DOHA COLLEGE

SAFEGUARDING AND CHILD PROTECTION POLICY

W15

Policy owner:	**Executive Designated Safeguarding Lead**
Policy agreed on:	**March 2014**
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Document Control Table

Status		Live	
Policy owner		Executive Designated Safeguarding Lead	
Statutory/Recommended		Statutory	
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Linked documents and policies		Whistleblowing Policy Allegations against Staff Policy Low Level Concerns Policy Code of Conduct Policy Keeping Children Safe in Education Working Together to Safeguard Children Safer Recruitment Policy	
Version	**Date**	**Author**	**Comments**
1	**August 2023**	EDSL	Added safeguarding, neglect and abuse definitions. Added in 'This policy applies to all staff, volunteers and governors in the school'. Added in key UK documents: Statutory guidance on FGM The Rehabilitation of Offenders Act 1974 Safeguarding Vulnerable Groups Act 2006 Statutory guidance on Prevent Duty Human Rights Act 1998 European Convention on Human Rights Equality Act 2010 ● Childcare (Disqualification) and Children Regulations 2018

			● Statutory Framework for Early Years Foundation Stage Reworded equality statement to include online abuse Under All Staff added - Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance; reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online) Under Governing Body added: facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development; Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes: Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards Make sure: The EDSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies The EDSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place The school has 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). That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

			The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate. All governors will read Keeping Children Safe in Education in its entirety. Under - **What to do if a student discloses/alleges abuse** Added - **IF A CHILD IS IN IMMEDIATE DANGER CALL THE EDSL OR DSLS IMMEDIATELY, THE SAFEGUARDING EMERGENCY NUMBER IS 856, YOU MUST DISRUPT MEETINGS.** Added section on Online safety and the use of mobile technology Removed section on safer recruitment – referred staff to safer recruitment policy
1.1	Jan 2024	EDSL	Updated contact information for Safeguarding Governor

Key Contacts

Executive Designated Safeguarding Lead	Uzma Zaffar (EDSL)	**Contact details**	uzaffar@dohacollege.com Office: 44076705 (Ext:705) **Emergency Number: 856** Mobile: 55061246
Designated Safeguarding Lead for Primary	Danielle Price (DSL)	**Contact details**	dprice@dohacollege.com Office: 44076777 (Ext: 768) Mobile: 59970933
Designated Safeguarding Lead for Secondary	Nicholas Taylor (DSL)	**Contact details**	ntaylor@dohacollege.com Office: 44076761 (Ext:761) Mobile: 55353832
Designated Safeguarding Lead for Academies	Tommy Westmoreland	**Contact details**	twestmoreland@dohacollege.com Office: 44076706 Mobile: 33368758
Designated Safeguarding Governor	Ayeesha Lall	**Contact details**	safeguardinggov@dohacollege.com
Principal	David Tongue	**Contact details**	principal@dohacollege.com Office:44076700

Acronyms

AMAN	AMAN Protection and Social Rehabilitation Centre
CAMHS	Children and Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CL	County Lines
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EHE	Elective Home Education
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
KCSIE	Keeping Children Safe in Education
OCSE	Online Child Sexual Exploitation
PSHE	Personal, Social, Health and Economic education
S-CAP	Sidra Child Advocacy Programme
SCR	Single Central Record
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Coordinator

TERMINOLOGY

Safeguarding	Protecting children from maltreatment Preventing impairment of children's mental and physical health or development Ensuring that children grow up in circumstances consistent with the provision of safe and effective care Taking action to enable all children to have the best outcomes
Child protection	is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
Neglect	is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail
Early help	means the provision of support as soon as additional needs and support emerge or are identified at any point in a child's life.
Staff	refers to all those working for or on behalf of the School, full or part time, temporary or permanent, in either a paid or voluntary capacity.
Child	includes everyone under the age of 18. Overall this will apply to students at our School; however, the policy will extend to visiting children and students from other establishments.
Young person	refers to students over the age of 18.
Parents	refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.

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Purpose and Aim

Doha College fully recognises its responsibility to safeguard, promote and protect the safety of all students in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Doha College. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Doha College has an attitude of **'it could happen here'** and **'Child Centred Safeguarding**' Doha College expects all staff to share this commitment.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child- centred. This means that they should consider, at all times, what is in the **best interest** of the child.

This policy applies to all staff, volunteers and governors in the school.

Keeping Children Safe in Education – 2023

The purpose of this Policy is to provide staff, governors, volunteers, and the wider school community with the framework needed in order to keep children safe and secure at Doha College. The Policy also informs parents and carers how Doha College is safeguarding their children whilst in our care.

This Policy applies to the whole of Doha College and all on and off-site activities by students whilst they are the responsibility of the school.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2023
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations Against Staff Policy
- Low Level Concerns Policy
- Safer Recruitment Policy

Safeguarding and promoting the welfare of children (everyone under the age of 18 or under the care of Doha College) is defined in Keeping Children Safe in Education, 2023 as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

DOHA COLLEGE WILL:

- provide an environment which fosters a supportive school community and an open culture where all feel able to share concerns about another's well-being and safety, know that those concerns will be listened to and acted upon effectively and sensitively;

- provide an ethos of care whereby class teachers, specialist teachers and support staff get to know students such that they are more readily aware of a child in need of support or 'changes' which may indicate abuse or a safeguarding concern;

- raise awareness for staff of the need to safeguard students and of their responsibilities to identify and report possible cases of abuse, neglect, or a child in need through guidance and training;

- provide a systematic means of monitoring children known to be in need, or who have suffered or are at risk of suffering harm;

- ensure that all vulnerable children are provided with appropriate support in school and that their needs are identified and responded to effectively;

- develop and implement procedures to be followed by all staff in cases of suspected abuse or other child welfare concerns;

- develop and promote effective working relationships with other agencies including the Police and Children's Services (Through Sidra/Hamad hospital, AMAN centre, S-CAP and CAMHS);

- to work in partnership with parents and carers in the best interests of students and ensure parents have a clear understanding of how to raise a safeguarding concern;

- ensure that all adults within the school who have access to children have been checked as to their suitability to work safely with children, in line with the safer recruitment policy;

- emphasise the need for good communication about safeguarding issues between all members of staff;

- ensure all staff engage in regular training to ensure the culture of safeguarding across the school is one of vigilance and underpins all aspects of school life.

The school's commitment to safeguarding children is communicated to all governors, professional staff, parents, and others who have an interest in our school. The names of all members of the Safeguarding team are displayed in school along with their contact details.

Doha College will call 999 for an ambulance or visit Sidra/Hamad emergency department if at risk of suicide, harm to self or others.

Referrals are made through the Safeguarding Team for students who need additional support outside school or are in significant harm. Referrals will be considered by the Safeguarding team in terms of possible benefit/risk to the child and made on a case-by-case basis.

- Sidra for eating disorders, pulling hair out, anxiety, depression, etc.
- Sidra's/Hamad Child and Adolescent Mental Health Services (CAMHS) medicine team for
- suicidal thoughts or self-harm, OCD, mental health difficulties.
- Sidra's Child Advocacy Program (S-CAP) for safeguarding or family concerns/abuse.

