



King's College

DOHA

Safeguarding (Child Protection) Policy

**This policy is applicable to all pupils including those in
EYFS - Early Years Foundation Stage**

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Authority Contacts

Service	Contact number
Police Emergency	999
Fire Emergency	999
Ambulance Emergency	999
Childline	919
Hamad CAMHS	66912020
SIDRA CAMHS	4003 7227

Note: Publishing authority contacts is not intended to replace, in any way, referral and reporting requirements as per this policy and its procedures.

1. Introduction

- 1.1 The safety and well-being of all children at King's College Doha as well as all the children participating in sports and activity programmes through our outside agencies, is our highest priority. King's College Doha has a commitment to all children to provide a safe learning environment where all children can achieve their full potential.
- 1.2 We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the UK DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education (KCSIE) 2021 as the safety and protection of children is of paramount importance to everyone at King's College Doha. At all times we will ensure what is best in the interests of all pupils.
- 1.3 At King's College Doha, we want to make children happy and secure in their environment so they can grow socially, emotionally, intellectually, and morally. We believe that every child regardless of age always has, in all situations, a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically harmed. King's College Doha recognises its legal and moral duty to promote the wellbeing of children, and protect them from harm, and respond to child abuse

2. Aims

- to actively promote and safeguard the welfare of children,
- to promote a safeguarding culture,
- to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and allegations of abuse;
- to ensure that all school personnel are aware of what action to take when dealing with a child protection issue and ensure all staff are aware of their safeguarding responsibilities and how to report concerns;
- to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and feel supported in this role; and
- to ensure consistent good safeguarding practice throughout the school.
- to ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- to create and provide a learning environment that is safe, secure, warm, and welcoming for children combined with sound security systems and procedures.
- to establish and maintain an ethos where children and parents feel secure in being able to talk confidentially to school personnel about any concerns or fears they may have knowing they will be taken seriously.
- to establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- to work with other schools in the group, their UK partner schools and agencies, to share good practice and to continuously develop the school's approach to safeguarding and child protection.
- to be alert to the additional safeguarding challenges to children with special educational needs and disabilities

3. Scope and application

- 3.1 Safeguarding and promoting the welfare of all children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- 3.2 This policy applies to the whole school including the Early Years Foundation Stage (EYFS) Department
- 3.3 This policy applies at all times, including where pupils or staff are away from the school.
- 3.4 This policy applies to core school activities and to out of hours and commercial activities.

- 3.5 This policy and its procedures apply to anyone working on behalf of King's College Doha including senior managers and the Board, paid staff, volunteers, sessional workers, agency staff and pupils.
- 3.6 This policy is designed to:
- 3.6.1 provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
 - 3.6.2 set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;
 - 3.6.3 have adequate safeguarding policies, procedures, and measures to protect people;
 - 3.6.4 provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities; and
 - 3.6.5 the specific obligations on the school to safeguard and promote the welfare of children.
- 3.7 This policy has regard to the following guidance and advice:
- 'Every Child Matters' framework and guiding principles
 - Keeping Children Safe in Education (KCSIE) (DfE, 2018, updated September 2021)
 - Working Together to Safeguard Children (DfE, September 2018)
 - 'Safeguarding Children Safer Recruiting in Education' (DfE, 2006)
 - The British School Overseas (BSO) inspection scheme (DfE, 2014, updated 2021)
 - 'Inspecting Safeguarding in Early Years, Education and Skills Settings' (Ofsted)
 - 'Working Together to Safeguard Children'; (DfE advice)
 - 'What to do if you are Worried a Child is Being Abused - Advice for Practitioners' (DfE advice);
 - 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' (DfE advice)
 - 'Mental health and behaviour in schools' (DfE guidance, 2014)
- 3.7 This policy is to be read in the context of Qatar and is subject to Qatar law, customs, and support systems which shall prevail at all times over the laws, customs, and support systems of any other country.
- 3.8 We recognise that all staff and members of the Board, have a full and active part to play in protecting our children from harm, and that the children's welfare is our paramount concern.
- 3.9 All staff members believe that our School should provide a caring, positive, safe, and stimulating environment that promotes the social, physical and moral development of the individual child.
- 3.8 The following policies and procedures are relevant to this policy:
- Anti-bullying Policy
 - Anti-Cyberbullying Policy (including sharing nudes)
 - Behaviour, Discipline and Sanctions Policy
 - e-Safety Policy
 - First Aid Policy
 - Missing Child Policy
 - Risk Assessment Policy
 - Safer Recruitment Policy
 - SEN Policy
 - Visitors and Security Policy
 - Whistleblowing Policy
 - Allegations Policy
- 3.9 It is incumbent on all staff to follow sound safeguarding procedures as directed and as set out in this and associated policies. Staff will be advised on available local procedures and support agencies deemed appropriate by the school.

4. Publication and availability

- 4.1 This policy is published on the school website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the school office during the school day.
- 4.4 This policy can be made available in large print or another accessible format if required.
- 4.5 This policy and all policies referred to in it are available to staff digitally via the staff shared area.

5. Definitions

5.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
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; and
- taking action to enable all children to have the best outcomes
(KCSIE updated September 2022)

Where the following words or phrases are used in this policy:

- 5.2 References to **working days** mean Sunday to Thursday, when the school is open during term time. The dates of terms are published to all staff and parents once approved by the Board and Ministry of Education and on the school's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;
- 5.3 **Safeguarding** - Refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, acting to enable all children to have the best outcomes and promoting the overall welfare of children.
- 5.4 **Safeguarding and promoting the welfare of children** is defined in KCSIE as:
- protecting children from maltreatment;
 - preventing impairment of children's [highlight]mental and physical health[/highlight] or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 5.5 **DSL** means the school's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (DDSL) where the DSL is unavailable.
- 5.6 **Child(ren)** - Includes every pupil attending King's College Doha, under the age of 18 years.
- 5.7 **Child Protection** - Refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering significant harm.
- 5.7 **Parent** - Includes birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.
- 5.8 **Staff** - Reference to staff includes reference to all those who work for or on behalf of the school, regardless of their employment status, including contractors, volunteers and Board members unless otherwise indicated.
- 5.9 **Sharing nudes (Sexting)** - is sending or getting sexually explicit or suggestive images, messages, or video on a smartphone or through the Internet. Sharing nudes includes sending videos that show nudity, sex acts, or simulated sex. text messages that propose sex or refer to sex acts.
- 5.10 **Child-on-child abuse** - Child-on-child abuse can be defined as "any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both

intimate and non-intimate).” (Firmin, C. 2017. Abuse Between Young People: A Contextual Account).

- 5.11 **Extremism** - is vocal or active opposition in the context of Qatar to the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 5.12 **Radicalisation** - is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
- 5.13 **Honour Based Abuse** - (HBA) (including Female Genital Mutilation (FGM), Forced Marriage (FM) and breast flattening). HBA includes all incidents or crimes which have been committed to protect or defend the honour of the community and/or the family, and commonly involve practices such as FGM, forced marriage and/or breast flattening. Abuse often involves a wider network of family or community pressure and therefore it is important to be aware of this dynamic and consider risk factors when deciding on action. If staff have a concern that a child may be at risk of Honour Based Abuse, they should alert their DSL immediately.
- 5.14 **FGM** - is abuse that encompasses all procedures involved in the partial or total removal of female external genitalia. FGM is not criminalised in the Penal Code, but its practice is banned by the Ministry of Health in state hospitals and clinics. All staff should speak to the DSL (or deputy DSL) with regards to any concerns about FGM.
- 5.15 **FM** - is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage.
- 5.16 **Breast Flattening** - also known as breast ironing, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.
- 5.17 **Victim** - is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. You should be prepared to use any term the child feels most comfortable with when managing an incident.
- 5.18 **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. You should decide what's appropriate and which terms to use on a case-by-case basis.

