



Safeguarding and Child Protection Policy W15

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POLICY STATEMENT

This Whole School policy also applies to the Early Years Foundation Stage.

Doha College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce and school community.

In accepting that children have the right to protection from neglect, physical, emotional, and sexual abuse, Doha College recognises its responsibility for;

- Educating staff and pupils in such issues.
- Protecting pupils.
- Reacting to any child protection issue that may be
 - o Suspected
 - o Reported
 - o Disclosed

We acknowledge that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any concern in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to try to resolve the issue. The school will also endeavour to keep the child or adult regularly informed as to the progress of his / her complaint.

Members of staff have day-to-day contact with pupils and as such are well placed to observe possible signs of abuse and to report them to the Safeguarding team below.

Mr Derek Watson. Deputy Head of Primary and Designated Safeguarding Lead (DSL). (dwatson@dohacollege.com office number 44076769, 50566315, emergency number 856)

Mrs Shainaz Dalvi. Assistant Head Primary, Deputy DSL (sdalvi@dohacollege.com 44076794)

Mr Nicholas Taylor. Deputy Head Secondary, Deputy DSL (ntaylor@dohcollege.com, 44076761)

Miss Charlotte Pond, Social Emotional School Counsellor (cpond@dohacollege.com)

Mrs Jennifer Stokes, Head of KS4
(jstokes@dohacollege.com)

Mr Charlie Eastwood (Governor responsible for Safeguarding Children,
(ceastwood@dohacollege.com)

Mr James Mwale - Evolution Sports Qatar (jmwale@evosportsqatar.com)

Mr Duncan McDermid, Director of CCAs (dmcdermid@dohacollege.com)

All Assistant Heads are trained as well to support the safeguarding team as needed.

Additional advice and guidance may be sought by the DSL.

At Doha College we acknowledge that children are most likely to feel able to raise concerns in an environment where members of staff do so themselves.

INTRODUCTION

The safety and well-being of all our students at Doha College and all the children participating in sports programmes through our Evolution Sports Academy, is our highest priority and the college has a commitment to all students to provide a safe learning environment where all students have the opportunity to achieve their full potential.

- 1.2 This policy has been developed in line with UK guidance and best practice:
- 1.3 This policy, however, is rooted very much in the context of Qatar and recognises the limitations in addressing child protection issues whilst subject to Qatari law, customs, and support systems.
- 1.4 We recognise that all staff and members of the Board of Governors, have a full and active part to play in protecting our students from harm, and that the student's welfare is our paramount concern.
- 1.5 All staff members believe that our school should provide a caring, safe, and stimulating environment that promotes the social, physical, and moral development of the individual student.

1.6 The aims of this policy are:

- To support the student's development in ways that will foster security, confidence, and independence.
- To provide an environment in which students and young people feel safe, secure, valued, and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have substantial access to students have been checked as to their suitability.

PROCEDURES

2.1 Our school procedures for safeguarding students will ensure that:

- All members of the governing body understand and fulfil their responsibilities.
- We have nominated designated members of staff (Designated Safeguarding Leads) across the school.
- Our Designated Safeguarding Leads have undertaken appropriate child protection training and subsequent refresher courses every two years.
- All members of staff complete Child Protection Training on a regular basis and read 'keeping children safe in education 2018' (along with annex A).

2.2 All members of staff and governors know:

- a) The signs and symptoms of concern.
 - b) How to respond to a student who discloses abuse.
 - c) What to do if they are concerned about a student.
- 2.3 All parents / carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Child Protection Policy, and reference to it in our introductory school materials.
- 2.4 Community users organising activities for students are aware of the school's child protection guidelines and procedures.
- 2.5 We will ensure that our selection and recruitment of staff meets the safer recruitment requirements as per our Recruitment and Selection Policy.
- 2.6 We will ensure that there is at least one member of each interview panel has completed the safer recruitment in education course.
- 2.7 Any visiting professionals or guest speaker will be discussed at Leadership level before they can present to a body of students. This is to ensure the suitability of the visitor and appropriateness for the age of students they will present to.
- 2.8 Our procedures will be regularly reviewed and updated.
- 2.9 All new members of staff will be given a copy of our child protection policy and receive training from the DSL.

RESPONSIBILITIES

- 3.1 The Designated Safeguarding Leads are responsible for:
- Keeping written records of concerns about a student.
 - Ensuring that all such records are kept confidentially and securely and are separate from student records.
 - Ensuring that an indication of further record-keeping is marked on the student records.
 - Providing advice, guidance, and support to staff in child protection matters.