Our Safeguarding Pledge

Children will:

- Get the help they need when they need it;
- Be seen by a professional such as a teacher or doctor to make sure children are alright "not in immediate danger?" and not put at more risk;
- Be listened to seriously, and professionals will use their power to help children;
- Be able to discuss issues in private, if and when children want to, whilst also ensuring children are aware that their concerns cannot be kept confidential if they are considered to be in danger.

Professionals will:

- Be involved with children and help them understand decisions made about their lives;
- Provide children with a named adult to help them;
- Share information to protect children;
- Minimise disruption to other parts of children's lives;
- Work together effectively on children's behalf;
- Be competent, confident, properly trained and supported;
- Work to continually improve how and what is done to help children.

Statutory Duty

This policy has been drafted to have regard to Section 175 of the Education Act 2002.
Other key legislation and guidance (this is not an exclusive list)

- Children Act (1989)
- Children Act (2004)
- Keeping Children Safe in Education (2022)
- Working Together (2018)
- Education Act (2002)
- Counter - Terrorism and Security Act (2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Children and Social Work Act (2017)
- Sexual Offences Act (2003)
- Education (student Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (2018)
- Data Protection Act (2018)
- What to do if you're worried a child is being abused (2015)
- Searching, screening and confiscation (2018)
- Preventing and Tackling Bullying (2017)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- UN Convention on the rights of the child (UNCRC)
- Statutory guidance on FGM
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Statutory guidance on Prevent Duty
- Human Rights Act 1998
- European Convention on Human Rights
- Equality Act 2010
- Childcare (Disqualification) and Children Regulations 2018
- Statutory Framework for Early Years Foundation Stage

Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Some children are:

- Are a young carer;Are showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- Are frequently missing/go missing from care or from home;

- Are at risk of modern slavery, trafficking or exploitation;
- Are at risk of being radicalised or exploited;
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Are misusing drugs or alcohol themselves;
- Have returned home to their family from care;
- Are privately fostered children;
- Are at risk due to either their own or a family member's mental health needs;
- Are missing or absent from education for prolonged periods and/or repeat occasions;
- Whose parent/carer has expressed an intention to remove them from school to be home educated;
- Lack permanent accommodation;
- Use English as an additional language;
- Have special educational needs or disabilities (SEND);
- May experience discrimination due to their race, ethnicity or religion;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.

Roles and Responsibilities

At our school key safeguarding roles are:

Executive Designated Safeguarding Lead	Uzma Zaffar (EDSL)	Contact details	uzaffar@dohacollege.com Office: 44076705 (Ext:705) **Emergency Number: 856** Mobile: 55061246
Designated Safeguarding Lead for Primary	Danielle Price (DSL)	Contact details	dprice@dohacollege.com Office: 44076777 (Ext: 768) Mobile: 59970933
Designated Safeguarding Lead for Secondary	Nicholas Taylor (DSL)	Contact details	ntaylor@dohacollege.com Office: 44076761 (Ext:761) Mobile: 55353832
Designated Safeguarding Lead for Academies	Tommy Westmoreland (DSL)	Contact details	twestmoreland@dohacollege.com Office: 44076706 Mobile: 33368758
Deputy Designated Safeguarding Lead	Shainaz Dalvi (DDSL)	Contact details	sdalvi@dohacollege.com Office: 44076777 (Ext:794)
Deputy Designated Safeguarding Lead	Lisa Finighan (DDSL)	Contact details	lfinighan@dohacollege.com Office: 44076795 (Ext:795)
Deputy Designated Safeguarding Lead	Scott McDiarmid (DDSL)	Contact details	smcdermid@dohacollege.com Office: 44076796 (Ext:796)

Deputy Designated Safeguarding Lead	David Kane (DDSL)	Contact details	dkane@dohacollege.com Office: 4407 6777 (ext:729)
Deputy Designated Safeguarding Lead	Gemma Stroud	Contact details	gstroud@dohacollege.com Office: 4407 6777 (ext:730)
Deputy Designated Safeguarding Lead	Sarah Jackson (DDSL)	Contact details	sjackson@dohacollege.com Office: 44076777 (ext:776)
Deputy Designated Safeguarding Lead	Ruth Whymark (DDSL)	Contact details	rwhymark@dohacollege.com Office: 44076702 (ext:702)
Deputy Designated Safeguarding Lead	Jerome Scafe (DDSL)	Contact details	jscafe@dohacollege.com Office: 44076707 (ext:701)
Deputy Designated Safeguarding Lead	Louise Kotek (DDSL)	Contact details	lkotek@dohacollege.com Office:44076799 (Ext:799)
Deputy Designated Safeguarding Lead	Klelia Antoniou (DDSL)	Contact details	kantoniou@dohacollege.com
Deputy Designated Safeguarding Lead	James Mwale	Contact details	jmwale@evosportsqatar.com
Deputy Designated Safeguarding Lead	David Wallace	Contact details	dwallace@evosportsqatar.com
Deputy Designated Safeguarding Lead	Jane Williams	Contact details	jawilliams@dohacollege.com
Designated Safeguarding Governor	Ayeesha Lall	Contact details	safeguardinggov@dohacollege.com

All staff

Child protection and safeguarding is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play in safeguarding children. It is essential that everybody working in a school understands their safeguarding responsibilities. Therefore, all staff have a duty and responsibility to:

- have a child-centred approach by considering at all times what is in the best interests of a child and putting these needs above all other considerations;
- understand the systems the school has in place to support safeguarding including understanding this Policy and its procedures and the school's other policies and documents;
- read Part 1 and Annexes A and B of "Keeping Children Safe in Education 2023" (KCSIE) and other pertinent policies as directed by the EDSL;
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance;

- be aware of and understand the types and indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection or who are suffering, or likely to suffer, significant harm;
- understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label and that in most cases, multiple issues will overlap with one another;
- understand that a child is considered to have been abused or at risk of abuse when the basic needs of that child are not being met. Harm can include neglect, ill-treatment, physical, sexual, or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional, or social development.
- reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
- be prepared to identify children who may benefit from Early Help and understand their role in identifying emerging problems and sharing concerns with the DSL(s);
- have an understanding of specific safeguarding issues that can put children at risk of harm and in particular Children Missing Education, Child Criminal Exploitation, Child Sexual Exploitation; Children missing from Home or Care; Violence Against Women and Girls, Honour Based Abuse, Female Genital Mutilation, Serious Youth Violence and Radicalisation;
- 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 for making a report;
- understand the legal requirement upon them to follow statutory mandatory reporting guidelines if they suspect a girl has undergone, or is at risk of FGM;
- know what to do if a student discloses /alleges abuse or neglect;
- understand and implement the procedures to report concerns and work with Children's Services and external agencies when necessary;
- seek guidance from the EDSL/DSL(s) if they are unsure how to proceed in a potential Child Protection situation;
- understand the types of child-on-child abuse and specific procedures to follow to report any disclosures/allegations to the EDSL/DSL(s) in accordance with this policy;
- understand the duties to share information about safeguarding concerns whilst maintaining an appropriate level of confidentiality. This means only involving those who need to be involved such as the EDSL, DSL(s) or DDSL(s);
- be aware of relevant data protection principles (DPA 2018 and UK GDPR), but understand that information must be shared where there is a need to safeguard or promote the welfare of a child and that fear about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children;
- keep detailed records of any safeguarding conversation or event on CPOMS

- in accordance with the Whistleblowing section of this Policy, understand the duty to raise concerns about the inappropriate attitude or actions of colleagues and about poor or unsafe practice and potential failures in school's safeguarding procedures.
- if it is found that an allegation is unsubstantiated, unfounded, false, or malicious, the DSL(s) should investigate whether the child who has made the allegation is in need of additional support or may have been abused by someone else.