Please also refer to Appendix 1 ‘Types and Definitions of Abuse’

6 Responsibility statement

6.1 Duty of Care

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments which safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

This means that staff should:

- 6.1.1 Understand the responsibilities, which are part of their employment or role.
- 6.1.2 Always act, and be seen to act, in the child's best interest.
- 6.1.3 Pay particular attention to incidents of bullying and take action promptly.
- 6.1.4 Have thorough knowledge of the school's anti-bullying policy.
- 6.1.5 Avoid any conduct which would lead any reasonable person to question their motivation and intention.

Senior managers, Board members, paid staff, volunteers, sessional workers, agency staff and are under a general legal duty and responsibility:

- 6.1.6 to be aware of systems within the school which support safeguarding;
- 6.1.7 protect children from abuse;
- 6.1.8 to be aware of the terms and procedures in this policy and to follow them;
- 6.1.9 to know how to access and implement the procedures in this policy, independently if necessary;
- 6.1.10 to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy;
- 6.1.11 to report any matters of concern to the Designated Safeguarding Lead (DSL) immediately; and
- 6.1.12 to support staff in liaising with other agencies for early help.

6.2 Board of Directors

- 6.2.1 The Board should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- 6.2.2 Where there is a safeguarding concern, the board should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- 6.2.3 The Board of Directors has nominated one of its senior board level members to take leadership responsibility for the school's safeguarding arrangements on behalf of the Board and to liaise with external agencies where this is required, including in the event of allegations of abuse made against the Principal or a member of the Board. Contact details are set out in the key school contacts list at the front of this policy. (see Appendix Five for the Nominated Safeguarding Board Member's responsibilities).

6.2.4 The Board of Directors has responsibility to:

- ensure that all board members are fully aware of their safeguarding responsibilities;
- receive appropriate safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding;
- ensure that the Principal appoints a DSL and Deputy DSL and forms a Safeguarding Team;
- ensure the designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. The board needs to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively;
- has delegated powers and responsibilities to the Principal to ensure everyone connected with the school is aware of and complies with this policy;
- ensures the leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns;
- ensure this policy is effective and updated annually;
- ensure the child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding

- ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures;
- ensure other linked policies are up to date and reviewed when required;
- have in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- responsibility to ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- responsibility to ensure governors have appropriate police checks;
- in place procedures to deal with allegations of abuse against members of staff and volunteers;
- have procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors);
- nominated the Chair of the Board to deal with any allegations of abuse made against the Principal;
- undertaken appropriate training about the ways of safeguarding children;
- responsibility to ensure that the DSL attends appropriate training;
- responsibility to ensure that the Principal, school personnel and volunteers undertake regular safeguarding training;
- responsibility to ensure pupils are taught about safeguarding as part of a broad and balanced curriculum;
- responsibility to regularly review all safeguarding policies and procedures;
- responsibility to nominate a safeguarding lead Board member;
- undertake periodic checks to ensure all safeguarding procedures are working effectively;
- the duty to receive termly reports from the Principal on safeguarding pupils in the school;
- the duty to receive immediate reports of any weaknesses to this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- responsibility for ensuring all policies are made available to parents;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll; and
- child protection files are in place.

6.3 Designated Safeguarding Lead

- 6.3.1 The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- 6.3.2 At King's College Doha, the Designated Safeguarding Lead is the person listed in the Key School Contacts at the beginning of this document.
- 6.3.3 For any outside agencies, the Lead coach of each provider would be responsible for informing the DSL of any

concerns they have in relation to a child.

6.3.4 All staff including, senior managers and the Board, paid staff, volunteers, sessional workers, agency staff and pupils, of any concerns they have in relation to a child.

6.4 The responsibilities of the Designated Safeguarding Lead are defined as **follows in KCSIE** (DfE, September 2023):

- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The Designated Safeguarding Lead will be responsible for:

- a. Keeping written records of any concerns about a child
- b. Ensuring that a genogram of the child's family is current
- c. Ensuring that all such records are kept confidential, secure and are separate from pupil records
- d. Ensuring that an indication of further record-keeping is marked on the child's records
- e. Providing advice, guidance, and support to staff in child protection matters
- f. Organising safeguarding and child protection training for all school staff
- g. Organising the preventative / child in need training for all school staff
- h. Being aware of all those children within the School who are at risk of significant harm, including:
 - domestic violence;
 - female genital mutilation;
 - being missing from education;
 - substance misuse;
 - child trafficking;
 - radicalisation; and
 - bullying (which includes race / hate or homophobic behaviour)
- i. Have a working knowledge of the local customs and legislation that are implemented within Qatar.
- j. Attendance at all child protection/safeguarding meetings and contribute to these effectively when required to do so.
- k. Facilitate and collaborate with authorities and external agencies as appropriate and as available, that is in the best interests of the child.
- l. Ensure that specific needs of children in need and those with special educational needs, have access to appropriate support within the school setting.
- m. Provide a termly and an annual report for the school board, detailing any changes and reviews of relevant policy and procedures including the Single Central Record, training undertaken by the Designated Safeguarding Lead and by all staff and Board members; number and type of incidents/cases including any trends, and any required actions or involvement by the board.
- n. Understand the filtering and monitoring systems and processes in place and report on this accordingly.

6.5 Responsibilities of staff in relation to safeguarding

- 6.5.1 Staff members should maintain an attitude of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the best interest of the pupil.
- 6.5.2 All staff have a duty to:
- report any concerns they may have about the safety and/or wellbeing of pupils; and
 - report any safeguarding concerns about staff or anyone else associated with the School.
- 6.5.3 The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or the Nominated Safeguarding Governor in their absence.
- 6.5.4 School staff and volunteers must:
- read at least part 1 of KCSIE (all staff working directly with children) or the condensed version
 - read and be aware of all safeguarding policies;
 - recognise that child protection is their main responsibility and will 'always act in the best interests of the child';
 - remember to make a written record of all verbal conversations in instances of concern;
 - maintain an attitude of 'it could happen here' where safeguarding is concerned';
 - identify concerns early, provide help for children, and prevent concerns from escalating';
 - speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;
 - provide a safe environment in which children can learn;
 - ensure students:
 - feel safe and protected; ·
 - know how to assess risk to themselves; ·
 - know how to keep themselves safe; ·
 - know how to raise a complaint or concern; ·
 - know and recognise a trusted adult that they can go to and raise their concerns;
 - feel supported and protected when they raise a concern;
 - feel safe from discrimination and bullying; ·
 - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges.
 - treat children’s welfare with utmost importance;
 - be made aware of this policy and all other safeguarding policies and procedures during induction including:
 - the safeguarding and child protection policy;
 - the staff code of conduct;
 - behaviour policy;
 - safeguarding response to children who go missing in education; and
 - the role of designated safeguarding lead including their identity and the identity of the deputy designated safeguarding lead.
 - attend regular awareness training on a wide range of safeguarding topics;
 - complete the mandatory online training modules and refresh this training as required by the school;
 - be aware of the name of the DSL;
 - understand the role of the DSL;
 - be trained in identifying signs of harm and abuse;
 - be aware of child sexual exploitation, radicalisation and extremism;
 - be aware of the effects of abuse and neglect on children;
 - be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
 - consider whether children are at risk of abuse or exploitation in situations outside their families;
 - know how to report any suspected case of harm or abuse;
 - be aware they face disciplinary procedures if they fail to comply with the mandatory duty;
 - report any concerns that they have about pupils who may be vulnerable to radicalisation;

- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- play a crucial role in preventative education;
- encourage students to assess risks to themselves;
- report any concerns directly to the Designated Safeguarding Lead; know what to do if a child makes a disclosure; receive support and counselling if they feel distressed from being involved with a case or incident;
- be cautious when using social networking sites and must:
 - set their profile as private;
 - not allow access to pupils or parents/carers;
 - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
 - not outside school hours make contact with students or parents/carers personally or via telephone, text message, email or on social networking sites without prior approval of the Principal.;
 - not give their personal details such as mobile and home telephone numbers, home or email address;
 - report to the Principal any concerns they may have about another member of staff;
 - report to the Chair of the Board any concerns they may have about the Principal;
 - report to the SLT any concerns they may have about poor or unsafe safeguarding practices and procedures;
 - be kept up to date with changes in policy and procedures;
 - ensure that they conduct themselves correctly at all times and do not put themselves at risk;
 - be aware of the Safer Recruitment processes and checks;
 - implement the school's equalities policy and schemes;
 - report and deal with all incidents of discrimination;
 - report any concerns they have on any aspect of the school community

6.6 School Nurse

The School Nurse will support the work of the Designated Safeguarding Lead and attend regular safeguarding meetings of the Safeguarding Team.

6.7 Role of Parents

Parents are:

- asked to work with the school to establish excellent home-school relationships;
- be aware that we have a responsibility for the welfare of all our pupils;
- be aware that we have a duty to advise external agencies if we have any concerns about a child;
- be aware that under certain circumstances we will involve an agency without informing them if we think that by so doing, we will place the child at even greater risk;
- be aware that they will be kept up to date with all our actions.

7 Procedures

If staff have any concern about a pupil's welfare, action should be taken immediately. (Please see Appendix Two 'Actions where there are concerns about a child – Process Flow')

7.1 Our school procedures for safeguarding children will ensure that:

All members of staff and the Board understand and fulfil their responsibilities. To achieve this, all members of staff (including volunteers and Board members) in the school, in whatever capacity, will at all times be proactive in child welfare matters, especially where there is a possibility that a child has suffered significant harm or may be at risk of significant harm.

7.2 All staff working at the school are required to undertake appropriate basic safeguarding and child protection training that is regularly updated which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

This includes teaching and non-teaching staff, ancillary staff and volunteers who encounter children. In addition, “Advanced safeguarding and child protection training” is a requirement for all Designated Safeguarding Leads as well as their deputies and it is good practice to include other members of the senior management and governance team. This training needs to be updated at least every two years.

7.3 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed.

7.4 All members of staff need to know the following:

- The signs and symptoms of concern
- Early intervention and use of age appropriate tools
- How to respond to a child who discloses abuse
- What to do if they are concerned about a child.

7.5 King’s College Doha will:

7.5.1 Track all children against the 5 outcomes of Every Child Matters and be alert to any sign of the potential need for early help for a child.

- a. Be Healthy.
- b. Stay Safe.
- c. Enjoy and Achieve.
- d. Make a Positive Contribution.
- e. Achieve Economic Wellbeing.

7.5.2 Keep a record of positive and negative issues that could affect a child’s wellbeing

7.5.3 Act to support children who’s wellbeing is affected

7.5.4 Ensure, through training and supervision, that all staff and volunteers in the school are aware of the child protection procedures and act on any guidance or advice given by them

7.5.5 Be alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions.

7.5.6 Designate a senior member of staff and/ a deputy with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice and are responsible for coordinating action within the School and liaising with other agencies.

7.5.7 Share concerns with others who need to know and assist in any referral process.

7.5.8 Work with the designated local safeguarding agencies and/or authorities as available and appropriate, to ensure the best possible level of intervention is available to our children.

7.5.9 Ensure that all members of staff and volunteers who have suspicion that a child is suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer to agencies and/or authorities as available and appropriate.

7.5.10 Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability, or special

educational needs.

- 7.5.11 Act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- 7.5.12 Note any concerns about the welfare of children, ensuring appropriate referrals are made to the Designated Safeguarding Lead.
- 7.5.13 Ensure appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods
- 7.6 All parents/carers are made aware of the responsibilities of staff members regarding child protection procedures through publication of the schools' Safeguarding (Child Protection) Policy on our website.
- 7.7 Community users organising activities for children are aware of the school's Safeguarding (Child Protection) Policy and procedures.
- 7.8 We will ensure that our selection and recruitment of staff meets the safer recruitment requirements as per our Safer Recruitment Policy, and volunteers are checked with appropriate references to work with children.
- 7.9 We will ensure that there is at least one member of each interview panel that has completed the Safer Recruitment in Education Course.
- 7.10 Any visiting professionals or guest speakers will be discussed at Leadership level before they can present to the children. This is to ensure the suitability of the visitor and appropriateness for the age of children they will present to.
- 7.11 King's College Doha will ensure:
 - 7.11.1 All visitors must sign in on arrival at the school campus and wear their identifying badge (Visitors or parents or other). They must also sign out when finished. If there is a need, they will be supplied with a chaperone to guide them around the school and where necessary be escorted to the right location.
 - 7.11.2 Our safeguarding and child protection procedures are regularly reviewed and updated.
 - 7.11.3 All new members of staff will be given the current Safeguarding (Child Protection) Policy, and all other documents as per the school's Induction Policy. They will be provided with the correct level of training as outlined in this policy.
 - 7.11.4 All staff who have completed the Safeguarding Refresher Training at the start of each new academic year will sign a declaration form which will be kept on the Single Central Record.

8. Dealing with Disclosure of Abuse

All staff should be aware that the main categories of abuse are Physical, Emotional, Sexual and Neglect. All staff should be concerned about a child if he/she presents with indicators of possible significant harm – please refer to Appendix 1, 2 and 4.

- 8.1 If a child discloses abuse to a member of staff, the member of staff must do the following:
 - a. Explain that you are concerned about what they have disclosed and that you must report it (no secrets)
 - b. Reassure them that you are doing this to help and support them and that you are taking what they are telling you seriously.
 - c. Allow the child to speak and listen to what they are telling you without interrupting.
 - d. Listen to what is being said without displaying shock or disbelief.

- e. Remain calm.
- f. Accept what is being said without challenge.
- g. Not offer opinion or criticise or lay blame.
- h. Do not press for details or ask leading questions.
- i. Only ask the minimum number of clarifying questions necessary to establish understanding of the concerns.
- j. Do not ask to see any injuries. However, should the child choose to show you the injury make a note of where on the body these injuries are by using the Body Map (please refer to Appendix 4).
- k. If you can, write brief notes of what they are telling you, while they are speaking. These may help later if you must remember exactly what was said. Keep your original notes, however rough they are. It is what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards. If you do not have the means to write at the time, make notes of what was said as soon as possible afterwards.
- l. Do record date, time, place, and exact words used and sign at the end of the record.
- m. Record all subsequent meetings with the child.
- n. Explain what has to be done next and who has to be told.
- o. Report the concerns to the Designated Safeguarding Lead - do not attempt to investigate the concerns yourself.