- Liaising with the Principal to inform him of any issue and ongoing investigations and to ensure that there is always cover in place for the Designated Safeguarding Leads.
 - Organising child protection training for all school staff.
 - Providing, with the Principal, an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the Designated Safeguarding Leads, and by all staff and governors; number and type of incidents / cases (anonymised).
- 3.2 The school counsellor will support the work of the DCP's and attend regular safeguarding meetings.

SUPPORTING STUDENTS/USING OUTSIDE AGENCIES

4.1 Our school will support all students by:

- Providing the best pastoral care for all students
- Recognising that the needs of the student are paramount and underpin all our child protection work and pastoral care
- Encouraging development of self-esteem and self-assertiveness, through the curriculum as well as our relationships through the schools' core values and ethos, whilst not condoning aggression or bullying.
- Promoting a caring, safe, and positive environment within the school.
- Liaising and working together recognising that we all have a duty to safeguard and promote the welfare of students.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school and ensuring the school medical records are forwarded as a matter of priority.

4.2 Using outside agencies.

- Students in need can call 919 (AMAN centre, <http://www.aman.org.qa>) if at risk at home from abuse. The safeguarding team will also call this number with child protection concerns.

- 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 DSL for students who need additional support outside school or are in significant harm.
 - 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.

CONFIDENTIALITY

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Principal or Designated Safeguarding Leads will disclose any information about a student to other members of staff on a need-to-know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with the Designated Safeguarding Leads in order to safeguard students.
- 5.4 All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or wellbeing.
- 5.5 We will always undertake to share our intention to contact the student's parents with the student before doing so.
- 5.6 We will always undertake to share our intention to contact the Police in suspected criminal cases with the student's parents unless to do so could put the student at greater risk of harm or impede a criminal investigation.

SUPPORTING STAFF

- 6.1 We recognise that staff working in the school who have become involved with a student who has suffered harm or appears to be likely to suffer harm may find the situation upsetting.
- 6.2 We will offer support to staff, as needed, when dealing with safeguarding concerns.

DEALING WITH DISCLOSURE OF ABUSE

- 7.1 If a student discloses abuse to a member of staff, the member of staff must do the following:
- Explain that if you are concerned about what they have disclosed then you have to report it (no secrets).
 - Reassure them that you are doing this to help and support them and that you are taking what they are telling you seriously.
 - Allow the student to speak and listen to what they are telling you without interrupting
 - Do not press for details or ask leading questions.
 - Only ask the minimum number of clarifying questions necessary to establish understanding of the concerns.
 - Do not ask to see any injuries.
 - Do record date, time, place, and **exact words** used.
 - Record all subsequent meetings with the student.
 - Report the concerns to one of the Designated Safeguarding Leads – do not attempt to investigate the concerns yourself.

All student concerns are recorded through online through CPOMS (link found of desktop and firefly home page) and accessed by the safeguarding team, KSL's and Phase Leaders who will determine the level of risk and assess action needed. If computer access is not available, then use a concern form stored in the student welfare office (appendix 3)

- 7.2 If there is concern that the student is at risk of significant harm, the Designated Safeguarding Lead should report to the Principal who in turn will report to the Chair of the Board of Governors.
- 7.3 In cases where criminal acts are involved or suspected the Principal shall inform the Qatar police and the relevant Embassy in respect of expatriates, so that a full investigation may be carried out.

ALLEGATIONS AGAINST STAFF

- 8.1 All school staff should adopt safe working practices when working with students:
- Avoid one-to-on situation where possible.
 - Be visible if you are in the situation where you are working alone with students (let someone know where you are, who you are with and why, and for how long).
 - Avoid unnecessary physical contact.
 - Ensure all contact during lessons is appropriate, visible and in context.
 - Adopt discretion with distressed students.
 - Maintain appropriate communication with students both in and out-of-school – staff should be particularly careful regarding any communication with a student via mobile phone, email or social media.
 - Staff must not have students as ‘friends’ via any social media or social networking site.
- 8.2 If such an allegation is made directly by a student to a member of staff, the member of staff receiving the allegation will immediately inform the Principal of the school. If the allegation involves the Principal, please see 8.7.
- 8.3 A member of staff appointed by the principal will then investigate the allegations to establish:
- Who made the allegation.
 - The nature of the allegation.
 - Where and when the alleged incident took place.
 - Who was involved.
 - Whether there were any witnesses.
- 8.4 The member of staff against whom the allegations have been made may be suspended (with pay) pending investigation, in order to protect all parties involved.
- 8.5 If the outcome of the investigation establishes that abuse has occurred, due to failure to meet applicable professional standards, the member of staff involved shall be dealt with through the school’s Disciplinary Procedure set out in the Human Resources Policy Manual.