Early help

Early help means providing support to a child as soon as a problem emerges. All staff should be prepared to identify children who may benefit from Early Help. Mental Health and Behaviour in Schools, November 2018 highlights that *'early intervention to identify issues and provide effective support is crucial'*.

The school role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention and Education: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

Identification: recognising emerging issues as early and accurately as possible;

Early support: helping students to access evidence based early support and interventions; and

Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

All staff are to be aware of the importance of being alert to the potential need for Early Help for a child who:

- is disabled and has specific educational needs;
- has special educational needs;
- is showing signs of engaging in antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol themselves;
- is a privately fostered child;
- has a parent/carer in custody;
- is self-harming;

- is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

The Governing Body will:

- facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development;
- review this Policy and its effectiveness annually;
- nominate a Safeguarding Governor to act as the lead Governor for child protection and safeguarding issues in the school;
- ensure that staff undergo regular updated safeguarding training (including online safety);
- ensure that the Safeguarding Governor will liaise with the relevant agencies in the event an allegation or safeguarding concern is made against the Principal;
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of Keeping Children Safe in Education 2023.
- remedy any deficiencies or weaknesses in regard to child protection policies or procedures that are brought to its attention without delay.
- comply with their safeguarding duties under legislation and ensure that the policies, procedures and training in the school are effective and comply with the law at all times;
- ensure that students are taught about safeguarding (including on-line safety) and that this teaching is integrated, aligned, and considered as part of the whole school safeguarding approach and has regard to Teaching Standards.
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

  Make sure:

    - The EDSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies

- The EDSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has 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).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

The Principal will:

- The Principal is responsible for the implementation of this policy, including:
- Ensuring that all staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the EDSL has appropriate time, funding, training and resources, and that there is always adequate cover if the EDSL is absent
- Ensuring the relevant staffing ratios are met in the early years
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the school

Confidentiality

- Safeguarding concerns will be treated confidentially and will only include those who need to know.
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- The EDSL will have to balance the victim's wishes against their duty to protect the victim and other children

The EDSL 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 the children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and 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 children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

If staff are in any doubt about sharing information, they should speak to the EDSL or DSLs

Designated Safeguarding Lead

*"Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.*
The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional

responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children."
Keeping Children Safe in Education – September 2023

The school has nominated an Executive Designated Safeguarding Lead. The person who leads the Safeguarding Team is **Uzma Zaffar.**

Designated Safeguarding Leads are:

Primary School - Danielle Price
Secondary School - Nicholas Taylor
Academies - Tommy Westmoreland

The Deputy DSLs, for Primary ('DDSL') are:

- Shainaz Dalvi
- Lisa Finighan
- Scott McDiarmid
- Ruth Whymark
- Derek Watson
- Klelia Antoniou

who may act in the DSL's absence.

The Deputy DSLs, for Secondary ('DDSL') are:

- David Kane
- Gemma Stroud
- Sarah Jackson
- Jerome Scafe
- Matthew Corke
- Louise Kotek

who may act in the DSL's absence.

The Deputy DSLs, for Academies ('DDSL') are:

- James Mwale
- David Wallace
- Jane Williams

who may act in the DSL's absence.

The Designated Governor for safeguarding is **Ayeesha Lall**
The names and contact details of the Safeguarding Team are on page 11. Posters are prominently displayed in staff offices, classrooms, staff rooms and pantries and around school.

The EDSL and DSLs will:

- take lead responsibility for safeguarding and child protection (including online safety) at the school;

Manage referrals

- refer cases of suspected abuse to the Safeguarding Team or SCAP centre in accordance with this policy;
- liaise with Children's Services over suspected cases of child abuse or radicalisation. In Doha College this means working with the SCAP centre if intervention criteria are reached and the Early Help Services where intervention criteria are not reached;
- following the Early Help procedures when a child is deemed to be in need of additional support then to work as part of the Team Around the Child;
- refer cases to the Safeguarding Team where there is a radicalisation concern;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teacher Regulation Agency (TRA);
- refer cases where a crime may have been committed to the Police.

Work with others

- to act as a point of contact and to develop effective working relationships with external agencies and services;
- liaise with the Principal to inform him of safeguarding issues especially when there are ongoing enquiries under section 47 of the Children Act 1989 and/or police investigations and of any referrals made to external agencies for safeguarding concerns;
- liaise with Staff (especially pastoral support staff, the school nurse, IT Technicians, and SENCo,) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- be the main point of contact for external agencies pursuing child protection investigations and to attend conferences and submit reports when required;
- act as a source of support, advice, and expertise on safeguarding issues for all staff;
- ensure the school has effective recruitment procedures, including checking all new staff to make sure they are safe to work with children and young people;
- Notifying the DfE of the name of any member of staff considered to be "unsuitable to work with children" in accordance with statutory regulations.

Training

- ensure that the Safeguarding Team undergoes training to provide them with the knowledge and skills required to carry out their roles;
- to understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- ensure suitable training for staff about the risks of radicalisation;

- to ensure staff receive all appropriate training in safeguarding to develop their understanding of the signs and indicators of abuse;
- to ensure that staff have the appropriate training on online safety in this area and that students and their parents are provided with advice and guidance on online safety;
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and SCAP Local Authority children's social care referral arrangements;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations;
- understand the importance of information sharing, both within the school and with the external agencies, organisations and practitioners;
- to keep detailed, accurate, secure written records of concerns and referrals on CPOMS;
- to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- to recognise the additional risks that children with SEND and disabilities face online and to be confident they have the capability to support SEND children to stay safe online;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- to refresh knowledge and skills at regular intervals.

Raise awareness

- ensure staff are aware of the role of the Safeguarding Team;
- ensure that this Policy is known, understood, and used appropriately;
- to make sure staff are aware of the procedures to follow when they have a concern or a disclosure to report;
- ensure that this Policy has effective procedures for dealing with allegations of abuse against members of staff;
- ensure Governing bodies and proprietors should ensure that those staff who work directly with children read Keeping Children Safe in Education Part 1 and ensure that those staff who do not work directly with children read either Part one and Annexes A and B.
- to make an appropriate assessment, alongside the Governors, as to which guidance will be most effective for staff to safeguard and promote the welfare of children.
- ensure all new members of staff are made aware of systems within the school which support safeguarding, and these should be explained to them as part of their induction to the school.
- ask all new members of staff and Governors to confirm they have read and understood this Policy and Appendices and Part 1 and Annexes A and B of 'Keeping Children Safe in Education' 2022 (KCSIE), as part of their induction into the school.

- in conjunction with the Safeguarding Team and Governing Body, to ensure that this Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly;
- ensure that this Policy is available publicly on the school's website and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made to external agencies and the role of the school in this.
- 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.

Child protection file

CPOMS is the school's software for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that the EDSL/DSL(s) have been automatically notified. It also equips the EDSL/DSL(s) to assess each concern and manage any ongoing action that needs to be taken.