8.1 If reports of concern are passed to any member of staff within the school, the Class Teacher / Head of year should consult with the Designated Safeguarding Lead for guidance to determine if the child is at risk of significant harm.

8.2 If there is concern that the child is at risk of significant harm, the Designated Safeguarding Lead should report to the Principal who in turn must report this to the Nominated Safeguarding Board Member, to agree relevant action.

8.3 If a parent makes a disclosure to school then the DSL:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Principal about the disclosure; and
- will get back to the parent when a decision has been taken and how to proceed.

8.5 Regarding anonymity and confidentiality:

- Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis that applies.
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
 - Rape, assault by penetration and sexual assault are crimes.

8.6 Regarding anonymity, the school should:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- 8.7 The school may wish to consult with the following support systems within Doha regarding safeguarding concerns in the interest of providing additional support where needed:
- SIDRA CAMHS – 4003 7227
 - HAMAD CAMHS – 6691 2020
 - Childline – 919
 - Police / Fire / Ambulance – 999
 - International Medical Centre - 6644 4282
 - MIND – 3337 7648
 - Flourishing Minds – 4449 6555

9 Recording

- 9.1 Staff should make a written record of any conversation with the child as soon as possible, by uploading their concern onto CPOMS. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing by the DSL. Records of incidents must include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved; and
 - a note of any action taken, decisions reached and the outcome.
- 9.2 **If a disclosure of abuse has been made by the child, staff should immediately discuss the concerns verbally with the DSL, Deputy DSL or Principal prior to writing up the record** so that immediate action can be considered. If the DSL is not available then this should not delay appropriate action being taken and staff should speak to the DDSL, Principal or, failing that, another member of the SLT/Nominated Safeguarding Board Member.
- 9.3 Staff recording disclosures should use the specific words that the child used (e.g., if referring to parts of their body), indicating these by using “speech marks/inverted commas”.
- 9.4 Principals **must** be made aware of any situation, prior to a referral being made by the DSL or DDSL to Child Protection Unit or any other authority.
- 9.5 If a child discloses physical abuse, self-harms or attempts to take their life, staff should never take photos of the child's injuries.

10 Supporting Children

- 10.1 We will support all children by:
- 10.1.1 Providing the best pastoral care for all children – ensuring that children know their rights, know the difference between right and wrong and the difference between a good and bad secret. Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies to safeguard the child's welfare.
 - 10.1.2 Recognising that the needs of the children are paramount and underpin all our child protection work and pastoral care.
 - 10.1.3 Acknowledging that parents have a role to play in safeguarding children and supporting their role is key to promoting their child's wellbeing.
 - 10.1.4 Work with available agencies in Qatar as appropriate to ensure the child's safety.
 - 10.1.5 Encouraging development of self-esteem, self-assertiveness, and healthy relationships, through the curriculum as well as our relationships through the schools' core values and ethos, whilst not condoning aggression or bullying
 - 10.1.6 Liaising and working together recognising that we all have a duty to safeguard and promote the

welfare of children.

- 10.1.7 Where there have been concerns about a child's emotional or physical welfare, appropriate information is forwarded under confidential cover to the pupil's new school setting and ensuring the school medical records are forwarded as a matter of priority.

10.2 Supporting children with SEND

10.2.1 We recognise additional needs children with SEND may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

10.2.2 Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

10.2.3 Additional pastoral support will be given to pupils with SEND appropriate to their Individual Education Plans (IEPS).

School to add clauses to section 8 to account for local services and support for safeguarding and child protection matters e.g. helplines, MOE services, other authority services, private organisations

11 Emotional Wellbeing and Mental Health

- 11.1 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that all staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- 11.2 All staff should also be aware that deteriorating emotional wellbeing and escalation of mental health problems can, in some cases, be an indicator that there is a safeguarding concern, for example, a child has suffered or is at risk of suffering abuse, neglect, bullying/cyberbullying or exploitation. Please note, however, that only appropriately trained health professionals should attempt to make a diagnosis of a mental health problem.
- 11.3 Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL.
- 11.4 The Department of Education in the UK has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools which may be of use. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance, Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.
- 11.5 Whilst all children should be protected, it is important that staff recognise that some groups of children are potentially at greater risk of harm (including online harm). For example, this vulnerable group includes, but is not limited to: those pupils of determination, young carers, those with a parent in prison, those with identity difficulties and those living in homes characterised by domestic abuse and/or parental acrimony.

12 Missing child and children missing from education procedures

12.1 Missing Child:

12.1.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from the school. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing.

12.1.2 Please refer to the school's Missing Child Policy for further details.

12.2 Children Missing from Education

The following provides information about the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and should be read in conjunction with the school's Pupil Attendance Policy.

12.2.1 The school shall inform the Ministry of Education via the official online pupil registration portal of any pupil who is going to be deleted from the admission register where he /she:

- has been taken out of school by his /her parents and are being educated outside the school system e.g., home education;
- has ceased to attend the school and no longer lives within reasonable distance of the school;
- has been certified as unlikely to be in a fit state of health to attend King's College Doha before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the school does not reasonably believe he/she will be returning at the end of that period; or
- has been permanently excluded.

12.2.2 The applicable authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the authority to:

- fulfil its duty to identify children of compulsory school age who are missing education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

12.2.3 The school shall inform the applicable authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are required by the applicable authority.

12.3 Informing parents

9.3.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when parents will not be informed if we think that by so doing, we will place the child at even greater risk; the Designated Safeguarding Lead will need to consult the Principal before discussing details with parents.

13 Confidentiality

13.1 We recognise that all matters relating to child protection are kept strictly confidential.

13.2 The Designated Safeguarding Lead will only disclose any information about a child to other members of staff on a need to know basis.

13.3 All staff must be aware that they have a professional responsibility to share information with the Designated Safeguarding Lead in order to safeguard children.

- 13.4 All staff are responsible for their behaviour outside of the work environment and must not discuss a child's situation at any time.
- 13.5 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 13.6 We will always aim to share our intention to contact the child's parents with the child before doing so.
- 13.7 We will always aim to share our intention to contact the AMAN in suspected criminal cases with the child's parents unless to do so could put the child at greater risk of harm or impede a criminal investigation.

14 Supporting Staff

- 14.1 We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation upsetting.
- 14.2 Staff members will be supported through regular supervision with their Designated Safeguarding Lead, providing an opportunity for the staff member to talk through their anxieties and to seek further support as appropriate.

15. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

- 15.1 All school staff, including any staff working at the school who are employed through an agency, should adopt safe working practices when working with children:
 - a. Avoid one-to-one situations where possible
 - b. Be visible if you are in the situation where you are working alone with children (let someone know where you are, who you are with and why, and for how long)
 - c. Avoid unnecessary physical contact
 - d. Ensure all contact during lessons is appropriate, visible and in context
 - e. Adopt discretion with distressed children
 - f. Maintain appropriate communication with children both in and out of School
 - g. Staff must not have children as 'friends' via any social media or social networking site.
- 15.2 If such an allegation is made directly by a child to a member of staff, the member of staff receiving the allegation will immediately inform the Designated Safeguarding Lead.
- 15.3 The Designated Safeguarding Lead will then investigate the allegations to establish:
 - a. Who made the allegation
 - b. The nature of the allegation
 - c. Where and when the alleged incident took place
 - d. Who was involved
 - e. Whether there were any witnesses
- 15.4 The DSL will establish if the allegation may meet the harms threshold and it is alleged that anyone in the school including Board members and volunteers, has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may
 - pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be
 - suitable to work with children.
 (KCSIE, 2022)

- 15.5 All allegations made against members of staff will be reported to the Principal.
- 15.6 The member of staff against whom the allegations have been made, may be suspended (with pay) pending investigation, by the Principal, in order to protect all parties involved.
- 15.7 If the outcome of the investigation establishes that abuse has occurred, due to failure to meet applicable professional standards, the member of staff involved shall be dealt with through the School's Disciplinary Procedure.
- 15.8 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of the Board who will then investigate the allegations.
- 15.9 In the event of an allegation against the Principal, any decision to suspend will be made by the Chair of the Board.
- 15.10 If an allegation is made against a Board member, the person receiving the allegation will immediately inform the Nominated Safeguarding Board Member. If the allegation is against the Nominated Safeguarding Board Member, then the person receiving the allegation will immediately inform the Chair of the Board.
- 15.11 Allegations that are thought to be 'low-level', e.g. any concern no matter how small, should be shared responsibly and with the right person, and recorded and dealt with appropriately. Low-level concerns can arise in several ways from various sources, e.g., suspicion, complaint or a disclosure.
- 15.12 Low-level concerns regarding a member of staff should be shared with the DSL confidentially unless the concern is about the DSL, in which case it should be shared with the Principal. The Principal should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach. The Chair of the Board should be contacted if the low-level concern is about the Principal.
- 15.13 The school recognises its duty of care to members of staff who are subject to an allegation and the stress that an investigation is likely to cause. Therefore, every effort will be made to minimise the stress and disruption an allegation could cause and advice and support will be offered to the member of staff as appropriate.
- 15.12 Any records of allegations that are found to be false will be removed from personnel records. However, for all other allegations, the following records will be kept on the file of the person accused:
- a clear and comprehensive summary of the allegation;
 - details of how the allegation was followed up and resolved;
 - a note of any action taken, and decisions reached, and the outcome as categorised above;
 - a copy provided to the person concerned, where agreed by children's social care or the police; and
 - a declaration on whether the information will be referred to in any future reference.

16. Low Level Concern Policy (including self-reporting)

16.1 Introduction

- 16.1.1 The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Principal of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult staff members, agency staff, contractors, and visitors, unless otherwise stated. The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.
- 16.1.2 The notification and prompt handling of all concerns about adults, including those raised by individuals about themselves, is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or

reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

- 16.1.3 All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our Staff Code of Conduct and our Acceptable Use Policy. Staff should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

16.2 Low Level Concerns (including self-reporting)

- 16.2.1 The overarching aim of the school's Low Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Staff Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines;
- ensure staff feel empowered to raise any low level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Staff Code of Conduct; and
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

16.3 Self Reporting

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct, falls below the expected professional standards, or breaches this policy.

Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the school sees selfreporting as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

16.4 Low level concerns about an adult

From time to time an individual may notice behaviour, statements, or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a low-level concern.

- 16.5 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for an allegation (see below). A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or 'nagging' 'doubt' that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DSL.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

- 16.6 A Self-Report also falls under our Low-Level Concerns Policy and can be as described above.
- 16.7 Low level concerns may arise in several ways and from a number of sources: for example, suspicion; complaint; or disclosure made by a pupil, parent or another adult within or outside the organisation; or as a result of vetting checks undertaken.
- 16.8 Staff are required to report any concerns about any adult (including a person employed by a supply agency or a contractor) to the Principal (or nominated deputy). Where the concern relates to the Principal, it should be reported to the Chair of the Board. Such reports should be made without undue delay. Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This determination will be made by the Principal/Chair of the Board when the matter has been investigated.
- 16.9 A member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff, for whatever reason, may have behaved in a manner which, on reflection, falls short of the standard set out in the Staff Code of Conduct. Under such circumstances, the member of staff should make a self-report to the Principal as soon as possible. Doing so demonstrates transparency, facilitates effective management of the issue and can reduce the risks of misunderstandings and false allegations.
- 16.10 The Principal will go about investigating low-level concerns by collecting as much evidence including CCTV footage or information from a device, as possible by speaking directly to the person who raised the concern, the individual involved and to any witnesses.
- 16.11 All low-level concerns, including those determined to be unfounded, will be recorded in writing by the Principal. The record will include details of the concern, the context in which the concern arose, and any actions taken, decisions reached and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as reasonably possible. Records of low-level concerns are confidential and securely stored by the DSL in accordance with the school's Data Policy and the Qatar Data Protection Act.
- 16.12 No record will be made of the concern on the individual's personnel file unless either:
- the concern (or group of concerns) has been reclassified as an allegation; or
 - the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.
- 16.13 Low Level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the allegations threshold for referral to the Designated Officer and found to be substantiated, it should be referred to in a reference (see below).

17. Allegations Policy

Please refer to the school's Allegations Policy

18. Anti-Bullying Policy

- 18.1 Our anti bullying policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic, gender related and racist bullying. The school delivers a zero-tolerance approach to all forms of bullying including verbal, physical and cyber.
- 18.2 The use of mobile phone cameras and cameras are prohibited on school grounds without express permission from the Principal. Where there is an allegation regarding the use of a camera being used and a photo or photos being used in an inappropriate manner, e.g., sharing nudes. This may result in the phone or camera being confiscated until such time as the allegation has been fully investigated.

19. Prevention: Personal, Social, Health and Economic Education

- 19.1 Aspects of safeguarding are taught through the curriculum and PSHE programme, including guidance on adjusting behaviour to reduce risks, both online and in a social or day to day context, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.
- 19.2 Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through PSHE education appropriate to their age and stage of development.
- 19.3 Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised including the processes for reporting a concern about a friend or peer, and how any report will be handled.
- 19.4 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced across the PSHE programme. The school has appropriate filters and monitoring systems in place (see the acceptable use and ICT policies) and is mindful that this should not lead to unnecessary restrictions on learning.
- 19.5 We recognise that the school plays a significant part in the prevention of harm to children by providing our children with good lines of communication with trusted adults, supportive friends, healthy relationships and an ethos of protection.
- 19.6 The school community will therefore:
- 19.6.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and feel that they are always listened to
 - 19.6.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
 - 19.6.3 Include across the curriculum, including and particularly within Personal, Social and Health Education, will provide age-appropriate opportunities that will equip children with the skills they need to stay safe from harm and to know to whom they should turn for help
 - 19.6.4 Work with parents and carers to ensure children continue to learn and develop.

20. Radicalisation and the prevent duty

- 20.1 Early indicators of radicalisation may include:
- Showing sympathy for extremist causes
 - Glorifying violence, especially to other faiths or cultures
 - Making remarks or comments about being at extremist events or rallies outside school

- Evidence of possessing illegal or extremist literature
- Advocating messages similar to any illegal organisations or other extremist groups
- Out of character changes in dress, behaviour, and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, artwork or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Qatar views or anti-Western
- Advocating violence towards others.

20.2 The school community will therefore:

20.2.1 Include across the curriculum, particularly within Personal, Social, Health, Religious and Economic Education that will provide age appropriate opportunities to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

20.3 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

20.4 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

21. Safer recruitment and supervision of staff

21.1 The school is committed to practicing safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the school's separate Safer Recruitment Policy.

21.2 The school maintains a single central record of appointments for all staff.

21.3 All staff, Board members and volunteers are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the UK's Childcare Act 2006. Staff should refer to the school's Safer Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the school.

