get a follow up response unless it is necessary.
- The staff member should not give advice to the student that could either confirm guilt on the accused member or staff, nor should they ask questions that may undermine the student raising the concern. They should rather tell the student.
- The DSL will then conduct an initial investigation immediately to assess the severity of the concern. This could include both staff member and student being questioned separately by the DSL and if necessary, asked to write down a statement. On some occasions, testimony may be sought from other students or staff however this will be done in a discreet fashion.
- Should the concern be deemed serious then the member of staff in question will be suspended from work pending a full investigation.
- Once an investigation is completed a decision will be made whether to discipline the member of staff, remove the member of staff from their position or report the member of staff to the authorities. Should the concern be deemed incorrect or false, the student making the claim could then face disciplinary action from the school or legal measures.

5.5.2 By a parent

- The person first hearing the concern should write down the concern in the correct form and report it directly to the DSL. The member of staff is obliged not to report this to any other member of staff and is not necessarily even entitled to get a follow up response unless it is necessary.
- The person hearing this concern should not discuss this with the parent at all and not ask further questions or make assumptions or give answers. They should instead direct the parent straight to the DSL.
- The DSL will then undertake an investigation and report only what is necessary to the parent and may ask for a follow up conversation with the parent.
- The parent is advised not to make comments on this to any other parent or person in the community until a full investigation is undertaken by the school.
- Should a parent take a concern to the authorities without first informing the school, the child's place at the School could be refused should the concern prove to be false.

5.5.3 By another member of staff

- The staff member raising the concern should make this to the DSL in written form should it be serious enough.
- The staff member is entitled to discuss this verbally with the DSL should be unsure and will be assured full privacy.

- The staff member raising the concern will be protected by secrecy where possible, unless they may be called to give evidence against another member of staff (if it is a 'he said, she said' incident).
- Should a staff member report falsely against another member of staff they will face disciplinary action that could lead to termination of employment.

5.6 Child on Child Abuse

Should there be a concern of child on child abuse the following steps will take place.

In School abuse

- Should the incident occur in School it should be reported (by a student) immediately to the nearest member of staff or the DSL/DDSL's, or by a member of staff directly to the DSL/DDSL's.

5.7 Recording and Confidentiality

- All concerns should be written down on paper or inputted through the link on the school's portal, ELMA. Handwritten concerns should be written on the appropriate concerns form, however if none are available then can be written on any form of paper as long as it includes the name of the child, date and teacher reporting.
- Concerns forms should be handed to the DSL/DDSL's. This should happen by the end of the school day on which the concern was raised.
- It is not acceptable to express a concern via email.
- All digital concerns that are raised through the link on the school portal are confidential to the DSL ONLY.
- If staff are in doubt or cannot find the DSL/DDSL's then they should send an email just alerting them to the fact that they have a concern. The DSL/DDSL's will then find them. Under no circumstances should the child be named in the email or any details given.
- All forms will be kept in a folder and all concerns and meetings will be recorded by the DSL in a designated notebook. These will then be kept in a fireproof safe with only the DSL having access to them.
- Once a case is brought to the local authorities it will then need to be recorded officially in conjunction with the law. No one outside of the DSL, Director and Lawyer need to be informed of any actions. Dissemination of information will only be on a need-to-know basis and this will be at the discretion of the DSL.
- Confidentiality is vitally important in ensuring effective safeguarding. Any member of staff found in breach of this is liable to disciplinary action from the school.

6.0 Education and Training

6.1 Child Safeguarding Training for Brookes Staff

All members of staff at Brookes Moscow are expected to receive training annually. This usually occurs in August at the beginning of the academic year. Staff who join later than August also are required to be trained.

There will be two sessions, one solely in English and one with a Russian translator so that all staff can access the training. The policy shall also be translated into Russian. Staff of Brookes Moscow may also be asked to complete online training at intervals throughout the year to ensure they are up to date with advancements and things to be aware of in safeguarding.

The staff code of conduct details for staff how they should behave around students and the steps they should take to protect the students but also themselves.

6.2 Child Safeguarding Training for Outsourced Staff

All staff who are not employed by Brookes Moscow will come under the school's safeguarding policy. All employees should be known to the Director, DSL/DDSL's or security team. All staff should be identifiable by wearing badges supplied by security.

Whenever a member of staff or agency is employed by the school either the member of staff or the head of the division should meet with the DSL/DDSL's to ensure that all their staff are aware of the safeguarding measures that the school has in place. Copies of the Schools Safeguarding Policy & Handbook should be made available to all parties contracted by the school.

It is expected that all adults who are in the school for a period of longer than 2 days should acknowledge the schools safeguarding policy in either English or Russian.