Records should include:

- to keep all concerns confidential and secure in accordance with UK GDPR and for these records to be kept separate from student records;
- to maintain a comprehensive summary of the concern;
- provide details of how the concern was followed up and resolved;
- to transfer child protection files to a new school or college

Availability

- The EDSL/DSL(s) and/or DDSL(s) will be available during school hours.
- For out of school hours arrangements (such as overnight school trips), contact details of the EDSL/DSL(s) will be provided to the lead member of staff prior to the trip itself and the EDSL/DSL(s) or DDSL(s) will be available to be contacted if required.

Induction

All new staff to the school will undertake safeguarding training and training on the use of CPOMS as part of their induction programme. They are also required to read and understand this Policy and its procedures, the Staff Handbook and Code of Conduct, Keeping Children Safe in Education Part 1 and will be required to have read and understood the procedures for managing children missing education.

Staff, Governors, and the Principal will receive regular safeguarding and child protection training no less than once an academic year and updates as required, such as statutory changes.

WHAT TO DO IF A STUDENT DISCLOSES/ALLEGES ABUSE

If a child discloses/alleges that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct or leading questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Raise the concern on CPOMS
- Pass information to the EDSL/DSL(s)/DDSL(s) without delay. Contemporaneous notes are better than notes typed up afterwards which might undergo unintended changes that do not reflect the conversation, which must be uploaded to CPOMS.

The staff member should respond to a child raising a concern of abuse:

- Show acceptance of what the child says
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know
- Be aware that the child may have been threatened, coached, or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you.

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the EDSL/DSL(s) or DDSL(s)
- Consider your own feelings and seek pastoral support if needed.

IF A CHILD IS IN IMMEDIATE DANGER CALL THE EDSL OR DSLS IMMEDIATELY, THE SAFEGUARDING EMERGENCY NUMBER IS 856, YOU MUST DISRUPT MEETINGS.

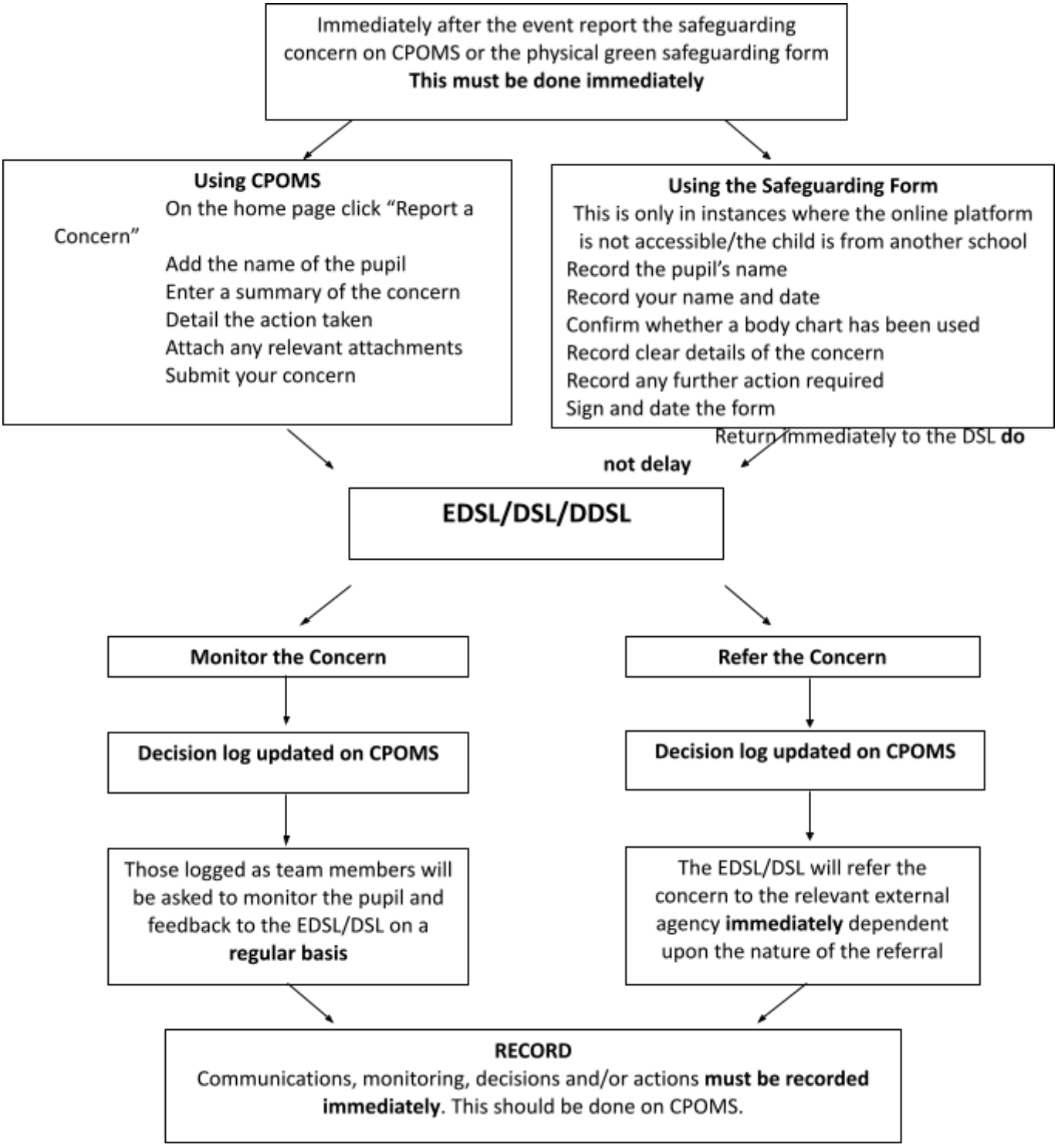
PROCEDURES

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse.

If a member of staff has any concerns about a child (including concerns regarding possible Child-on-Child abuse) they must report this immediately to the Safeguarding Team and on CPOMS

If a member of staff has reported a concern or disclosure to the Safeguarding Team and is not satisfied with the action taken by that person, the staff member with concerns should speak with the DSL again or the EDSL.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Safeguarding Team, through the green form on CPOMS


Immediately after the event report the safeguarding concern on CPOMS or the physical green safeguarding form
This must be done immediately
Using CPOMS
On the home page click "Report a Concern"
Add the name of the pupil
Enter a summary of the concern
Detail the action taken
Attach any relevant attachments
Submit your concern
Using the Safeguarding Form
This is only in instances where the online platform is not accessible/the child is from another school
Record the pupil's name
Record your name and date
Confirm whether a body chart has been used
Record clear details of the concern
Record any further action required
Sign and date the form
Return immediately to the DSL do not delay
EDSL/DSL/DDSL
Monitor the Concern
Refer the Concern
Decision log updated on CPOMS
Decision log updated on CPOMS
Those logged as team members will be asked to monitor the pupil and feedback to the EDSL/DSL on a regular basis
The EDSL/DSL will refer the concern to the relevant external agency immediately dependent upon the nature of the referral
RECORD
Communications, monitoring, decisions and/or actions must be recorded immediately. This should be done on CPOMS.