21.4 The school's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the school's separate Visitors and Security Policy.

22. E - Safety

- 22.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material.
- 22.2 The development and expansion of the use of ICT, and particularly the internet, has transformed learning in schools in recent years. Children and young people will need to develop high level ICT skills, not only to maximize their potential use as a learning tool, but also to prepare themselves as life-long learners and for future employment. There is a large body of evidence that recognizes the benefits that ICT can bring to teaching and learning.
- 22.3 Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to minimise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:
- Websites
 - Learning Platforms and Virtual Learning Environments
 - E-mail and Instant Messaging
 - Chat Rooms and Social Networking
 - Blogs and Wikis
 - Podcasting
 - Video Broadcasting
 - Music Downloading
 - Gaming
 - Mobile/ Smart phones with text, video and/ or web functionality
 - Other mobile devices with web functionality
- 22.4 Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, is not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies. Some of the dangers that may be faced include:
- Access to illegal, harmful or inappropriate images or other content
 - Unauthorised access to /loss of / sharing of personal information
 - The risk of being subjected to grooming by those with whom they make contact on the internet
 - The sharing / distribution of personal images without an individual's consent or knowledge
 - Inappropriate communication / contact with others, including strangers
 - Cyber-bullying (see anti-bullying policy)
 - Access to unsuitable video / internet games
 - An inability to evaluate the quality, accuracy and relevance of information on the internet
 - Plagiarism and copyright infringement
 - Illegal downloading of music or video files
 - Online peer abuse, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not to receive such content.
- 22.5 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact:** being subjected to harmful online interaction with other users; for

example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school has separate e-Safety and a Remote Learning policies.

23. Use of mobile and smart technology

23.1 The school's policy on the use of mobile and smart technology, including phones and cameras, in the school, is as follows:

- the school's E-safety Policy sets out the expectations for pupils;
- staff must not take images of pupils using personal mobile devices;
- all staff should only use school owned mobile devices and cameras in accordance with the guidance set out in the Staff Code of Conduct;
- parents of all pupils may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

23.2 The school's approach to online safety is set out in the school's E-Safety Policy which, amongst other things, include appropriate filtering and monitoring on school devices and school networks.

24. Child Sexual Exploitation (CSE)

24.1 The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

24.2 Staff are provided with training in how to recognise CSE.

25. Sexual Violence and Sexual Harassment

25.1 Staff training will include awareness raising of sexual violence and sexual harassment and the fact that children can, and sometimes do, abuse their peers in this way.

25.2 The school refers to sexual violence as defined under the UK's 2003 Sexual Offences Act.

25.3 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualized environment. (KCSIE, 2022)

25.4 The response to any allegation of sexual violence or sexual harassment will always be treated with the utmost importance and we will support the victim throughout any period of allegation, investigation and subsequent actions and outcomes.

26. Discipline and the alleged perpetrator(s)

- The DSL should take the lead role
- You can take disciplinary action whilst other investigations are ongoing e.g. by the police
- The fact another body is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and impose a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis
- You should consider whether:
 - Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this
 - There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened
- You can, and should, take disciplinary action and still provide support at the same time if necessary

27. Induction

- 27.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- this policy;
 - the Behaviour, Discipline and Sanctions Policy for pupils;
- 27.2 the Staff Code of Conduct including the Whistleblowing Policy, e-Safety Policy which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and Acceptable Use Policy;
- the safeguarding response to children who go missing from education;
 - the school's approach to online safety
 - the role, identity and contact details of the DSL and his / her Deputies;
 - safeguarding training;
 - a copy of Part 1 and, where appropriate, Annex A of KCSIE; and
 - appropriate prevent duty training.

28 Safeguarding training

- 28.1 The Principal and all staff members will undertake appropriate safeguarding training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – at induction) which will be updated every two years. In addition, all staff members will receive safeguarding and child protection updates via email and / or staff meetings on a regular basis and at least annually.
- 28.2 All safeguarding training should have regard for the Teacher Standards (DfE) which establish the expectation that all teachers manage behaviour effectively to ensure a good and safe education environment. In addition, these standards require the teacher to have a good understanding of the child's needs.
- 28.3 For those support staff for whom English is an additional language or who require support to access the written policy, the school will provide additional training to ensure all staff are familiar with the policy and guidance.
- 28.4 Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the school.
- 28.5 Additionally, the school will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and will ensure that appropriate staff have the skills, knowledge and understanding to keep looked after children safe.
- 28.6 In addition, all staff should receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- 28.7 The Board and SLT should recognise the expertise staff are building by undertaking safeguarding responsibilities and actions on a daily basis and therefore involve them in the review of the school's safeguarding and child protection procedures.

29 Whistleblowing (Confidential Reporting)

- 29.1 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Principal or the Chair of the Board.
- 29.2 All staff should be familiar with the school's Whistleblowing Policy which is available in the policies file on the shared drive and on the school's website.

30 Risk assessment

- 30.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 30.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 30.3 The Principal has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 30.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the assessment.

31 Meetings

- 31.1 The Safeguarding Team will meet weekly. The meeting will be chaired by the DSL.
- 31.2 Safeguarding will be a standing agenda item at the weekly SLT.
- 31.3 Safeguarding will be a termly agenda item at staff meetings for updates and further training. Time at staff meetings and staff training will be used for immediate updates, reinforcement of policy and procedures and scenario scrutiny and training as required.
- 31.4 The Nominated Safeguarding Board Member (NSBM), Principal and the DSL will meet termly to review safeguarding policy and procedures at the school and understand areas and actions for improvement. The NSBM may also attend the weekly Safeguarding Team meeting as part of their monitoring work on an ad hoc basis. The DSL must inform the NSBM of the day and time of the meeting for this purpose.
- 31.5 Safeguarding will be a termly agenda item at Board Meetings when a report will be presented by the Principal.

32 Monitoring and review

- 32.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Board as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the school's safeguarding arrangements.
- 32.2 Any safeguarding incidents at the school will be followed by a review of these procedures by the DSL and a report made to the Board. Where an incident involves a member of staff, the Designated Lead(s) will be asked to assist in this review to determine whether any improvements can be made to the school's procedures. Any deficiencies or weaknesses in regard to safeguarding arrangements at any time will be remedied without delay.

- 32.3 The Board will undertake an annual review of this policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working.
- 32.4 The DSL will work with the Nominated Safeguarding Board member, preparing a termly written report commissioned by the Board. The written report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 32.5 The Board should also consider independent corroboration, such as:
- inspection of records or feedback from external agencies including the Designated Lead(s);
 - reports from the brand partner school annual review;
 - reports of school inspections including but not limited to, BSO inspections; and
 - the outcome of any relevant parental complaints.
- 32.6 The Board will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Board will be made.
- 32.7 All Board members receive safeguarding training on induction. The Nominated Safeguarding Board member and the Chair of the Board will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities.
- 32.8 The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including questionnaires, staff meetings, and professional development reviews. This includes information on how staff can report concerns occurring out of hours/out of term time.

33 Record keeping

- 33.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- 33.2 Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

- 33.3 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- 33.4 The records created in accordance with this policy may contain personal data. The school has a number of privacy notices which explain how the school will use personal data for the benefit of pupils and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created in connection with this policy. This includes the school's data protection policy and information security policy.
- 33.5 Insofar as pupil records are concerned:

33.5.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

33.5.2 Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

33.5.3 If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

33.5.4 Staff must record all concerns about a pupil through the school's Pastoral Module or via the 'Referral Form' (see Appendix Three).

