DOHA COLLEGE

# SAFEGUARDING AND CHILD PROTECTION POLICY

## W15

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| **Policy owner:** | **Executive Designated Safeguarding Lead** |
| **Policy agreed on:** | **March 2014** |
| **Policy reviewed on:** | **September 2024** |
| **Policy to be reviewed on:** | **September 2025** |

## Document Control Table

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| **Version** | **Date** | **Author** | **Comments** |
| **1** | **August 2023** | EDSL | Added safeguarding, neglect and abuse definitions.<br>Added in 'This policy applies to all staff, volunteers and governors in the school'.<br>Added in key UK documents:<br>Statutory guidance on FGM<br>The Rehabilitation of Offenders Act 1974<br>Safeguarding Vulnerable Groups Act 2006<br>Statutory guidance on Prevent Duty<br>Human Rights Act 1998<br>European Convention on Human Rights<br>Equality Act 2010 |

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| | | | ● Childcare (Disqualification) and Children Regulations 2018<br>● Statutory Framework for Early Years Foundation Stage<br><br>Reworded equality statement to include online abuse<br>Under All Staff added - Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance;<br>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)<br><br>Under Governing Body added:<br>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;<br><br>Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:<br><br>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<br><br>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<br><br>Make sure:<br><br>The EDSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support<br><br>Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies<br><br>The EDSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place<br><br>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). |

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| | | | 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.<br><br>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.<br><br>All governors will read Keeping Children Safe in Education in its entirety.<br><br>Under - **WHAT TO DO IF A STUDENT DISCLOSES/ALLEGES ABUSE**<br><br>Added - **IF A CHILD IS IN IMMEDIATE DANGER CALL THE EDSL OR DSLS IMMEDIATELY, THE SAFEGUARDING EMERGENCY NUMBER IS 856, YOU MUST DISRUPT MEETINGS.**<br><br>Added section on Online safety and the use of mobile technology<br><br>Removed section on safer recruitment – referred staff to safer recruitment policy |
| **1.1** | Jan 2024 | EDSL | Updated contact information for Safeguarding Governor |
| **1.2** | August 2024 | EDSL | Updated with changes from KCSIE 2024 |

## KEY CONTACTS

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|---|---|---|---|
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| **Designated Safeguarding Lead for Primary** | Danielle Price (DSL) | **Contact details** | dprice@dohacollege.com<br>Office: 44076777 (Ext: 768) |
| **Designated Safeguarding Lead for Secondary** | Sarah Kieron Webb (DSL) | **Contact details** | ntaylor@dohacollege.com<br>Office: 44076761 (Ext:761) |
| **Designated Safeguarding Lead for Academies** | Tommy Westmoreland | **Contact details** | twestmoreland@dohacollege.com<br>Office: 44076706 |
| **Designated Safeguarding Governor** | Ayeesha Lall | **Contact details** | safeguardinggov@dohacollege.com |
| **Principal** | David Tongue | **Contact details** | principal@dohacollege.com<br>Office:44076700 |

## Acronyms

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| **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

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| **Safeguarding** | Providing help and support to meet the needs of children as soon as problms emerge<br><br>Protecting children from maltreatment<br><br>Preventing impairment of children's mental and physical health or development<br><br>Ensuring that children grow up in circumstances consistent with the provision of safe and effective care<br><br>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 |
| **Sharing of nudes and semi nudes** | also known as sexting or youth produced sexual imagery is where children share nude or semi - nude images, videos or live streams. This also includes pseudu-images that are computer generated images that otherwise appear to be a photograph or video |
| **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(ren)** | 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. |
| **Victim** | is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with. |
| **Young person** | refers to students over the age of 18. |

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| **Parents** | refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents. |
| **Alleged perpetrator(s) and perpetrator(s** | are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis. |

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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.

Doha College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

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

## Keeping Children Safe in Education – 2024

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, 2024
- Working Together to Safeguard Children, 2023
- 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, 2024 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- 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);
- 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 a child is at risk of suicide or harm to themselves 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.
Examples of referrals to external agencies are given below:

- Sidra for eating disorders, pulling hair out, anxiety, depression, etc.
- Sidra/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 not in immediate danger and not put at more risk;
- Be listened to seriously,
- 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.