Upon receipt of a report of abuse of a student by an adult or another child/other children, or upon receipt of a concern, the EDSL/DSL will:

- call 999 (Police) if the child is in immediate danger;
- consult with the Principal concerning the most appropriate course of action;
- decide whether or not to report the concern or report of abuse to Children's Services via telephone conversation and report action on CPOMS. Where a child has suffered or is likely to suffer significant harm and/or there are concerns about maltreatment, the EDSL/DSL(s) should make an immediate referral to Children's Services and if appropriate, the police;
- In the case of abuse by one or more students against another student, there should be a referral to Children's Services where there is reasonable cause to suspect that a student is suffering or likely to suffer significant harm. In such cases, all the children involved (whether perpetrator or victim) should be treated as at risk;
- If in doubt as to whether a referral should be made, the EDSL/DSL may consult with Children's Services or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral should be made without delay;
- The EDSL/DSL(s) will ordinarily contact the child's parent(s)/carer(s) to obtain their consent before a referral to Children Services is made. However, if the concern involves alleged or suspected sexual abuse, honour-based abuse, fabricated or induced illness or the EDSL/DSL(s) has any reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral. The rationale for the decision to progress without consent should be provided with the referral;
- If the EDSL/DSL(s) makes the initial referral by telephone, the EDSL/DSL(s) will confirm the referral in writing to Children's Services within 24 hours. If no response or acknowledgment is received within one working day, the EDSL/DSL(s) will contact Children's Services again;
- The EDSL/DSL(s) will report concerns regarding radicalisation immediately to Children's Services.
- If the school becomes aware that a child is, or may be, sexually active, the EDSL/DSL(s) must be informed immediately.

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Doha College aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones in school for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, radicalisation and extremism

Contact – being subjected to harmful online interaction with other users, such as 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, such as 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

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in.

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.

Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies

Early years providers – as noted above, you must cover the use of mobile phones and cameras within this policy, rather than/as well as linking out to a separate policy on mobile phone use. This means you'll need to adapt the final paragraph above.

TYPES OF ABUSE AND NEGLECT

What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
2. Protect a child from physical and emotional harm or danger;
3. ensure adequate supervision (including the use of inadequate care- givers);
4. ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

Our EDSL/DSL(s) and DDSL(s) conduct safeguarding mapping exercises to identify any trending safeguarding threats within our school community. All staff have an awareness of contextual safeguarding issues that may put children at risk of harm.

The below definitions have been taken directly from Keeping Children Safe in Education 2020.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.
Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Child-on-Child abuse

Children can abuse other children. This is generally referred to as Child-on-Child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a duty upon teachers to report on CPOMS where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this reporting duty applies.

Teachers must personally report to the Safeguarding Team. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and report on CPOMS.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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 sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats;
    - upskirting.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting' is where someone takes a picture under a 'persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and

can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Sexual Violence

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.

Prevent

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk should be fundamental to our schools' safeguarding approach.

- **Extremism** is the vocal or active opposition to the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces;

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and report on CPOMS.

The Prevent duty

Our school has a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the 'CTSA 2015'), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Confidentiality

Through staff safeguarding training, confidentiality has been discussed and fully understood. It is understood that a member of staff must never guarantee confidentiality to anyone about a safeguarding or child protection concern (including parents, carers, or students), or promise to keep a secret.

In accordance with statutory requirements, where there is a child protection concern, this must be reported to the EDSL/DSL(s) or DDSL(s) and may require a further referral to and subsequent investigation by the appropriate authorities. Information on individual child protection cases may be shared by the EDSL/DSL(s) or DDSL(s) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Relevant and proportionate information must be shared with professional agencies. Fears about sharing information and Data Protection must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The EDSL/DSL will disclose any information about a student to other members of staff on a need-to-know basis only who may be invited to be part of a 'Team around the Child' on CPOMS. Confidentiality cannot be promised to a student following a disclosure. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Promoting mental health and wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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, and a referral made to the designated safeguarding lead.
Doha College actively promotes positive health, wellbeing and resilience for students and staff including the appropriate use of social media, and how to form positive relationships through the delivery of a bespoke PSHE curriculum.

SUPPORTING CHILDREN

Doha College recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

Doha College may be the only stable, secure, and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

Doha College also recognises that children are capable of abusing their peers. Child-on-child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our school's zero tolerance approach to unacceptable behaviour. No Child-on-Child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Therefore, Doha College will endeavour to support all its students through:

- The curriculum: to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive, and secure environment and which gives all students and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy, and tolerance and prepares children and young people fully for life.
- A curriculum where children develop personal resilience, understand, and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of Relationships and Health Education as well as Fundamental British Values and to teach our students about harm, abuse, positive and healthy relationships, and crime.

- A coherent management of Behaviour Policy and Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so at all times.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Doha College recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools should consider extra pastoral support for children with SEND and certain medical conditions.

Doha College recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

RECORDING AND SHARING INFORMATION

Records

The EDSL/DSL(s) will maintain a record of every incident involving suspected or actual issues in child protection. These records are confidential and ordinarily they are accessible only by the Safeguarding Team. Where it is in the best interests of a child for any record to be disclosed to other agencies, then that record will be carefully disclosed. The duty to refer information to the

Independent Safeguarding Authority under the Safeguarding Vulnerable Groups Act 2006 is paramount.

The school keeps a single record, listing all of the adults who work at the school as employees or as volunteers and the date and outcome of any disclosure check(s) made in relation to each person. If no check has been made, the record shows why no check was necessary in that case.

Information Sharing

Is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies.

Sharing information includes ensuring arrangements are in place that set out clearly the processes and principles for sharing information. Please refer to our Information Sharing Policy for further detail.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Safer Recruitment

Please see our **Safer Recruitment Policy** for further detail.

Physical contact with children - Safe touch

For the purpose of this policy, 'safe touch' is defined as physical contact that, if otherwise avoided, would be inhumane, unkind, and potentially emotionally or physically damaging for the student. Generally, physical contact with the school's children should be minimised. Very young children may seek physical reassurance from a teacher, such as a brief hug when upset, but this should be initiated by the child, not by the adult.

There are occasions when physical contact between a teacher and a child is necessary. A very young child may need to hold an adult's hand while crossing the road. In either case, the adult should use only the absolute minimum of physical contact needed to secure the child's safety. Very often, a note on CPOMS will prevent any later misunderstandings. Ideally, another adult should witness all such contact. This witnessing is for the protection of the child, but it also may reassure the adult.

Safe touch should never be invasive, humiliating, or flirtatious.

Doha College understands that the following examples are instances of safe touch which may occur between staff and students:

- Comforting an upset or distressed student,
- Congratulating or praising a student,
- Holding the hand of a student to guide them, such as when crossing a road or walking to assembly,
- Giving first aid to a student,
- Demonstrating exercises or techniques during PE lessons, administering medicine, or when using musical instruments

A child of any age may need to be physically restrained from damaging property or from hurting themselves or another child

Very young children may seek physical reassurance from a teacher, such as a brief hug when upset, but this should be initiated by the child, not by the adult.