- 8.7 If the allegation is regarding the DSL, then the allegation will be dealt with by the principal. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of the Board of Governors, (their contact details will be with the clerk to the board), who will then investigate the allegations.
- 8.8 In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors.
- 8.9 In all cases where the investigation establishes that a criminal offence has occurred, the Qatar police and the relevant Embassy will be informed, and the case handed over to them.

WHISTLEBLOWING (CONFIDENTIAL REPORTING)

- 9.1 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Principal or the Chair of the Board of Governors. This is covered in the whistle blowing policy.

ANTI-BULLYING/BEHAVIOUR POLICY

- 10.1 Our anti-bullying and behaviour policies are set out in separate documents and acknowledges that to allow or condone bullying/disruptive behaviour may lead to a concern under child protection procedures. As an inclusive school this includes homophobic, gender-related and racist bullying. The school delivers a zero-tolerance approach to all forms of bullying including verbal, physical and cyber.

PREVENTION

- 11.1 We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends, and an ethos of protection.
- 11.2 The school community will therefore:
- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
 - Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Include across the curriculum, including and particularly within PSHE education, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

OTHER RELEVANT POLICIES

- 12.1 Our **Recruitment and Selection policy**, set out in a separate document, reflects the consideration we give to the protection of our students during the recruitment and selection of staff to work at the school.
- 12.2 Our **Standards of Conduct policy** for staff, set out in a separate document, reflects the consideration we give to the protection of our students by setting out the standards of conduct and behaviour expected of our staff both within the school and in the wider community.
- 12.3 Our **Health & Safety policy**, set out in a separate document, reflects the consideration we give to the protection of our students physically within the school environment.
- 12.4 Our **Trips and Visits policy**, set out in a separate document, reflects the consideration we give to the protection of our students when away from the school when undertaking school trips and visits.
- 12.5 Our **IT Acceptable Use policy**, set out in a separate document, reflects the consideration we give to the protection of our students whilst accessing and using the school's ICT resources.

RECORD OF REVISIONS TO POLICY

Revision Date	Description	Sections Affected
May 2016	Policy renamed	Policy title
May 2016	Addition of policy statement	Policy statement
August 2016	Designation of CPO altered to DSL CPD names updated Flowchart altered	Throughout policy Policy statement Appendix 3
December 2016	Addition of 'Public displays of affection'	Section 12 added
September 2017	Staff positions updated	Policy statement
December 2018	Alteration of statements	Section 8
November 2020	Public displays of affection	Section 12 removed
August 2021	Director Of Academies removed Robin Watts removed, additional support is sought 4.2 The safeguarding team will also call this number with child protection concerns. Counsellor added, suicidal thoughts added. All sports programmes through our	

	Evolution Sports removed and Academies and Instrumental Music added	
	6.2 We will offer support to staff, as needed, when dealing with safeguarding concerns – reworded 8.4 removed as repeated	
February 2022	DSL contact details updated	

APPENDIX ONE – TYPES OF ABUSE

Child abuse can be categorised into four distinct types:

1. Physical Abuse.
2. Sexual Abuse.
3. Emotional Abuse.
4. Physical Neglect.

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

Physical Abuse

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

Typical signs of Physical Abuse are:

- Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of the injury or when it appears frequently.

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

Sexual Abuse

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

Typical signs of Sexual Abuse are:

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

Emotional Abuse

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

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

Physical Neglect

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

Typical signs of Physical Neglect are:

- Underweight: a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is a particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available, and this is a cause for concern.

- Inadequately clad - where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgment about the seriousness of the degree of neglect. Much parenting falls short of the ideal, but it may be appropriate to invoke Child Protection Procedures in the case of neglect where the child's development is being adversely affected.

The Symptoms of Stress and Distress

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

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance.

- Aggressive or hostile behaviour.

- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g., thumb sucking.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse.
- Disturbed sleep.
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- A sudden change in school performance.

Parental Signs of Child Abuse

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

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child's behaviour as bad or naughty.

- Leaving children unsupervised when they are too young to be left unattended.

APPENDIX TWO – DC EXPECTATIONS AND ‘WHAT IF’ SCENARIOS

Doha college expectations and ‘what if’ scenarios for Doha College procedures.