6.3 Educating Students about Safeguarding

It is extremely important that we as a school educate our students to be aware of how to stay safe. Students should know who the schools DSL/DDSL's are and how to contact them should they need to. All students in the school are always encouraged that if they have an issue that they should speak to a member of staff that they feel comfortable with, however should also know that that member of staff may have to pass their issue onto the DSL/DDSL's.

Educating students in how to be safe forms a very strong part of Brookes Moscow's pastoral and PSHE program. Within these programs we provide the students with a network of care and information which will help them in their day to day lives. All students check in with a form tutor/homeroom teacher every morning. The form tutor is the first person responsible for students' pastoral needs and can easily spot if a student is underperforming or behaving out of character.

There is a weekly assembly for all areas of the school. This is an opportunity to educate the students at Brookes and make them aware of big topics such as e safety, types of abuse, etc....

Students also receive various forms of PSHE in School. This gives teachers the opportunity to teach students all about the various forms of abuse and the need to recognise danger and ways to stay safe. The very basics of safeguarding education for children is them learning some very basic but important information catered to each student's age appropriately. These include:

- The accurate names of private body parts
- Rules-based instructions regarding what to do if someone touches them in a way that is harmful (Say "No", get away, tell a grown up)
- Assurances that they (children) get to say whether a touch is "unwanted" or not.
- Assistance in identifying the safe adults in their lives
- Reminders that they can always talk to parents or another trusted adult about anything
- That they should continue to talk about harmful, unwanted, unsafe, or bad touches until they are believed.
- Statutory rights of children in Russian Federation
- That abuse is never their fault

While it is important to educate students of the process of reporting safeguarding issues in Brookes Moscow, it is also in the students' best interest to educate the students of the fact that there can be serious disciplinary and legal consequences of filing false reports.

6.4 Educating Parents about Safeguarding

Child safeguarding in a school is a partnership with the parents. It is important that Brookes Moscow stresses to parents the importance for them to learn about effective safeguarding and provide the adequate resources to enable them to do so.

This education begins with an agreement of the expectations of the school for each of its students. Such as being on time for school, having the correct uniform on and having the correct equipment. It is important that families are aware that prevention of abuse begins with taking care of students' basic needs.

It is also important to inform parents of signs and symptoms of abuse to make them aware of potential risks. This will also serve to present the schools firm standpoint against all forms of abuse and that families may be subject to criminal investigation should a child exhibit signs of abuse.

We should also inform parents of the resources at their disposal, such as the DSL/DDSL's to the different organisations in the community that can help with safeguarding their children.

It is extremely important that parents realise that this policy is in place to protect their children and should not be used against the school, staff or other students or families to gain selfish motives. They should also be aware that filing false concerns can lead to dismissal from the school or legal action.

7.0 Extra considerations

7.1 Students who are not enrolled in Brookes

Brookes Moscow is a pillar in the community in Moscow and so welcomes various students into the School for various activities including sport, music and drama. All students who enter the school are in the duty of care of Brookes Moscow staff and Designated Safeguarding Lead.

- All activities that take place in the Brookes Campus should be reported to the DSL/DDSL's.
- Should a concern be raised, it should be given straight to the DSL/DDSL's in order for him to liaise with whoever is responsible for the entry into the school of the accused.
- The school has a moral obligation to report any concerns of abuse of a student not enrolled however on the campus to the relevant persons (should they be parents, carers, coaches or the authorities).

7.2 Admissions Process

The movement of students between schools and around the world can present challenges that leave the students in a vulnerable position. Therefore, Brookes Moscow has a responsibility for all students who enroll or who leave Brookes Moscow for another school.

Admissions

- The Admissions Policy (2024/2025) should include mandatory confidential information from the previous School on any CP concerns.
- This should be requested by admissions however must be sent only by post from the previous schools DSL to Brookes DSL. Should any concerns be raised then the Brookes DSL is entitled to call the previous school and seek more information.
- This must only be done via post or verbally over the phone and must never be sent in email form.

For students who leave the school

- Should the DSL have a concern about a student leaving the school it is the ethical responsibility of the School to inquire and be informed by parents.
- The DSL is then entitled to contact the new School and ask for the DSL at that School. If communication is established the DSL is entitled to send via post, any written records for the student's time in Brookes Moscow. These records cannot be given to anyone other than the DSL at the students' new School.

7.3 Brookespeditions

We are very proud at Brookes of the wonderful Brookespeditions program that students undertake each year. To ensure that these are as safe as possible for the students, the following guidance is put in place.