Types of safe touch

- The school understands that certain types of physical contact between staff and students are inappropriate, such as hugging, lap-sitting, holding hands or kissing.
- The school recognises that the only appropriate places to touch students are on the shoulders, arms and back.
- Except in the case of demonstrating skills during sports lessons, we allow the following:
- When demonstrating how to use sporting equipment or sports skills staff may need to touch children to support and guide them, for example in gymnastics, hockey, rugby, and football.
- When learning climbing skills staff will need to use a guiding hand to support younger children
- When younger children are using the climbing equipment staff may need to support them getting up and down-this must be done in sight of others. Staff must lift from under the armpits and place the child down gently.

*Please be aware of cultural sensitivities

- Staff will limit lone-working, when this is necessary in the school hall the door is pinned open and there are glass windows allowing others to see in.

Doha College places the following restrictions on hugging:

- To use the 'hip-hug', rather than an embrace
- The hip hug is a sideways hug whereby the member of staff places their hand on the student's shoulders.

  This type of hug prevents the student from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which Doha College would deem inappropriate.

Doha College places the following restrictions on holding hands:

- Doha College understands that there are times when a member of staff will need to hold a student's hand, either to guide them or to prevent them from being physically harmed.
- Within EYFS classes we will hold a student's hand when giving guidance, reassurance or to comfort them.
- Doha College encourages the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to either hold the hand or arm of the adult or wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if it is required.

Doha College places the following restrictions on lap-sitting:

- Doha College recognises that all instances of lap-sitting are inappropriate and therefore prohibits this interaction between members of staff and students.
- EYFS classes will allow students to sit on their lap if they require comfort or reassurance, particularly in the case of distress; this type of contact is only made with the consent of the child. The child must be sat sideways or facing outwards and never in a front embrace.
- Doha College understands that students are not always aware of the boundaries between staff and students and thus may try to engage in physical contact such as lap-sitting or inappropriate handholding and hugging.
- Should a student try to engage in any inappropriate physical contact, the member of staff must explain to the student why it is unacceptable and encourage them to engage in the school-hug.
- If a member of staff attempts to use one of the safe methods of touch and a student is unhappy with this, the member of staff will retract immediately in order to respect the student's wishes.

REASONABLE FORCE

The school understands that there are times when members of staff must provide physical intervention whereby a child presents danger to themselves or others.

All staff have the legal power to use reasonable force. In these instances, staff must always explain the reasons for their actions to the student and why it was necessary.

Reasonable force may be required in order to control or restrain a student in extreme circumstances, such as needing to guide a student to safety.

At all times, members of staff must ensure they use reasonable force in such a way as to avoid any injury to the student, but the school recognises that in some extreme cases, such as immediate intervention to prevent worse physical injury, this may not be possible.

The school is able to use reasonable force in situations when:

- Disruptive children must be removed from the classroom and have previously refused to.

▪ Members of staff need to control disruptive students on school trips, or similar.
▪ Members of staff must prevent a student from leaving a classroom when doing so would lead to a risk of their safety.
▪ A student is attacking a member of staff or another student.
▪ A student is at serious risk of harming themselves and a member of staff must intervene to prevent this.
• Any occurrences of the use of reasonable force will be reported to the Principal.

STAFF INVOLVED MUST ALSO REPORT THIS ON CPOMS

REPORTING INAPPROPRIATE TOUCH

• If a student attempts to engage in any inappropriate touch, the member of staff involved will report this immediately to the EDSL, in order to prevent any allegations of inappropriate physical contact.
• If another member of staff suspects or witnesses inappropriate physical contact, whereby the member of staff is willingly involved, they will report this to the EDSL immediately.
• The EDSL will keep a written record of all instances of reported inappropriate touch.
• Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the Staff Code of Conduct.

All members of staff are responsible for ensuring that no student feels threatened or unsafe at our school as a result of inappropriate touch.
Physical or corporal punishment is illegal in school or in connection with the school.

USE OF MOBILE PHONES AND CAMERAS

The school will ensure:

- Mobile phones **must not** be brought out in any teaching area, by the teacher, unless there is an emergency situation. Any mobile technology that is being used to record information about the students' progress will be taken on school equipment
- Parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications). On the point of admissions
- Class Teachers/Form Tutors must identify who in their class does not have permission for photos
- Trip leader must identify, prior to the trip or visit which student(s) do not have consent for photography and video
- Children will be appropriately dressed in all images
- Parents and carers do not take photographs or videos of the children, until after the event - for example a school assembly
- If photographs or videos of children are to be taken in school, school equipment will be used
- All equipment used is open to scrutiny

Allegation about members of staff

Please see our **Managing Allegations Against Staff** for full guidance.

All staff members understand the definition of appropriate behaviour and professional boundaries. The school has a process in place for reporting any concerns about a member of staff (or any adult working with children).

Any concerns about the conduct of a member of staff will be referred to the EDSL. Staffing matters are confidential, and the school operates within statutory guidance around Data Protection and GDPR. Where the concern involves the EDSL, it should be reported directly to the Principal. Where the concern involves the Principal, it should be reported directly to the Chair of Governors.

Inappropriate relationships

Under no circumstances should inappropriate relationships happen or be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a student has developed an attachment to him or her, it should be reported to the EDSL/DSL(s). Social exchanges with the student which are in any way different from those of the rest of their peers are not permitted.

Staff working alone with children

Staff are made aware that special care must be taken in any circumstances where a child works on a one-on-one basis with a child. The following guidelines should be considered by Staff:

- Let another member of staff know that they are alone with a child;
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door and/or windows to the outside and/or a viewing hole that looks into the room;
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation;
- Should anything happen during the session that makes the Staff member uncomfortable, this should be reported to the EDSL/DSL(s) immediately;
- Children should only be given lifts in cars with the express permission of either the students' parent(s), EDSL/DSL(s) or the Head of school/Principal.

With regard to allegations made against staff

- The procedures outlined in this section are applicable to members of staff regardless of where the alleged abuse took place;

- Allegations against a teacher who is no longer teaching will be referred to the police by the EDSL;
- If an allegation is made against a member of staff (including supply or agency staff or contracted staff volunteers and governors) the person receiving the allegation must immediately inform the EDSL in the absence of the EDSL report to the Principal;
- Any allegations relating to the Principal must be reported to the Safeguarding Governor;
- Neither the Principal nor the EDSL will investigate the allegation itself, or take written or detailed statements, but will immediately contact the Safeguarding Governor.

The Principal/EDSL, will consider whether the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved toward a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If the conclusion is that the member of staff has or may have done any of the above, a formal investigation process will begin.

The outcome of the investigation will advise the Principal/EDSL on the next steps, including whether to refer to Children's Services and/or the Police.

WHISTLEBLOWING

Whistle-blowing covers concerns made that report wrongdoing that is "in the public interest". Examples of wrongdoing include (but are not limited to):

- Bribery or corruption
- Criminal activity
- Fraud or other financial irregularities
- Failure to comply with any legal or professional obligation or regulatory requirements
- Conduct which suggests extremism or radicalisation of other staff or students
- Conduct is likely to damage the reputation of Doha College
- Sexual, physical, or emotional abuse of members of staff or students
- Misuse of sensitive information
- Actions which endanger the Health and Safety of others or the environment

- Deliberate attempts to conceal any of the above or any other wrongdoing in the public interest

A whistle-blower is a person who raises a genuine concern relating to the above.

Whistleblowing is not about complaints relating to your personal circumstances.

Everyone must feel able to report any child protection or safeguarding concerns.

