



UG INTERNATIONAL SCHOOL SAFEGUARDING POLICY

Reviewed by:

Designated Safeguarding Lead (Senior School): Ella Mazmanova Date: August 2025

Deputy Designated Safeguarding Lead (SS/PS): Sophio Kashia Date August 2025

Principal: Tinatin Topuria Date: August 2025

Nominated Governor: John Mtsariashvili Date: August 2025

Reviewed by Board: Annually in August

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September 2025 Date for next review: September 2026
(or earlier)*



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1. Policy Statement and Principles

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Welfare of the child is paramount – we are committed to acting in the best interests of the child
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support
- safer children make more successful learners
- policies will be reviewed regularly in line with latest guidance from UK and Georgian authorities including Keeping Children Safe in Education (Sept 2025)

A. Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils, and to protect them from maltreatment, whether that is within or outside the home, including online. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that children receive effective support, protection and justice. We are also alert to signs of children in need such as those under severe academic pressures, at risk from eating disorders and mental health concerns.

The procedures contained in this policy apply to all staff, parents, volunteers, visitors and governors and to pupils on and off the school premises whilst they are the responsibility of the school.

B. Policy principles

Welfare of the child is paramount – we are committed to acting in the best interests of the child



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- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

C. Policy aims

To provide all staff with the necessary information to enable them to meet their child protection responsibilities

- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Terminology

Safeguarding and promoting the welfare of children is defined as

providing help and support to meet the needs of children as soon as problems emerge protecting children from maltreatment, whether that is within or outside the home, including online

- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday or who are in full time education at UG.



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Parent refers to birth parents and other adults who are in a parenting or guardianship role, for example step- parents, foster careers, guardians and adoptive parents.

2. Roles and responsibilities

A: Key Personnel

The Designated Safeguarding Lead is Ella Mazmanova

Contact details: ellmazmanova@gmail.com

tel: 591992989

The Deputy Designated Safeguarding Lead is Sofi Kashia

Contact details: sofikashia1@gmail.com

The nominated Safeguarding Governor is John Mtsariashvili,

Contact Details: J.mtsariashvili@ug.edu.ge

tel.: 591992966

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse.

Children may also turn to a trusted adult in school when they are in distress or at risk.

It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

B. The Designated Safeguarding Lead (DSL) role is to:

Receive and fully investigate any reported safeguarding concern

- Promote safeguarding to ensure that it is integral to BSM's ethos and practice
- Help ensure that all staff are familiar with and adhere to the Policy and ensure that staff sign to indicate that they have read and understood the Safeguarding Policy
- Ensure that regular training for staff on safeguarding is provided and to keep a record of staff attendance at this training
- Contribute to staff INSET on safeguarding and child protection

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- Help ensure that the Safeguarding Policy is annually updated, implemented and promoted
- Act as a first point of contact for, and act as a source of support, advice and expertise to, staff on issues of safeguarding
- Encourage a culture of listening to and taking account of pupils' wishes and feelings among the staff
- Keep an up-to-date knowledge and understanding of the area of safeguarding including attending appropriate training
- Ensure that all relevant information around safeguarding is communicated to SLT and the nominated governor, and refer all cases of suspected abuse to children's social care or the police as appropriate usually following consultation with the school lawyer

Provide guidance on relevant matters to SLT and to other members of staff as appropriate

- Contribute to the content and delivery of the PSHE programme with regard to safeguarding
- Make the Safeguarding Policy available to parents
- Maintain accurate, full, thorough, confidential and up-to-date documentation on all cases of safeguarding, and securely stores the documentation
- Help plan induction of all new staff in safeguarding
- Develop and maintain effective reporting and recording systems for all safeguarding issues
- Ensure that information regarding safeguarding is passed onto the new school of a pupil where there have been safeguarding issues

The deputy designated safeguarding lead(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

C. The governing body ensures that the school has:

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- a DSL for child protection who is a member of the senior leadership team and who has undertaken advanced child protection training
- a Safeguarding policy and procedures, reviewed at least annually and made available to parents
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Director are identified in the Whistle Blowing Policy and with reference to the guidance for dealing with allegations of abuse against teachers and other staff
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Principal, receive child protection training annually, with external refresher training at three-yearly intervals; and the DSL receives refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's child protection

provision

D. The Director:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSLs and deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

ensures that pupils' safety and welfare is addressed through the curriculum.

3. Good practice guidelines

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To meet and maintain our responsibilities towards pupils we have in place agreed standards of good practice. Good practice applies to all staff and includes:

- treating all pupils with respect
 - setting a good example by conducting ourselves appropriately
 - involving pupils in decisions that affect them
 - encouraging positive and safe behaviour among pupils
 - being a good listener
 - being alert to changes in pupils' behaviour
 - recognising that challenging behaviour may be an indicator of abuse
 - recognising that safeguarding issues can manifest themselves via peer-on-peer abuse
 - reading and understanding the school's child protection policy and guidance documents on wider safeguarding
 - asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing,
 - maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
 - being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse issues, for example bullying, physical contact and information-sharing
- physical support during PE or administering first aid

4. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive training during their induction. All staff, including the Principal and governors will receive training that is updated at least every three years and the DSL will receive advanced training updated at least every two years. In addition to formal training, the DSL should update their knowledge e.g. via e-bulletins (eg Andrew Hall newsletters) and reading at least annually. Staff members will receive safeguarding and child protection updates – both through staff meetings and



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electronic updates - as required but at least annually, to provide them with the relevant skills and knowledge to safeguard effectively.

5. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff.

Safer recruitment means that all applicants will:

All staff sign to confirm they have received a copy of the child protection and safeguarding policy along with KCSIE (Sept 2025) Part 1 and that they have read and understood these documents

complete an application form

- provide two referees, including a request to comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- provide a criminal records check
- be formally interviewed with dedicated safeguarding questions

6. Site security

Visitors to the school are asked to sign in and are given a badge, and leave an ID document, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

Staff will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

7. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. When our pupils attend off- site activities, we will check that effective child protection arrangements are in place

8. Recognising abuse

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To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm.

A. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities 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 of clothing. They may also



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include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse and exploitation can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger (such as where they see, hear or experience the effects of domestic abuse); ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Definitions taken from *Keeping Children Safe in Education* (Department for Education, September 2025).

B: Further concerns Exploitation

Both Child Criminal Exploitation and Child Sexual Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.



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Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. (See anti-bullying policy also)

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

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

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn



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- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development

9. Recognising Children in Need

We seek to keep children safe by highlighting and welfare concerns to the DSLs of the relevant school section. These welfare concerns may include, but are not limited to, severe academic pressure, concerns regarding eating and mental health issues



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10. Emergency Contacts

Where reasonably possible, more than one emergency contact number is kept for each pupil

11. Unexplained and/or persistent absence

Attendance, absence and exclusions are closely monitored. A child absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unexplained and/or persistent absence and take appropriate action including notifying the local authority, particularly where children are absent from education on repeated occasions and/or are absent from education for periods during the school day

12. Taking action

Key points for staff to remember for taking action are:
report your concern to the DSL by the end of the day

- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern

If you suspect a pupil is at risk of harm

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way. Harms also include pupils' exposure to misinformation, disinformation and conspiracy theories.

Staff should report any concern to the relevant DSL



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13. Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality.

Staff should only discuss concerns with the designated senior person, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals

14. Child on Child abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Child on child abuse can take many forms, including:

physical abuse such as biting, hitting, kicking or hair pulling

- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault

- **sexting**, including pressuring another person to send a sexual imagery or video content

- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner

- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them

- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.



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Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Sexual harassment, online sexual abuse and sexual violence (including sexualized language) is unacceptable with the sanction likely to be exclusion.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.

- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- PSHE is used to reinforce the message through stories, role play, current affairs and other suitable activities - ensuring that students are aware that they can speak to any member of staff, including their tutor, teacher, Head of Key Stage, School Counsellor or Head if they have a concern with or experience of peer-on-peer abuse
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.



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• **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought

from children's social care and/or the police before parents are contacted.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed

15. Monitoring and evaluating effectiveness of the policy

The Board requires the Principal to report to them regularly on the effectiveness of the BSM's Safeguarding Policy and on associated issues in the school. The DSLs prepare quarterly reports for the Board that contains:

A member of the Board oversees the Single Central Register as part of the BSO checks, which includes:

- the names of staff with designated child protection responsibilities
- any training that has been undertaken by the designated staff
- training that has been undertaken by any other staff and volunteers
- details of any significant incidents when physical restraint of students has been used
- details of information and guidance that have been given to staff
- details of safeguarding issues taught as part of the curriculum



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- confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- details of safeguarding and child protection information given to parents
- numbers of child protection referrals made to Tribunale dei Minori
- confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete

Associated policies and documents:

Anti-bullying and anti-cyberbullying Policy Health and safety Policy

Equal Opportunities Policy Acceptable Use Policy

Drug and Substance Abuse Policy Whistle blowing Policy

Welfare Concern Form

Designated person's role description

Visiting staff leaflet

Concerns and complaints Policy Data Protection Policy

GDPR Privacy Policy E-safety Policy

Keeping Children Safe in Education September 2025 Managing Allegations Against Staff including the Principal

Appendix 1 - Guidelines on how a member of staff should respond if a student shares information relating to a disclosure:

DO

- Do treat any allegations extremely seriously and act at all times towards the student as if you believe what they are saying
- Do tell the student they are right to tell you
- Do reassure them that they are not to blame
- Do be honest about your own position, who you have to tell and why
- Do tell the student what you are doing and when, and keep them up to date with what is happening
- Do take further action – you may be the only person in a position to prevent future abuse – tell the DSL immediately
- Do write down everything said and what was done

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DON'T

Don't make promises you can't keep

- Don't interrogate the student – it is not your job to carry out an investigation
- Don't cast doubt on what the student has told you and don't interrupt or change the subject
- Don't say anything that could make the student feel responsible for the abuse
- Don't do nothing – make sure you tell the DSL immediately – they will know how to follow this up and where to go for further advice.