33.6 The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

34. Letting School premises

34.1 The school has a duty to ensure that appropriate arrangements are in place to keep children safe when allowing outside organisations to use their facilities. If the activity is being run by the school, or overseen by the school, then this policy and the school's procedures apply.

34.2 If not, then the school should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Should the organisation wishing to use the school premises not have any safeguarding policies or procedures in place, then the organisation should not be allowed to let the facilities. The school should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

35. Policy History

N o	Date	Section / Para	Revision	Remarks
1	12/6/17	1.1	Update Introduction	
2	12/6/17	1.4	Lead Agency	
3	12/6/17	1.7	Aims of Policy	
4	12/6/17	2.2	Staff Safeguarding Training	
5	12/6/17	2.4	5 Out Comes for Every Child Matters & Procedures	
6	12/6/17	4.1	Supporting Children	
7	12/6/17	5.4	Staff Confidentiality	
8	12/6/17	6.2	Supporting Staff	

9	12/6/17	7.4	Dealing with Disclosure of Abuse Procedure	
10	12/6/17	8.1	Allegations Against Staff	
11	12/6/17	10.2	Use of Cameras	
12	12/6/17	11	Prevention – Healthy Relationships	
13	12/6/17	12	Prevention of Extremism	
14	12/6/17	13	School Mission Statement & Values	
15	12/6/17	Page 22	Physical Neglect	Appendix One
16	12/6/17	Page 23	Sexual Abuse	Appendix One Child Sexual Exploitation
17	12/6/17	Page 25	Dealing with a Disclosure – Process Flowchart	Appendix Two
18	12/6/17	Pages 26,27	Safeguarding & Referral Form	Appendix Three
19	12/6/17	Pages 28,29	Body Map	Appendix Four
20	30/8/18	1.3 Page 5	Introduction	Keeping Children Safe in Education (updated to Sept 2018)
21	01/10/18	1.3, Page 5	Introduction	Working Together to Safeguard Children (updated to July 2018)
22	8/10/18	1.3, Page 5	Introduction	Children's Wellbeing Report - GL Assessment; PASS - (2018).
23	15/08/20		Whole Policy	Key School Contacts – updated 4.3, 5.3, 11.1 - Revised to reflect updates to the KCSIE with effect from 1 st September 2020.

24	21/2/2021	21,22,23	Update to confidential referral form	Appendix 3
25	7/6/2021	2.5	KCSIE	Updated to January 2021
26	01/08/2021		KCSIE updates, from September 2021	Full policy revision in light of KCSIE 2021 update
27	31/07/2022	All sections	KCSIE updates, from September 2022 Revisions and updates to other sections including Safeguarding Meetings	Full policy revision in light of KCSIE 2022 update.
28	13/08/2023	Sections 3,5,6,7,12,16,17,28,35, Appendix 2, Appendix 5	KCSIE updates for September 2023 Revisions and updates to other sections including introduction of Low-Level Concerns policy.	Full policy revision in light of KCSIE 2023 update.
29	22/08/2024	Key School contacts	Updated to include new members of the Safeguarding Team	
30	13/02/2025	Key School contacts Local Safeguarding services updates	Updated due to staff changes Inclusion of relevant phone numbers	

Appendix One: Types of and Definitions of Abuse

Child abuse can be categorised into four distinct types:

1. Physical Abuse
2. Sexual Abuse (Including Child Sexual Exploitation)
3. Emotional Abuse
4. Physical Neglect.

A child can be at risk from any combination of the four categories.

Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

Harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children.

Added that extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships) (paragraph 23)

Physical Abuse

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical Signs of Physical Abuse are:

1. Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
2. Slap marks - these may be visible on cheeks or buttocks
3. Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
4. Bruising on both sides of the ear - this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
5. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
6. Black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
7. Damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth
8. Bite marks
9. Poisoning and other misuse of drugs - e.g. overuse of sedatives
10. Burns and / or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals, will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern
11. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast, a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

Typical Signs of Sexual Abuse are:

1. A detailed sexual knowledge inappropriate to the age of the child
2. Behaviour that is excessively affectionate or sexual towards the children or adults
3. Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
4. A fear of medical examinations
5. A fear of being alone - this applies to friends / family / neighbours / baby-sitters, etc
6. A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
7. Excessive masturbation
8. Promiscuity
9. Unusually explicit or detailed sex play in young children
10. Sexual approaches or assaults - on other children or adults
11. Pregnancy, urinary tract infections (UTI's), sexually transmitted infections (STI's) are all cause for immediate concern
12. in young children, or in adolescents if his / her partner cannot be identified
13. Bruising to the breasts, buttocks, lower abdomen, thighs and genital / rectal areas
14. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
15. Discomfort or pain particularly in the genital or anal areas
16. The drawing of pornographic or sexually explicit images
17. Unexplained presents being bought for them
18. Unknown adults picking child / children up from School.

There is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse.

Staff should recognise that even if there are no reports, it doesn't mean it's not happening.

Physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts should be challenged at all times. Dismissing or tolerating such behaviours risks normalising them.

Emotional Abuse

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection.

All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

Physical Neglect

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical Neglect.

Typical Signs of Physical Neglect are:

1. Underweight: a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a School trip. Some children also lose weight or fail to
2. gain weight during School holidays when School lunches are not available and this is a cause for concern
3. Inadequately clothed - where the lack of care is preventing the child from thriving
4. Failure of parent to ensure a child has sort appropriate medical intervention for an ailment
5. Failure of parent to ensure a child has sort appropriate dental treatment for ongoing problems with the child's teeth
6. Physical Neglect is a difficult category because it involves the making of a judgment about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke Child Protection Procedures in the case of neglect where the child's development is being adversely affected.

The Symptoms of Stress and Distress for example:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', the child will nearly always suffer from/display signs of stress and distress.

Typical Signs of Stress and Distress are:

1. A lack of concentration and a fall-off in School performance
2. Aggressive or hostile behaviour
3. Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
4. Difficulties in relationships with peers
5. Regression to more immature forms of behaviour, e.g. thumb sucking
6. Self-harming or suicidal behaviour
7. Low self-esteem
8. Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from
9. sexual/physical abuse.

Parental Signs of Child Abuse

Particular forms of parental behaviour that could raise or reinforce concerns are:

1. Implausible explanations of injuries
2. Unwillingness to seek appropriate medical treatment for injuries
3. Injured child kept away from School until injuries have healed without adequate reason
4. A high level of expressed hostility to the child
5. Grossly unrealistic assumptions about child development
6. General dislike of child-like behaviour
7. Inappropriate labelling of child's behaviour as bad or naughty
8. Leaving children unsupervised when they are too young to be left unattended.

