



New English School
المدرسة الإنجليزية الحديثة

Towards Global Citizenship

Safeguarding Policy

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Introduction

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children.'

'Keeping Children Safe in Education'

2. Policy Aims

Within the cultural and legal boundaries of the State of Kuwait, The New English School will ensure that every child learns in a safe, secure and caring environment in which children's sense of self worth and positive self image are promoted.

3. Safeguarding at the New English School

The words 'safeguarding' and 'child protection' are often used interchangeably but they have different meanings so it is important to note the difference. The term safeguarding is what adults do for all children and it is linked to 'promoting welfare'. At The New English School, the definition of safeguarding and promoting welfare is taken to be:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to achieve the best outcomes

To make these definitions a reality the school will:

- recognise that the protection and welfare of children is of paramount importance , regardless of all other considerations;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and to protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

Child protection is the process by which concerns over the safety and welfare of a child are addressed.

All staff at The New English School are trained to current UK safeguarding standards, and have a breadth of experience with a wide variety of children. We recognise that every child is an individual in their own right and children grow up in a variety of different circumstances. However, there are broad developmental milestones through which the majority of children will progress. From the moment a child is born through to adulthood, their development can be measured through physical, emotional, social, intellectual and linguistic milestones. All children and young people follow a similar pattern of development and the order in which they develop is approximately the same.

4. Developmental Needs

Whatever a child's nationality, culture or level of ability, all children broadly share the same basic developmental needs. These continue to develop through childhood and into adulthood.

The Framework for the Assessment of Children in Need and their Families identifies seven dimensions of child development along which children should progress if they are to realise their potential and wellbeing.

The seven dimensions are:

- 1 . **Health** - This includes a child's growth and development as well as their physical and mental wellbeing.
- 2 . **Education** - This covers all areas of a child's intellectual development which begins from birth.
- 3 . **Emotional and behavioural development** - This is about a child's emotional development and how this is reflected in their behaviour as they grow. It takes into account the child's temperament, and how well they adapt to change and respond to stress.
- 4 . **Identity** - This relates to the child's self-image and self-esteem and children having a positive sense of their individuality.
- 5 . **Family and social relationships** - This area is about the child's increasing ability to understand and share the feelings of another.
- 6 . **Social presentation** - This concerns the child's growing understanding of how their appearance, behaviour and abilities contribute to the way they are perceived by the outside world and the impression they create on others. This area becomes increasingly important as children grow older and enter puberty.
- 7 . **Self-care skills** - These include the child's developing emotional maturity and the communication skills that will help them become independent. In the early years, they include the practical skills of washing, dressing and feeding, whereas for teenagers, they cover areas such as personal safety, sexual health and the ability to manage their own finances.

Should an adult notice significant changes of behaviour in a child or signs that their developmental needs appear not to be met then this must be reported to the designated person.

5. Child abuse

Child abuse is 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, education or community setting by those known to them or, more rarely, by others unknown to them (eg via the internet). They may be abused by an adult or adults, or another child or children. There are four main types of child abuse:

1. Physical
2. Emotional
3. Immoral
4. Neglect

Child abuse **can and does** happen to children from any background, culture, class, ethnicity or faith. At The New English School, staff will always maintain an attitude of 'it could happen here' where safeguarding is concerned and will always act in the best interests of the child.

6. Recording and reporting concerns

Where a disclosure is made, staff will respond to the situation by following EduCare procedure and guidelines as detailed in the EduCare units [Child Protection Refresher 2018 \(module 2\)](#) and [Safeguarding Young People Sept 2018 \(module 3\)](#). Staff will then record events and dialogue on the **handwritten form**, following guidance on recording outlined in EduCare unit Child Protection Refresher 2018 (module 2).

Staff reporting a concern or reporting a disclosure made to them will, **in all cases**, complete a **handwritten** disclosure form ([logging concern form](#)) and submit this to the designated Safeguarding Lead within their Department, who will decide the next course of action. Where necessary, this information may be passed on to the Head Teacher, and then the Principal for discussion.

All disclosure forms are kept in the whole school Safeguarding File, which is stored in the secure conditions provided by the Examinations Office, and are only accessible by the designated Safeguarding Leads.

There is a designated safeguarding lead in each department of the school. These are:

Deputy Headteacher	EYFS/Infants
Deputy Headteacher	Juniors
Deputy Headteacher (Pastoral)	Secondary

This policy will be reviewed annually as expected by 'Keeping Children Safe in Education', and will include scrutiny of the new external agencies and procedures being introduced in Kuwait.

Procedural Guidance:

7. How to respond if a child confides abuse to you

If a child or young person tells you that they are being abused, it is important that you know how to respond. Here are the universal principles regardless of the age of the child.

- Be welcoming, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you and they may not do so again.
- Find a quiet place where your conversation won't be interrupted.
- Stay calm and listen very carefully.
- Allow the child to tell you at their own pace.
- Ask questions for clarification only.
- Communicate with the child in a way that is appropriate to their age, preferred communication method and ability to understand English.
- Reassure them. Tell them you are sorry this has happened to them and that you will do all you can to help them. Explain what may happen next.
- If emergency help is required, don't delay getting it.
- Make notes as soon as possible afterwards.
- Contact your designated safeguarding lead immediately.

8. Making notes

The more specific your notes, the more useful they will be in forming a well-rounded picture which can be acted upon. It is the role of the designated safeguarding lead (in conjunction with the Headteachers and the Principal) to determine next actions. When they receive a report containing ambiguous, vague information, it makes these decisions extremely difficult.