Please see our **Whistleblowing Policy** for full guidance.

CONTEXTUAL SAFEGUARDING

The school understands that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or within.

All staff, but especially the Safeguarding Team, understand these extra familial and cultural issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.

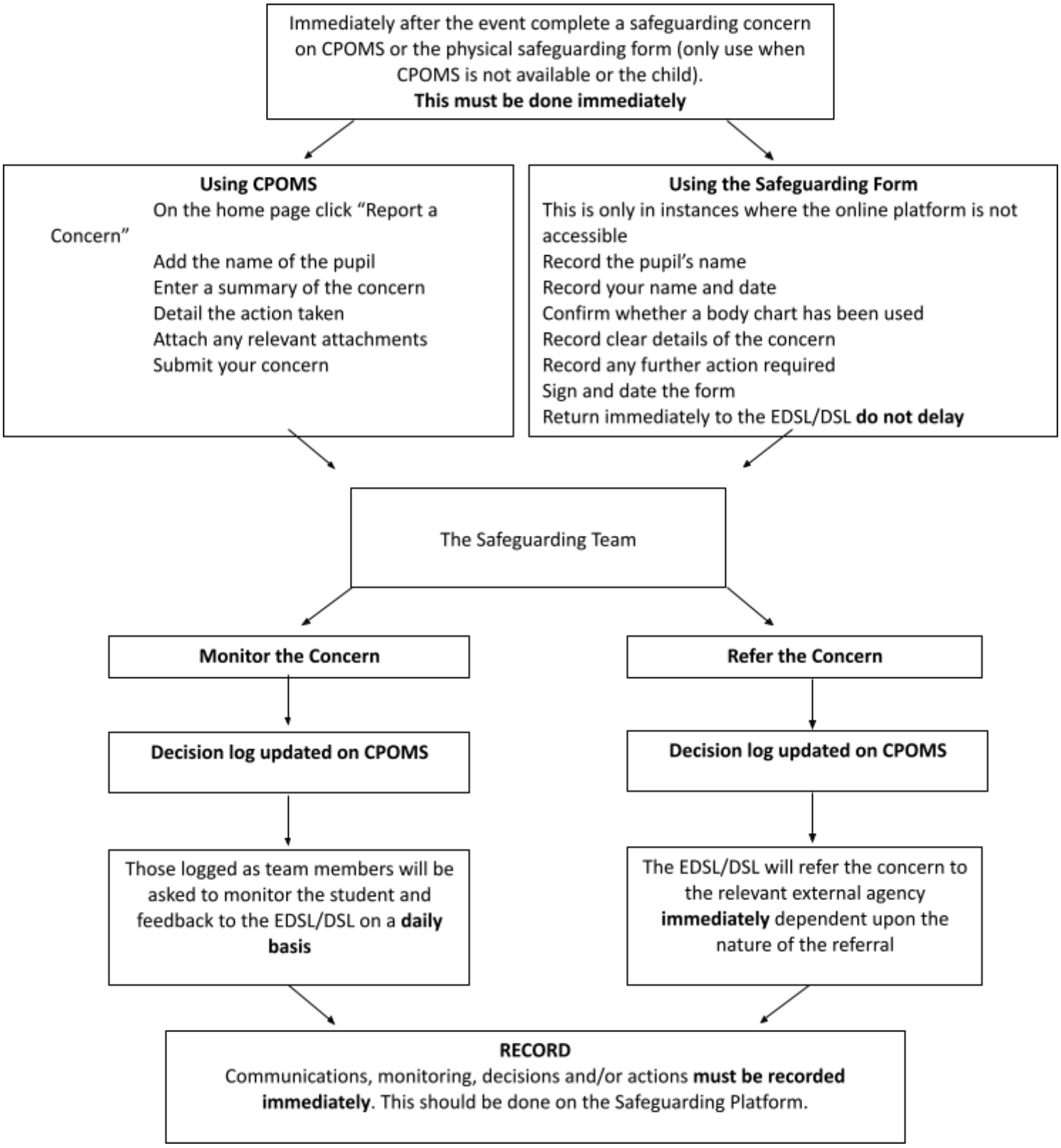
This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.

The school understands that extra-familial harms take a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

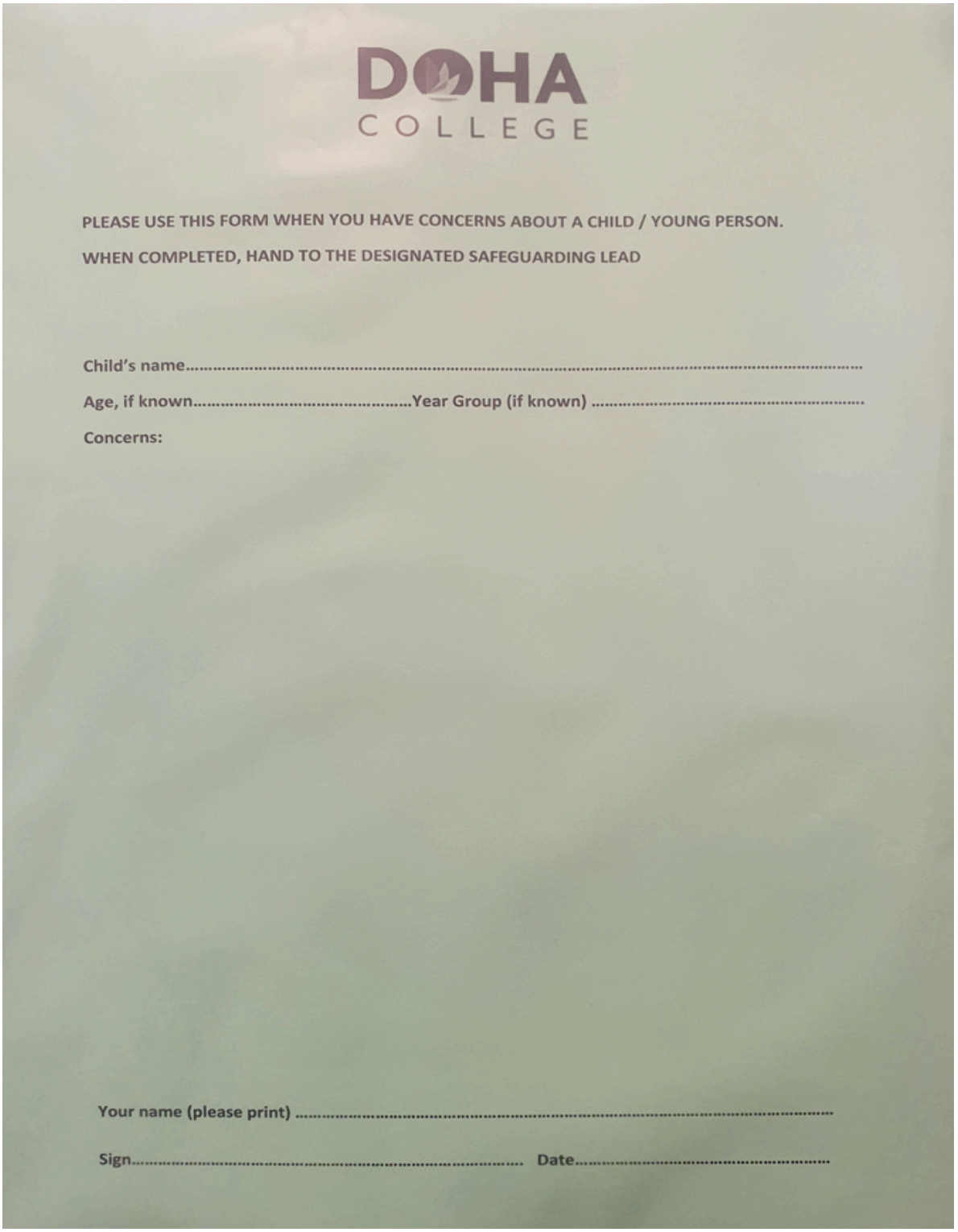
The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.