What is the ethos and expectations of Doha College regarding safeguarding?

Doha College believes that every child should be able to grow up free from abuse and recognises the importance of safeguarding children. Doha College is committed to ensuring the welfare of every child and commits to strategies and practices to protect them. We believe that the whole child is important and endeavour to develop the emotional, social, and physical growth.

Every member of the Doha College community has the responsibility to safeguard students’ welfare and ensure their welling. The aim of this appendix is to make it clear to staff, parents and children what Doha College believes about keeping children safe and looking after their wellbeing.

Keeping children safe in education statutory guidance for schools and colleges state that:

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. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

What are the beliefs of the safeguarding team?

- Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to trust and talk openly with adults.
- Doha College believes that negative experiences create negative feelings, negative feelings create negative behaviour. Positive experiences create positive feelings, positive feelings create positive behaviour. We can teach positive behaviour through positive relationships, positive phrasing, rewards and positive reinforcement.
- We do not aim to seek control through dominating and imposing behaviour, taking away all pleasurable experiences, shaming, belittling, embarrassing, and humiliating students or staff.
- It is staff's responsibility to de-escalate situations with the aim of inclusion for the student at the soonest possible time.
- Peer-on-Peer Abuse must not be tolerated or passed off as 'banter' 'part of growing up' or 'how children are.'

What is safeguarding?

- *Protecting children from maltreatment.*
- *Preventing impairment of children's health or development;*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*
- *Taking action to enable all children to have the best outcomes.*
(Children includes everyone under the age of 18)

What is child protection?

Child protection is carried out when children are experiencing abuse or are at risk of abuse.

What is wellbeing?

Wellbeing is simply the ability to be happy and healthy. Often it refers to the ability to cope with day-to-day events and the state of mind to cope with the normal stress of life.

What is the role of the Designated Safeguarding Lead?

The **Designated Safeguarding Lead (DSL)** is the person appointed to take lead responsibility for child protection issues in school and to ensure safeguarding is at the heart of the school ethos. They will act as a source of support, advice, and expertise for staff, manage referrals and keep detailed, accurate and secure records.

What are my responsibilities as a staff member?

The Teachers' Standards state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff members should receive regular safeguarding and child protection training and updates (for example, online courses, emails, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should know:

- 'Keeping children safe in education' document (including annex A)
- the child protection policy
- the staff code of conduct
- the role of the designated safeguarding lead
- how to make a referral
- whistleblowing procedures
- how to identify a child in need
- how to manage a child/staff member who makes a disclosure

What is the responsibility of the students?

The school will also ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may

include covering relevant issues through personal, social, health and economic education (PSHE). They should know policies such as the anti-bullying, behaviour, acceptable use of IT policies. They should also know who to go to for support, ask a question, and make a complaint or a disclosure.

What are the key policies I should know to support safeguarding and child protection?

- Anti – Bullying
- Whistleblowing
- Recruitment and Selection policy
- Standards of Conduct policy
- Health & Safety policy
- Trips and Visits policy
- IT Acceptable Use policy
- Behaviour policy

What is child abuse?

Child abuse is defined as:

- *Emotional abuse* - is persistent and, over time, it severely damages a child's emotional health and development.
- *Physical abuse* - happens when a child is deliberately hurt, or the parent/guardian make up symptoms of illness for a child
- *Sexual abuse* - forcing or enticing a child to take part in sexual activities. Child sexual abuse can involve contact abuse and/or non-contact abuse
- *Neglect* - is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development

How can I spot child abuse?

General signs *may* include regular flinching, irrational fear, making excuses to avoid an activity, having no food/money, or looking unkempt, knowledge of information which is not age appropriate, angry outbursts or aggressive behaviour, self-harm/suicidal thoughts, risky behaviour such as substance abuse, changing eating habits, going missing/running away, lack of medical treatment, becoming withdrawn, not sleeping, or having nightmares.

Some children will never show signs, and just because they do show some of the above signs it does not mean they are being abused. The signs for different abuse are often the same and all staff should be aware of the signs and complete a CPOMS if ever in doubt.

For more information, please go to

<https://www.nspcc.org.uk/globalassets/documents/information-service/definitions-signs-child-abuse.pdf>

What are the key areas I should know about according to the ‘keeping children safe in education’?

- Children missing from education
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called ‘honour-based’ violence (HBV) including female genital mutilation (FGM) and forced marriage
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

What are the key contextualisation’s of safeguarding children in Qatar?