### Doha College Safeguarding team/staff 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 (2024)

- Working Together (2023)
- 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 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
- Live with a parent/carer who has expressed an intention to remove them from school to be home educated
- Lack permanent accommodation
- Have 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

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to our academies, co curricular activities and any and off-site activities.

Doha College plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for later life and a culture of zero tolerance of sexism, misogyny/misandry, biphobiaand sexual violence/harassment.

This will be underpinned by our:

- Behaviour policy
- Pastoral support systems
- Planned programme of PSHCE , which is inclusive and delivered regularly, tackling issues such as:

    - Healthy and respectful relationships
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support

- What constitutes sexual harassment and sexual violence and why they are always unacceptable

Key safeguarding roles are:

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| Executive Designated Safeguarding Lead | Uzma Zaffar (EDSL) | Contact details | uzaffar@dohacollege.com<br>Office: 44076705 (Ext:705)<br>**Emergency Number: 856**<br>Mobile: 55061246 |
| Designated Safeguarding Lead for Primary | Danielle Price (DSL) | Contact details | dprice@dohacollege.com<br>Office: 44076777 (Ext: 768) |
| Designated Safeguarding Lead for Secondary | Sarah Kieron Webb (DSL) | Contact details | swebb@dohacollege.com<br>Office: 44076761 (Ext:761) |
| Designated Safeguarding Lead for Academies | Tommy Westmoreland (DSL) | Contact details | twestmoreland@dohacollege.com<br>Office: 44076706<br>Mobile: 33368758 |
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| 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 and understand Part 1 and annexe B of "Keeping Children Safe in Education 2024" (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 From 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/online form for academies;
- 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.
- understand that if it is found that an allegation is unsubstantiated, unfounded, false, or malicious, the DSL(s) will 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's 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 2024.
- 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.
- receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated.
- have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they will receive training in managing allegations for this purpose.
- 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 understands 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
- Communicate this policy to parents/carers when their child joins the school and via the school website
- Ensure that the EDSL has appropriate time, funding, training and resources to fulfil their responsibilities effectively, and that there is always adequate cover if the EDSL is absent
- Ensure the relevant staffing ratios are met in the Early Years Foundation Stage
- Make sure each child in the Early Years Foundation Stage is assigned a key person
- Oversee 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, UK GDPR and Qatar Law No 13 of 2016 on protecting personal data provacy 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.
- 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 - Sarah Kiernan-Webb**
**Academies - Tommy Westmoreland**

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

- Shainaz Dalvi
- Hannah Smith
- Scott McDiarmid
- Scott Martindale
- Derek Watson
- Klelia Antoniou
- David Cann

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 around the school.

## The EDSL and DSLs will:

- take lead responsibility for safeguarding and child protection (including online safety) at the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep children safe online.

- During term time, the EDSL/DSLs will be available during school hours for staff to discuss any safeguarding concerns.

- Out of school hours the EDSL can be contacted by telephone or via safeguarding@dohacollege.com

- When the EDSL is absent one of the DSLs will act as cover. If a DSL is absent, one of the deputy DSLs will act as cover.
- The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children who are at risk of harm
- Refer suspected cases, as appropriate, to the relevant body Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Act as the Prevent lead within the school

The EDSL will also:

- Keep the Principal informed of any issues
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure the full responsibilities of the EDSL, DSLs and DDSLs are set out and regularly updated in their job descriptions.
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Make decisions regarding all low-level concerns

## 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 and 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

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school’s safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- 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/online form for academies;
- 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.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors and volunteers will also receive safeguarding training.

## 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.

The Safeguarding Team will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

## 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. All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded on CPOMS/online form for academies. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. For the academies we use an online system which the staff have access to.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept on CPOMS/online form for academies

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the EDSL/DSLs will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

## 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/online form for academies 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.

## Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care plan)
- Is a young carer

- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

## 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/online form for academies
- 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/online form for academies.

*The staff member should respond to a child raising a concern of abuse in the following ways:*

- 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/online form for academies.

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.

## Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Children can make a report by speaking to any adult in the school or by emailing the safeguarding email which is monitored at all times, this information is shared with the children through assemblies, posters around school and email reminders.