For example:

Instead of:

"Nicola was wearing inappropriate clothes for the weather."

Say exactly what you see, hear or know:

"It was minus five degrees outside with a hard frost and Nicola was wearing a summer dress and open-toed sandals without socks or tights."

For example:

Instead of: "Omar is looking quite thin and he sometimes steals from other children's lunchboxes."

Say exactly what you see, hear or know:

"Omar looks very underweight for his age and stage of development. In the last two weeks, he has taken food from other children's lunchboxes on seven occasions."

For example:

Instead of:

“The mother gave an implausible account of how John had come to have so many bruises.”

Say exactly what you see, hear or know:

“John’s mother said she wasn’t aware of the multi-coloured bruises on John’s arms and legs and she thought he must have fallen over.”

9. What to avoid

- Do not allow your shock, surprise, anger, distaste, dismay or any other negative emotions to show, although it is OK to show that you’re sorry that this has happened to them and empathise.
- Do not make any comments about the abuser or try to guess who they are. If the child discloses that their carer is culpable, speak to your safeguarding lead immediately.
- Do not ask leading questions, although you can ask questions to clear up an ambiguity (following a referral, it is a safeguarding professional’s role to investigate and you could compromise any subsequent investigations).
- Do not promise to keep the conversation a secret. You will need to share it with your organisation’s safeguarding lead.
- If a child wants to talk to you but says that they will do so only if you promise not to tell anyone else you cannot agree unconditionally. If this child, and/or others is being harmed or is likely to be harmed you have a duty to share your concerns.

If a child asks for confidentiality and they are told this cannot be guaranteed, and as a result they refuse to say anything further, make an immediate report to your organisation’s safeguarding lead.

Fears about sharing information cannot be allowed to stand in the way of protecting children.

10. Allegations against staff

Allegations involving any form of abuse must be reported immediately to your designated safeguarding lead.

Allegations must not be discussed with anyone other than the designated safeguarding lead.

For example, a child may tell you that a colleague has hit them or is displaying bullying behaviour towards them. It may not be a child; a colleague may confide their concerns to you about another colleague’s behaviour with children.

It is not your responsibility to investigate in fact, you must not investigate but you do have an

obligation to pass on disclosures, allegations or your concerns to the appropriate person so that they can act to protect a child should it be necessary.

11. Starting difficult conversations

Sometimes, there may be something about a young person's physical appearance and/or behaviour that makes you feel that something is wrong, or there may be noticeable changes in their behaviour; for example, a previously bright, capable person may have become withdrawn, lack interest in any activities and/or is, frequently absent.

You cannot immediately assume the young person is being abused, exploited, radicalised or bullied, but you can initiate a conversation with them that may help to reassure you and/or will let them know that you are there if they need someone to turn to.

Try to choose a relatively quiet time and location to do this, as privacy is likely to be very important to the young person concerned. As mentioned your setting should have guidelines about what to do when seeing a young person one to one – to ensure a young person in this situation is safe and that you, as a member of staff, do not leave yourself open to allegations.

You may find the following phrases helpful to start a conversation or encourage the young person to talk honestly with you.

- I'm concerned about you...is everything OK?
- May I have a word with you? You seem/appear to be...is there anything I can do to help?

After your discussion you may find that:

- the young person is just going through a difficult time temporarily, or
- there is a problem (other than abuse) which you can offer your support for, or guide them towards other appropriate sources of help.

If, however, your concerns are correct and they do disclose abuse to you, listen and respond in the manner we have already covered.

12. Recording a disclosure or acting on suspicions of abuse

Whether a young person has disclosed abuse to you or you are acting on your own suspicions of abuse without a disclosure (they may not have wanted the previous conversation), recording the information correctly will ensure that it is conveyed effectively to the appropriate person in a timely manner. Recording and reporting it as soon as is practicably possible will help to keep the young person safe.

Notes should be **handwritten** onto the disclosure form ([logging concern form](#)). Notes should be a record of the following:

- the young person's name, address and date of birth
- your contact details and your role
- what you have been told or observed yourself with dates if possible (distinguishing fact from opinion)
- any action taken so far
- who has been told, why and when.

Always sign, date and time the record.

13. Consent and information sharing

Young people aged 16 and over should generally give informed consent to their information being shared. That is, the person must understand the situation and willingly agree to their information being shared. It should therefore include some form of communication (written, verbal, sign language etc) where the individual knowingly indicates consent.

It is essential first to consider whether the young person is capable of giving informed consent. If they are, their consent should be sought. If, after discussion with a young person who has mental capacity, they decide they do not want to share their information, their wishes should be respected unless:

- there is public interest (ie not acting will put others at risk)
- there is a duty of care to intervene (eg a crime has or may have been committed).

You do not always need consent to share personal information. There will be some circumstances where you should not seek consent; for example, where doing so would:

- place a child or young person at increased risk of significant harm; or
- place an adult at increased risk of serious harm; or
- prejudice the prevention, detection or prosecution of a serious crime.

In short, gaining consent is best practice. Where there is a safety, welfare or care issue and a young person may be at risk, you can communicate the information. In fact, you have a duty of

care to so. You will not be working contrary to any UK confidentiality legislation as long as the information is shared in a confidential manner with the correct person – your designated safeguarding lead. Remember it is not your role to decide if a young person is being harmed. Your role is to handle concerns or disclosures as stated in this safeguarding policy and follow these procedures.

In summary

In summary, when dealing with a safeguarding concern or a disclosure, simply remember:

- listen
- respond
- record
- report.