There is a zero tolerance for drugs, sex, and underage/public consumption of alcohol in Qatar. It is also a crime to slander another person or organisation through any form of media. This must be shared and reinforced with the students and parents.

How do I report something that I think is not right?

If you see something that seems not quite right, then it is your duty to report it. This is done through completing an online CPOMS referral. The standard rule is that if it is not written down, it did not happen. CPOMS can be used from ‘someone looked really tired and run down which is unusual’ – to a ‘disclosure of self-harm or unexplained bruises. The DSL will then lead any investigation or referral to an outside agency.

How do I manage a disclosure?

- If a student discloses, something to you or makes an allegation, follow these procedures as a guideline:
- Take the disclosure seriously
- Remind students about confidentiality, and that the disclosure will have to be passed on to the safeguarding team/DSL.
- Staff should never promise a child that they would not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- Do not offer a solution e.g., the counsellor, as they may not be the best course of action.
- Do not investigate or ask leading questions
- Make notes either during if appropriate or immediately afterwards. Use the student's words. If appropriate ask the student to write down their account.
- All information and notes should be passed to the DSL and the safeguarding team will then discuss the best course of action for the child.

Can I keep a disclosure a secret?

No. If a student discloses something to you, you cannot keep it a secret. Make sure the child knows that you will have to pass this information on. For the protection of the child, this should not be discussed with anyone unless cleared by the DSL.

What if I cannot find the DSL?

If the DSL is out of school, please find any other member of the safeguarding team. If unsure, please ask any of the leadership team for advice.

What if the concern is regarding a member of staff/parent?

All staff are reported to the Principal including the DSL. Parents are reported through CPOMS to the DSL.

What if a child is in danger and needs help when school is closed?

Advise the student that they should tell someone. If for some reason they cannot inform their parents, parents are not available or part of the safeguarding concern, then the child should phone 919 – the women and child refuge centre who will be able to offer advice and support. If there is a danger to self,

then they should visit the Hamad/Sidra Accident and Emergency who will be able to assist and offer support, either for the state of mind or physical harm.

What if the child needs help the school cannot give?

In the case of a disclosure which is beyond the internal capacity of the school, they will be referred to Childs and Adolescent Mental Health Services at the Hamad, or Sidra hospitals. All referrals are done through the DSL for both primary and secondary. If the child is in harm by a family member, then a friend of the family will be contacted, the women and child refuge centre will be contacted and if need be, the police or relevant embassy will be consulted.

What do I do if a find a child self-harming or attempting suicide?

Send someone to get the nurse. The nurse will phone an ambulance.

If the nurse is not available send help to Student Welfare in Secondary/Assistant Heads in Primary.

Administer first aid as appropriate (e.g., apply pressure to a wound or ask the student what they have taken).

DSL will be phoned to manage the situation

The DSL will contact parents and inform the principal.

After the incident, the staff member(s) will be invited for a debrief and talk about how they have been impacted.

How do I manage children who have seen or are aware of a student self-harming or attempting suicide?

- Acknowledge the incident/loss
- Be an active listener. Listen rather than offer suggestions or solutions.
- Ask whom they would like to talk to. If a staff member in school take them to see them.
- Do not push for details regarding the incident.
- Do not speculate regarding why it happened with the students.
- Do not be negative about the person and keep the focus on the student, not how you feel.

- Let the DSL know the student is in distress for follow up and contact home.
- Leadership will prepare a statement that can be used.

Can I administer medication?

All medication should be administered by the nurse or a trained first aider. No other staff member should administer medicine to a student unless they have been given approval to do so by one of the school nurses. In an emergency (such as a child needs their EpiPen administered) contact the nurse or a trained first aider for advice (nurses carry a school phone at all times).

Before a school trip, all medical details should be obtained from the nurse and taken on the trip. Any medicine given should be noted and shared with the nurse on the trip's return to school. All trips should be accompanied by a trained first aider for emergency care. Please note all students must have permission from parents for paracetamol to be given which is recorded on Sims.

What if a child is missing from my lesson?

- In Primary - speak with front office staff to ensure that the child has not been collected by an adult. Check the close vicinity in which the child was last seen/could potentially be (toilets/playground/another classroom).
- In Secondary - Send an email to missingchild@dohacollege.com

- Then for both primary and secondary schools:
- Previous registers/teachers will be checked to ensure the child was in school.
- Friends can calmly be asked when they last saw the missing child and where they might be. The student can be contacted directly by a friend if they have a phone.
- Available staff (including members of the leadership team) will then look for the child in specific locations first including the front office in case there has been an update, the counsellor, the nurse, and the toilets.
- Security will be shown a picture of the child to see if they have left the site.