## If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the EDSL first to agree a course of action.

If in exceptional circumstances the EDSL is not available, this should not delay appropriate action being taken. Speak to any DSL or a member of the senior leadership team.

Where there is a concern, the EDSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the UK government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism.

In an emergency, call the safeguarding number 856 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

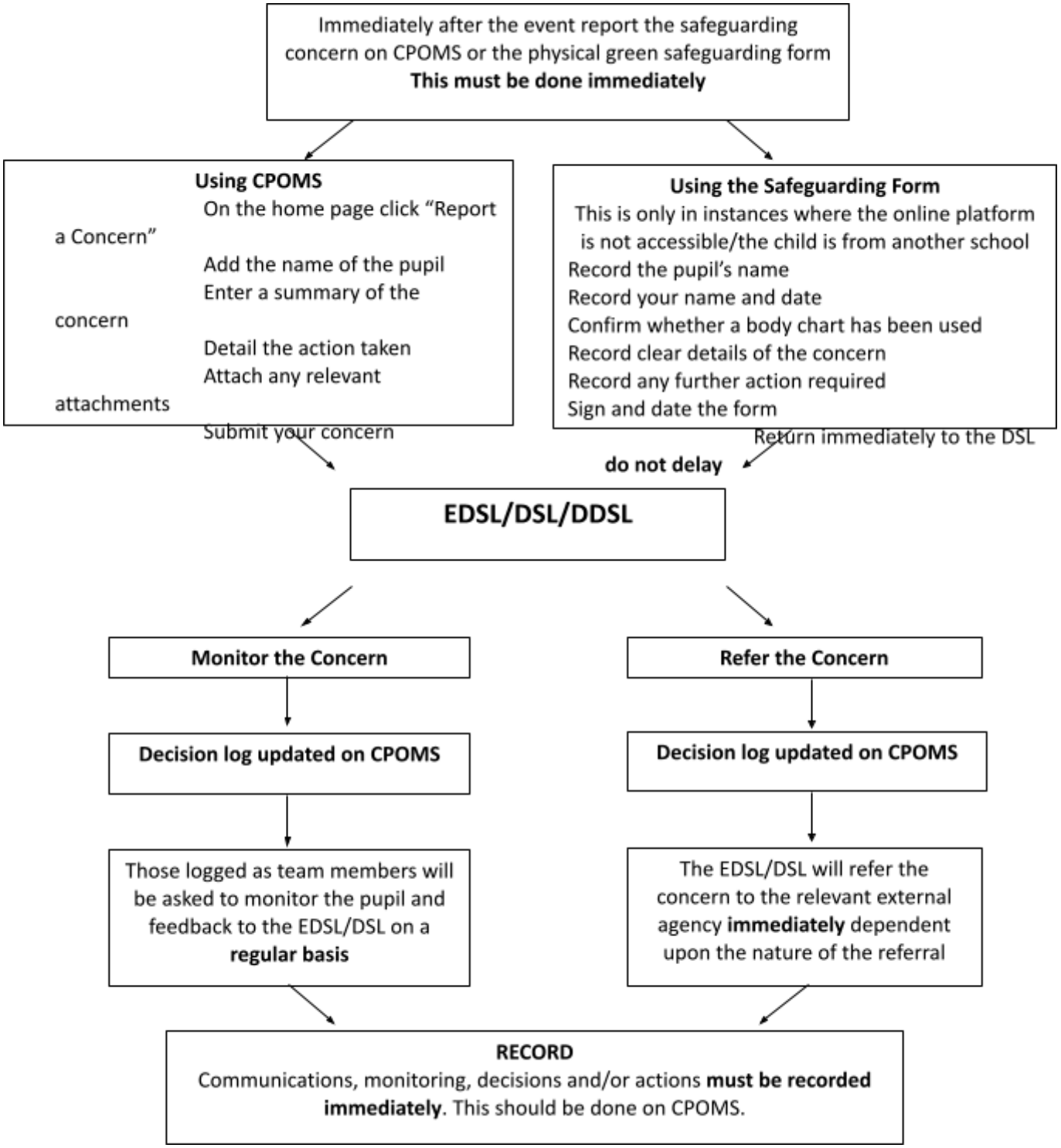
## If you have a concern about mental health

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by informing the safeguarding team.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the safeguarding team to agree a course of action.