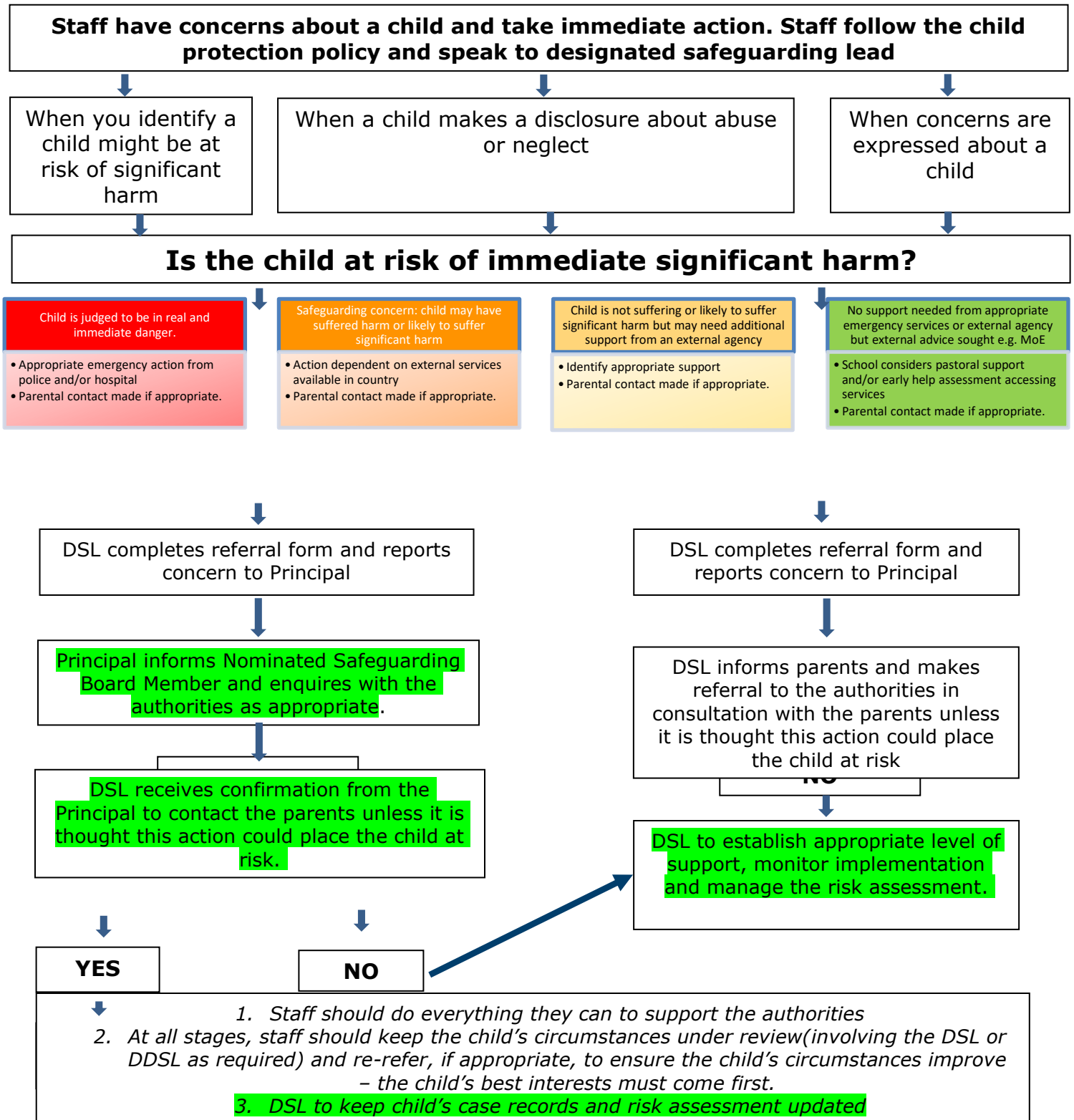
Child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen

both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children with SEND are 3 times more likely to be abused than their peers.

Appendix Two – Actions where there are concerns about a child – Process Flowchart



CONFIDENTIAL

SAFEGUARDING REPORTING FORM

Logging a concern about a child’s safety and welfare

Pupil’s name:	Tutor Group / Class: Pupils age (if known):
Date form completed: Date of incident:	Time:
Your name:	Position:
Note the reason(s) for recording the incident:	
Details of concern/incident – record the who/what/where/when factually. A non-exhaustive list of details to record are: • what was said or done, by whom, to whom and in whose presence • when the incident took place and where • whether the child wishes their parents to be informed.	
Any other relevant information (witnesses, evidence, immediate action taken)	

Any suspicion or complaint of abuse must be reported to the DSL (or Deputy DSL in his/her absence). If the suspicion or complaint involves a member of staff or volunteer, report the matter in accordance with the relevant procedures in the Safeguarding Policy. DO NOT INVESTIGATE THE MATTER as this could prejudice the investigations of outside agencies. If at any point there is a risk of immediate serious harm a referral should be made to local agencies. See the Safeguarding Policy for guidance about dealing with and recording safeguarding concerns.	
Action taken and when	
Reporting staff signature	Date
DSL – Response / Outcome.	
NB The DSL will maintain a separate detailed record in the Child Protection File.	
DSL's signature	Date

Appendix - Four

Child Protection Body Map

Right



Left



Front

Back

Name Of Child

Date Of Birth

Name of Staff Member

Date Recorded

Observations

Signature

Appendix Five: Role and Responsibilities of the Nominated Safeguarding Board Member

Overview

The Board acknowledge and understand that they have collective duties and responsibilities to safeguard and promote the welfare of children and to ensure that the school's safeguarding policies, procedures and training are effective and comply with the law at all times.

The Board is determined to promote the well-being of children within the school's care and recognises that well-being extends beyond the protection from harm and neglect into areas such as promoting:

- Physical and mental health and emotional wellbeing.
- Social and economic wellbeing.
- Opportunities for education, training and recreation.
- Opportunities for contributing to society.

The Board has nominated one of its members to champion best safeguarding practice in the school, supporting the Board not just to discharge its duties under legislation and guidance but to move beyond regulatory compliance.

The Nominated Safeguarding Board Member will:

Support the Board in its commitment to promote the well-being of children within the school's care.

Take leadership of the school's safeguarding arrangements, liaising with external agencies where this is required.

Role and Duties

The main role and duties of the Nominated Safeguarding Board Member on behalf of the Board (which retains overall responsibility) are to:

- Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the school.
- Encourage other members of the Board to develop their understanding of the Board's responsibilities about well-being, safeguarding and child protection and support them in the performance of these duties.
- Ensure that the Board puts in place a suitable Safeguarding and Child Protection Policy and associated procedures, which have proper regard to prevailing regulations, guidance, standards and advice.
- Chair the school's Safeguarding Committee that will meet termly.
- Contribute to ensuring any deficiencies in the school's safeguarding practices brought to the Board's attention from any source are investigated and addressed.
- Meet regularly with the school's Designated Safeguarding Lead in order to monitor the effectiveness of the school's Safeguarding and Child Protection Policy and procedures and the implementation of these across the school. It is recommended that this is at least a termly meeting.
- Ensure that the Board receives a report on the implementation of the school's Safeguarding and Child Protection Policy and procedures to support the full Board's review of the safeguarding at the school at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance and guidelines adopted by the Board.
- Alert the Board to any incident, which the Nominated Safeguarding Board member regards as a substantiated safeguarding

incident.

- Ensure that the Designated Safeguarding Lead is part of the school's Senior Leadership Team and has sufficient time and resources at his/her disposal to carry out his/her duties effectively.
- Ensure that a Deputy Designated Safeguarding Lead is identified.
- Ensure that the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead receive appropriate training at least every two years.
- Ensure that arrangements are in place for the inclusion of child protection training on the school's procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual.
- Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
- Review the school's Single Central Record on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.
- Be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.
- Ensure that the Board carries out regular risk assessment of factors particular to the school which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyber-bullying.
- Both provide to and seek advice from appropriate authorities and other relevant agencies information about how the Board's duties in respect of safeguarding and child protection have been discharged where appropriate or requested.