- If after 30 mins if the child has not been found, the principal and DSL must be informed if not already done so. Parents will be informed of the situation and the steps that have been taken. If the child cannot be found and the child's home is within walking distance, a member of staff would see if they are walking home by driving along the most appropriate route or arrange a visit to the home. A fire drill may be called to check if the student is on site. Once all avenues have been exhausted and the child still has not been found this should be reported to the chair of governors by the principal who will also inform the police.

- If the press is involved, no staff should make any statements other than 'you will need to speak to our communications team, or the school principal' Do not engage in social media and only use the statements issued by the principal.

What if a child goes missing on an outing/school trip?

- Do an immediate headcount if it is suspected a child is missing.
- Friends can calmly be asked when they last saw the missing child and where they might be.
- The child can be contacted directly by a friend if they have their phone.
- One adult remains with the group, the other will trace their steps to the last known location.
- If in a hotel or closed site their security should be contacted to help with the search.
- If not quickly found, schools trip coordinator will be contacted who will inform leadership group.
- Child's parent contacted by trip coordinator/principal. Parents invited to the school, or the trip location if applicable.
- Local police contacted.
- Chair of governors informed.
- If the press is involved, no staff should make any statements other than 'you will need to speak to our communications team or the school principal'. Do not engage in social media and only use the statements issued by the principal.

What happens when a missing child is found?

Once the child has been found, the child's immediate needs should be taken care of for example if they are injured or in emotionally distressed. All staff involved should be informed the search is over. Parents may be informed of the incident (depending on the reasons and time missing) and the steps that were taken if the situation has put the child in harm.

Establish if sanctions need to be taken, e.g., a behavioural issue such as truancy, or if safeguarding procedures need to be put in place if they were at risk or exposure to inappropriate activities. The trip leader should make a full record of all actions taken and outcomes of the incident. This should be kept in an incident report and coordinated by the corresponding Student Welfare/Phase Leader depending on the Year Group and added to the child's record on Sims (linked document). Any safeguarding concerns will be written up and stored with the DSL. The incident should be reviewed to see what lessons could be learnt, and all students should be reminded of the procedures in place and the importance of being accounted for.

What if a child is not collected or does not want to go home?

The school office or another member of available staff will contact home. If no response, then the emergency contact will be used. If again no response a friend of the family will be contacted to

look after the child at the child's request and a message left for the parent and emergency contact as to the location of their child.

A full written report should be kept of the incident on Sims as a linked document for the child, also with the DSL.

If no contact can be made the child will stay in school with a senior staff member until contact can be made and the DSL informed. Once contact can be made, the parents will be spoken to by a senior member of the school to ensure the safety of the child and the parent's responsibilities to their child.

What if a child has not been to school and I can get no reason for absence from their parent/guardian?

If no reason can be obtained after 3 days from the parents, the Head of Key Stage/Phase leader should be informed. They will meet with the DSL to discuss any areas of concern. The child's friends can be asked if they know the reason for absence and they can call the child if appropriate. The emergency contact on Sims will be called. If no response, then known friends of the family will be called where possible.

Can I use physical force?

'Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil'. (DofE 2014) Although at Doha College we do not apply behaviour techniques that include physical punishments, there may be times when it is necessary for the protection of the child, property, or others in the area, that physical intervention/restraint may be necessary. At all times there must be 3 things evident. Is the use of physical intervention **reasonable, proportionate, and necessary**? If the answer is yes, then it is the right decision.

If the physical intervention will have a negative impact on the process of breathing, cause unreasonable discomfort as a direct result of the technique or a sense of violation, then it is the wrong decision.

Parents should be informed if reasonable force has had to be used on their child.

Can I have physical contact with a student?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil, is proper and necessary. This could include holding the hand of the child at the

front/back of the line (as long as it is age appropriate) when going to assembly or walking together around the school; When comforting a distressed pupil; When a pupil is being congratulated or praised and to demonstrate a technique and to give first aid.

Can I search pupils without consent?

In addition to the general power to use reasonable force described above, Headteachers and Senior Leadership can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items not listed above or banned under the school rules unless there is good reason to do so.

Can I take a child in my car?

This should be avoided at all costs, but if it has to happen:

- Follow Trips and Visits Policy with a risk assessment
- Ensure that the parents are informed, and consent is given (preferably in writing)
- Take more than one person, with the children in the back seat.
- Remain professional (including conversations)
- Travel straight to the destination

What is the school's expectation regarding the use of photos/video/medical/phone/iPads?