- All trips require a full risk assessment to be carried out by a Senior Leader at Brookes Moscow prior to travel.
- When using an outsourced company, the school is required to have their full risk assessments and safeguarding policies from the company before travelling.
- A senior leader will accompany every trip where possible.
- All staff accompanying trips are well informed and briefed of their role while on a trip.
- Students are not to bring mobile phones on School trips.
- All staff are on duty 24 hours each day of the trip and are to respond to issues from students at any times that merit attention.
- The school has a strict no alcohol policy for staff on Brookespedition trips.
- Strict ratios are followed to ensure a safe number of staff accompanying students on trips.
- In accommodation, no students are to be staying in a room by themselves.
- In accommodation, no students are to be staying on a floor that is different from at least one member of staff.
- No member of staff is to share a room with a student (unless there is an extreme worry of attempted self-harm, and the staff are worried about what could happen should the student be left unattended. In this instance at least 2 members of staff are to be present in the room and the DSL notified straight away).
- When on a trip, students are the sole care of Brookes Moscow staff and are not to be let into the care of parents or other family or carers. Should a child wish not to travel to/from the location with the school, this is at the sole discretion of the director of the school upon a satisfactory safe plan being agreed with the family.
- Staff are to set very defined guidelines of acceptable behaviour while on the trip and are supposed to model this behaviour.
- A trip leader will be appointed and will have a School mobile phone which will be used to communicate with parents, meaning that parents can contact them at any time.
- Any photos taken on a trip are to be uploaded into a centralised folder on Google Drive accessible by the school photographer and the DSL.

7.4 Concerns during Distance Learning

Distance Learning, while presenting wonderful opportunities for students can also present many dangers. Students will be at home for longer times and will not get an opportunity to speak in person to their peers or teachers. It is important that we as a School recognise the students' vulnerabilities and provide adequate support.

There are certain grey areas regarding Distance Learning as the children are not physically in the school building and therefore, first and foremost are the responsibility of their parents.

This doesn't stop our staff's care for students and therefore the following steps are to be followed during Distance Learning.

- All communication between staff and students is done through Brookes Moscow Gmail accounts and during reasonable hours of the day (preferably 08.00 - 17.15).
- Any voice or video calls is to occur only using Google Meet.
- Students and teachers should have their cameras switched on at all times.
- All Google Meets between staff and students are to be recorded.

- Should staff have a concern about a student's wellbeing during Distance Learning they are to call the DSL/DDSL's. No forms can be filled in electronically, therefore a verbal statement must be made over the phone, which the DSL/DDSL's can then record in written form in the safeguarding records.

7.5 Safeguarding in Early Years

Early Year teachers are involved in intimate care of students. Intimate care can be defined as any activity required meeting the personal care needs of each individual child. Therefore many of the guidelines for best practice may not always be applicable to Early Years teachers. Parents have a responsibility to advise staff of the intimate care needs of their child and staff have a responsibility to work in partnership with children and parents.

This includes;

- Feeding
- Oral Care
- Washing
- Dressing/Undressing
- Toileting
- Special needs care/treatment

Guidelines for Good Practice of Intimate Care

- Every child has the right to be safe, have personal privacy and treated with dignity and respect. They have the right to be involved and consulted in their own intimate care to the best of their ability.
- Try to encourage a child's independence as far as possible in his/her intimate care. Where the child is fully dependent, talk with them about what is going on and what can be done and give them choices where possible. Talk them through steps needed to take care of their needs independently.
- A lot of care is carried out by one staff member alone with one child. The practice of providing one to one intimate care of a child alone is supported. Two adults would always be preferable; however, one adult is sufficient to carry out some needs of intimate care. If there will be one person supporting the needs of a child, no doors can be fully closed.
- Only carry out care activities you understand and feel competent and confident to carry out. It is encouraged to ask another staff member to support with the intimate care of a child, however if you are unable to do so, make sure the door is open. If in doubt, ask!
- If you observe any unusual markings, discolorations or swelling including the genital area, report immediately to your designated manager / teacher. If during the intimate care of a child you accidentally hurt them or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to your designated manager / teacher. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made and kept in the child's nursing / medical notes /personal file.
- Staff need to be aware that some adults may use intimate care as an opportunity to abuse children. It is important to bear in mind that some care tasks/treatment can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

7.6 Social Media

In order for the school to ensure that no students are being endangered through social media, the following steps are to be followed.

- All students are to check in mobile phones and personal devices every morning in school.
- No social media sites are allowed to be accessed from school devices.

- It is important to educate parents of the legal ages for children to use certain social media sites (13 years old for Instagram & Facebook, 16 years old for WhatsApp & Telegram).
- The school discourages all WhatsApp groups for students under the age of 16. The school instead provides students with G Suite services such as Email, Meet and Chats which can be protected by the schools IT providers.
- All photos uploaded on Social Media sites should be done so only after getting the approval of the director of the School or the DSL.
- Parents can sign an opt out form if they do not wish for their child's image to appear on the schools social media sites or for marketing purposes.
- The students will receive education in safe use of social media.
- Parents of Brookes Moscow will also be made aware of the possible dangers of social media usage for children and be acquainted with Memorandum of parental and social responsibility before enrollment.
- Staff are not to be connected with any students on social media and vice versa.
- Staff should report to the DSL/DDSL's should a student contact them via social media
- Staff should only be in contact with students on Brookes Moscow G Suite applications and never contact students via their personal mobile phone numbers or devices. Should staff be found to be happening, the member of staff could face disciplinary action and possible dismissal.
- Staff should keep their social media accounts private and be aware that all posts could be called up for scrutiny should they threaten to damage the reputation of the school.
- Staff should not be connected on social media with any students enrolled at the School or Brookes Education Group.