This will allow any assessment to consider all the available evidence and the full context of any abuse.

APPENDIX 1 – SAFEGUARDING FLOW CHART



APPENDIX 2 – INTERNAL REPORTING FORM



DOHA
COLLEGE

PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT A CHILD / YOUNG PERSON.

WHEN COMPLETED, HAND TO THE DESIGNATED SAFEGUARDING LEAD

Child's name.....

Age, if known.....Year Group (if known) .....

Concerns:

Your name (please print) .....

Sign..... Date.....

APPENDIX 3 - SAFEGUARDING TEAM

APPENDIX 4 – WEEKEND AND OUT OF HOURS REQUEST:

During the school holidays and times when the school is closed for students during the academic year, staff must fill out a request form and seek Head of School approval for any out of hours working with students and the Head of Health, Safety and Security should be made aware of this.

The weekend and out of hours working request form must be filled out in order to have their request approved. Staff MUST still inform the EDSL/DSL/Safeguarding Team of any child protection and safeguarding concerns you may have.

For any revision classes from 2pm to 3pm staff must inform their line manager and take a register of the students.

Weekend and out of hours working request:

After hours is from 3pm onwards during the school week.

Process:

1. Complete form if request is for 3pm onwards or weekend work
2. Seek LM approval and signature
3. Send to Head of School for final approval

Name of organiser:

Name of additional staff member(s):

(If you cannot get a second staff member, please liaise with Deputy Heads)

Date and time of session:

Organisational arrangements:

How many students will participate?	
Which year group(s) will participate?	
How will the session be organised?	

(Venue? Where will the students work? How is supervision organised?)	
How long will the session last for each student? **Are there multiple sessions in the day?**	
How will students get to the session?	
How will students be collected from the session?	

Medical considerations:

Do any of the students have additional support needs? **-If so, how will these needs be met?**	
Do any of the students have allergies? **- If requiring an EpiPen, please see the school nurse**	
Do any of the students require medication?	

After completing this form and receiving approval, please organise the following:

- **Contact Head of Health and Safety and Security to inform them of the dates/times**
- **Organise a single point of entry and exit for the students with the Security team**
- **Provide the Security team, at the relevant gate, with a register so students are signed in and out of the campus**
- **Ensure gate passes are issued to students so they can exit the campus at the end of the session. These should only be issued at the end of the session as students will not be permitted to leave the campus without them.**

Signature Line Manager:

Signature Head of School:

APPENDIX 5 – LEGISLATION AND GUIDANCE

Legislation:

Children Act 1989 and 2004 https://www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002, section 157 https://www.legislation.gov.uk/ukpga/2002/32/section/157

Education Act 2011 https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted

Education and Inspections Act 2006 https://www.legislation.gov.uk/ukpga/2006/40/contents

Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents

Sexual Offences Act 2003 (and in particular sections 16-24)
https://www.legislation.gov.uk/ukpga/2003/42/contents

Voyeurism (Offences) Act 2019 https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted

Section 29 of the Counter-Terrorism and Security Act 2015 (para 57-76 – Prevent Guidance)https://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf

Statutory and non-statutory guidance:

Keeping Children Safe in Education, 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Working Together to Safeguard Children" July, 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/W orking_together_to_safeguard_children_inter_agency_guidance.pdf

Information Sharing Advice for Practitioners Providing Safeguarding Services to children, young people, parents are carers (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

DfE guidance, Disqualification under the Childcare Act 2006
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

School attendance; Departmental advice for maintained schools, academies and independent schools and local authorities (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076127/School_attendance_guidance_May-2022_.pdf

Abuse

What to do if you're worried a child is being abused – DfE advice
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Domestic abuse: Various Information/Guidance - Home Office (HO)
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Faith based abuse: National Action Plan - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Relationship abuse: disrespect nobody - Home Office website https://www.disrespectnobody.co.uk/

Bullying

Preventing bullying including cyberbullying - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Preventing and Tackling Bullying, DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Children missing from education, home, or care

Children missing education - DfE statutory guidance
https://www.gov.uk/government/publications/children-missing-education

Child missing from home or care - DfE statutory guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

Children and adults missing strategy - Home Office strategy
https://www.gov.uk/government/publications/missing-children-and-adults-strategy

Children with family members in prison
https://www.gov.uk/support-for-families-friends-of-prisoners

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service
https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison

Child Exploitation

Trafficking: safeguarding children - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Drugs

Drugs: advice for schools - DfE advice
https://www.gov.uk/government/publications/drugs-advice-for-schools

Drug strategy 2017 - Home Office strategy
https://www.gov.uk/government/publications/drug-strategy-2017

Information and advice on drugs - Talk to Frank website https://www.talktofrank.com/

"Honour Based Abuse" (so called)

Female genital mutilation: information and resources- Home Office guidance
https://www.gov.uk/government/collections/female-genital-mutilation

Female genital mutilation: multi agency statutory guidance - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O__Leaflet_A4_FINAL_080321_WEB.pdf

Health and Well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview

Medical-conditions: supporting students at school - DfE statutory guidance
https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3

Mental health and behaviour - DfE advice
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Homelessness

Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance
https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities

Online

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Private fostering

Private fostering: local authorities - DfE statutory guidance
https://www.gov.uk/government/publications/children-act-1989-private-fostering

Radicalisation

Prevent duty guidance- Home Office guidance
https://www.gov.uk/government/publications/prevent-duty-guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Educate Against Hate website - DfE and Home Office advice https://educateagainsthate.com/

Prevent for FE and Training - Education and Training Foundation (ETF)
https://www.et-foundation.co.uk/supporting/professional-development/inclusion/prevent/

Upskirting

Upskirting know your rights – UK Government
https://www.gov.uk/government/news/upskirting-know-your-rights

Violence

Gangs and youth violence: for schools and colleges - Home Office advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Violence against women and girls: national statement of expectations for victims - Home Office guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/522166/VAWG_Strategy_FINAL_PUBLICATION_MASTER_vRB.PDF

Sexual violence and sexual harassment between children in schools and colleges - DfE advice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Serious violence strategy - Home Office Strategy
https://www.gov.uk/government/publications/serious-violence-strategy

DOHA COLLEGE

Accredited by

BSME BRITISH SCHOOLS IN THE MIDDLE EAST | Accredited Member

British School Overseas BSO Inspected

CIS WE ARE AN ACCREDITED SCHOOL

The Patron's ACCREDITATION AND COMPLIANCE ACCREDITED

HPL Membership Network

Eco-Schools

About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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A BRITISH INTERNATIONAL SCHOOL