No photographs/video clips or other forms of media regarding students should be stored on personal media devices. School iPads and school accounts should be used for the storage of school photographs/ photographs of school children. If a photograph/video etc. has been taken on

a personal device, e.g., on a field trip or unplanned activity when a school iPad cannot be used, it should be sent and stored on your Doha College account.

Teachers should not friend students or have students as friends on personal media accounts.

No staff should have the personal number of a student on their phone. No staff member should be receiving personal messages from students to their private number. Any contact with students should be from a school email, school phone or an approved number e.g., a group account monitored by the school.

Also, it is important to remember that staff should remain professional at all times when using social media. The reputation and confidentiality of the school, staff or students should always be upheld. Even with privacy settings it is possible to find and leak inappropriate information. Staff should not breach any confidentiality by sharing images or information about the college, staff, or students. Whilst less obviously a safeguarding risk, connecting with parents on social media blurs professional boundaries and is to be discouraged. If there are any safeguarding concerns regarding this, it should be reported to the principal.

After any investigation has taken place, if images are found on staff or student's phones that are not appropriate, the person should remove them themselves, with a note signed and dated they have been removed. They should not be printed or shared. If it is deemed necessary to view an image, have a second person present and again note down the time, date, and reason for seeing the images signed by both people. Notes made should be stored with the DSL.

What do I do with any notes I make?

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the designated safeguarding lead.

What is good practice?

Always

- Work in an open environment. Avoid private or out of sight locations and
- Encourage open communication.
- Speak clearly, without whispering, so that students do not need to come close to hear
- Avoid spending time alone with individual students away from others

- Treat all students, regardless of race, disability, religion or belief, gender, Sexual orientation, equally and with respect and dignity.
- Ensure the student's welfare comes first and record it.
- Be aware of the impact of personal boundaries/space; maintain safe and appropriate distances; Know where and how to place your body.
- Avoid touching students, but where educationally necessary staff should

Follow these guidelines:

- Try to demonstrate without touching first
- Ask permission; say what you intend to do first and explain why
- If a pupil seems uncomfortable: stop
- Only touch hands, arms, or shoulder nearest you (don't reach across the body)
- Be aware of overall proximity; maintain physical space; do not stand behind
- Inappropriate areas for touch include chest, diaphragm, waist, thighs
- Move away as soon as the contact is no longer required
- Maintain professional boundaries, perhaps using a specific mobile number or email address for work purposes, rather than sharing personal details
- Present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes, or wearing less than
- Professional clothing when in the company of a student
- Seek to be enthusiastic and constructive when giving feedback rather than making negative or critical remarks
- Record any injury that occurs and seek attention from a qualified First Aider or parent.
- Record any incident of concern involving student's welfare

What should I avoid?

Never:

- Allow allegations made by a child to go unchallenged, unrecorded, or not acted upon

(this applies to any form of abuse or bullying)

- Lock doors, cover windows or use 'Do Not Disturb' signs
- Impose humiliating or power-based punishments on a student or reduce a child tears
- Engage in rough, physical, or sexually provocative games, including horseplay
- Allow or engage in any form of inappropriate touching
- Share a bedroom with a child
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a young person, even in fun
- Engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (older with vulnerable adults)
- Do things of a personal or intimate nature for children or disabled young people that they can do for themselves
- Invite or allow children to stay with you at your home unsupervised
- 'Friend' a child on their social media or yours; social media can blur boundaries.
- Take photographs or video of children unless written/signed consent has been obtained from a parent/carer; this includes the use of phones
- Seek physical contact. Try to gently discourage contact, rather than reject students.
- Model appropriate contact, e.g., shaking hand or patting the shoulder. Never allow physical contact when you are alone.

(For more information visit Andrew Hall, 2016, Safeguarding Handbook for Schools, www.safeguardingschools.co.uk)

APPENDIX THREE – STAFF TRAINING DATES

Member of staff	Training	Date completed	Additional training
James Conly	Level 2	September 2020	Advanced training for DSL, May 2020
Derek Watson	Level 2	September 2020	Level 3, November 2019
Nick Taylor	Level 2	September 2020	Level 3, May 2019
Charlotte Pond	Level 2	September 2020	
Jennifer Stokes	Level 2	September 2020	Level 3, November 2019
Shainaz Dalvi	Level 2	September 2020	Level 3, November 2019
Charlie Eastwood	Level 2	September 2020	
James Mwale	Level 2	September 2020	
Duncan McDermid	Level 2	September 2020	

APPENDIX FOUR – ‘SOMETHING IS NOT QUITE RIGHT’ FORM IF NO COMPUTER ACCESS

**PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT A CHILD / YOUNG PERSON.
WHEN COMPLETED, HAND TO THE DESIGNATED SAFEGUARDING LEAD**

Child's name

.....