7.7 Translation

As an International IB School, we come into contact with a range of world languages. The most common being Russian. As and where required, the school's translator may be called into meetings, or to translate certain paperwork relevant to safeguarding children. If the translator is unavailable, then the Director's EA or the Associate Heads' PA are called to act.

7.8 Safe Recruitment

- School is operating within Safer Recruitment the aim of which is to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.
- Any advertisements make clear the school's commitment to safeguarding and promoting the welfare of children.
- All documentation related to the applicants are treated very carefully and confidentially in accordance with the Personal Data protection legislation.
- All diploma degrees have to be checked and verified by obtaining Notary and Apostille/Legalisation stamps and signatures from the authorities of the country where the candidate comes from. If it is a local hire then all diploma degrees have to be verified at the official website of the State Unified Register of RosObrNadzor, via university register at the website or via sending an official written request to the university register office.
- All short-listed candidates' work experience has to be checked by securing the references from previous employers based on the school's reference request form that is aimed to establish not only professional skills and attributes but also any sanctions or disciplinary due to children's abuse in any shape of form.
- All offers of employment are subject to the receipt of a minimum of two references which are considered satisfactory by the school. One of the references must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children.
- All jobs are subject to the medical examination that includes full medical check-up including infectious diseases check and positive feedback from the psychologist and drug therapist.
- All successful candidates have to provide the school with two police clearance documents: one from the home country and one from the recent country of employment. For all local employees it is compulsory to present with police clearance issued by the Russian police authorities.

- Upon arrival to Russian Federation all expatriate newcomers have to obtain a police clearance certificate from Russian police authorities as well.
- All contracts have a clause of immediate dismissal based on mental or physical abuse of the students.

8.0 Safeguarding Personnel 2024/25

Brookes Moscow Safeguarding Personnel	
Designated Safeguarding Lead (DSL) Mr. Charley King (Director)	+7 925 081 11 15
Deputy Designated Safeguarding Leads (DDSL's) Mr. Jason Mallon (Deputy Head of LS &EY) Mrs. Svetlana Kivelidi	+7 925 092 33 30 +7 925 095 37 77

9.0 Community Partnerships

Social Protection Department of Babushkinsky district

Location: 10 Verkhoyanskaya St., Moscow, 129344

Phone / fax: +7 (495) 470-30-76

E-mail: uszn-babushkinskiy@mos.ru

Babushkinskiy inter-district prosecutor's office

Location: st. Boris Galushkin, 15, Moscow, 129301

Phone / fax +7 (495) 682-21-44

Chancery +7 (495) 682-21-44

E-mail: prokbab@mosproc.ru

Department of the Ministry of Internal Affairs of Russia for Sviblovo district of Moscow

Location: Igar Passage, 9, 129323

Phone of the duty station: +7 (499)180-99-55, +7 (499)189-25-60

10.0 Related Legislations and Documents

- Russian Constitution
- Civil Code of Russia
- Family Code of Russia
- Federal Law of 24.06.1999 № 120-FZ (edition of 24.04.2020) "On the basis of the system of prevention of neglect and juvenile delinquency"

This policy is based on the original DCSF Circular 10/95 – *Protecting Children from Abuse: The Role of the Education Service and the Children Act 2004*. It also takes into account current international practices like UK (Keeping Children Safe in Education, 2024) and international practice [Council of International Schools](#) as well as recognising that all its provisions are subject to Russian Regulations, practice and legislation. This policy contains a statement of school policy in relation to allegations of abuse against staff.

11.0 Approval and Review

Approval Authority: Brookes Moscow

Approved by: Mr. Charley King (Director)

Published: August 2024

Policy Review Date: July 2025

Director of School's Approval:



12.0 Appendices

12.1 Concerns Form

INITIAL RECORD OF CONCERN FORM

Child's Name and Class:
Date and Time of Concern:
Your account of the Concern: (what was said, observed, reported and by who)
Additional Information: (context of concern/disclosure/details of any physical signs - if physical signs please refer to body markings section on last page)
Your Response: (what did you do/say following the concern)
Your Name:

Your Position in School:	
Date and time of this Recording:	
Your Signature:	
Received by DSL/DDSL Signature:	Date and Time:
Additional writing space should you require	
Please record on this form any markings on body outline.	
	