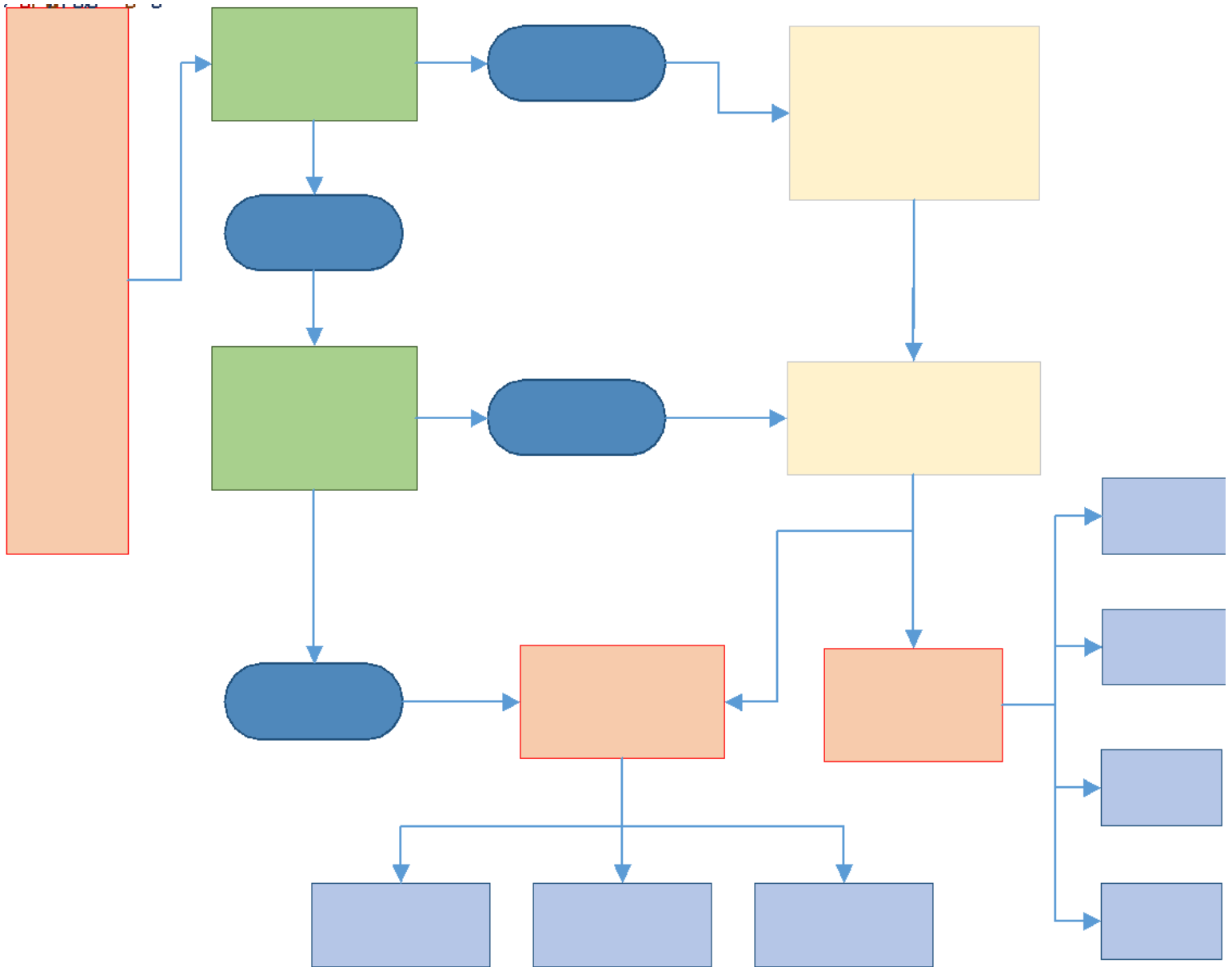
Age, if known *Year Group (if known)*

Concerns:

Your name (please print)

Sign..... *Date*

APPENDIX FIVE – DEALING WITH A DISCLOSURE -PROCESS FLOW



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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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