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/online form for academies. 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 children, 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 children 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 children, 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, children and parents/carers are aware that staff have the power to search childrens' phones.

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 child 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

## Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard children. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose children to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully children in line with this policy and our anti-bullying and behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

## 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

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. 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.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of children hurting other children will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put children in the school at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

## Procedures for dealing with allegations of child-on-child abuse

If a child makes an allegation of abuse against another child:

You must report on CPOMS/online form for academies but do not investigate it

The safeguarding team will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. The safeguarding team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

The EDSL/DSLs will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the EDSL/DSLs will work closely with the police (and other agencies as required) while protecting children and/or

taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

## Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour
- Ensure children are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

We will Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to

- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the safeguarding team if they have any concerns

    · That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The Safeguarding Team will take the lead role in any disciplining of the alleged perpetrator(s). Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police to determine this

## 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.

## If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a child may be at risk.

**Any staff member** who either:

· Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the EDSL/DSL, personally. This is a mandatory statutory duty. Staff should not examine children.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the EDSL.

## 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.

## Sharing of nudes and semi-nudes ('sexting')

**Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the EDSL/DSLs immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a child to share or download it (if you have already viewed the imagery by accident, you must report this to the EDSL)
- Delete the imagery or ask the child to delete it
- Ask the child(ren) who are involved in the incident to disclose information regarding the imagery
- Share information about the incident with other members of staff, the child/ren it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the child/ren that they will receive support and help from the EDSL.

Following a report of an incident, the EDSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding team. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to a child or children
- If a referral needs to be made to the police
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the child/ren involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the child/ren involved (in most cases parents/carers should be involved)

The EDSL will make an immediate referral to police if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)

- What the EDSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any child in the images or videos is under 13
- The EDSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the EDSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police. The decision will be made and recorded in line with the procedures set out in this policy.

If at the initial review stage a decision has been made not to refer to police, the EDSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the children involved (if appropriate).

If at any point in the process there is a concern that a child has been harmed or is at risk of harm, a referral will be made to the police immediately.

The EDSL/DSLs will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the child at risk of harm.

If it is necessary to refer an incident to the police, this will be done by making a report at the local police station.

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

## 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/online form for academies.

## 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 children), 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/online form for academies. Confidentiality cannot be promised to a child 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.**

### Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The EDSL/DSLs will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the EDSL/DSLs.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the safeguarding team.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide

about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The EDSL/DSLs will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

## 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 child. 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/online form for academies 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 child,
- Congratulating or praising a childt,
- Holding the hand of a child to guide them, such as when crossing a road or walking to assembly,
- Giving first aid to a child,

▪ 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. In these rare circumstances, staff are permitted to restrain a child in order to keep them and/or others nearby safe. This contact should be limited in time as far as possible, and another staff member should be present to support if this is viable.
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 childrenare inappropriate, such as hugging, lap-sitting, holding hands or kissing.

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 may 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.
- All staff should 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 child’s shoulders.
- This type of hug prevents the child 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 child’s hand, either to guide them or to prevent them from being physically harmed.
- Within EYFS classes we will hold a child'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:

- EYFS staff will allow children 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 children are not always aware of the boundaries between staff and children and thus may try to engage in physical contact such as lap-sitting or inappropriate handholding and hugging.
- Should a child try to engage in any inappropriate physical contact, the member of staff must explain to the child 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 child is unhappy with this, the member of staff will retract immediately in order to respect the child'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 child and why it was necessary.

Reasonable force may be required in order to control or restrain a child in extreme circumstances, such as needing to guide a child 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**/online form for academies

## 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. 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 and the laws in Qatar.

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 Chair of the Board of Governors;

- Neither the Principal nor the EDSL will investigate the allegation itself, or take written or detailed statements, but will immediately contact the Chair of the Board of Governors.

### The 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 EDSL of the next steps, including whether to refer to Children's Services, the Police/DBS or TRA.

## WHISTLEBLOWING

Whistle-blowing covers concerns made that report wrongdoing that is "in the public interest".

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.

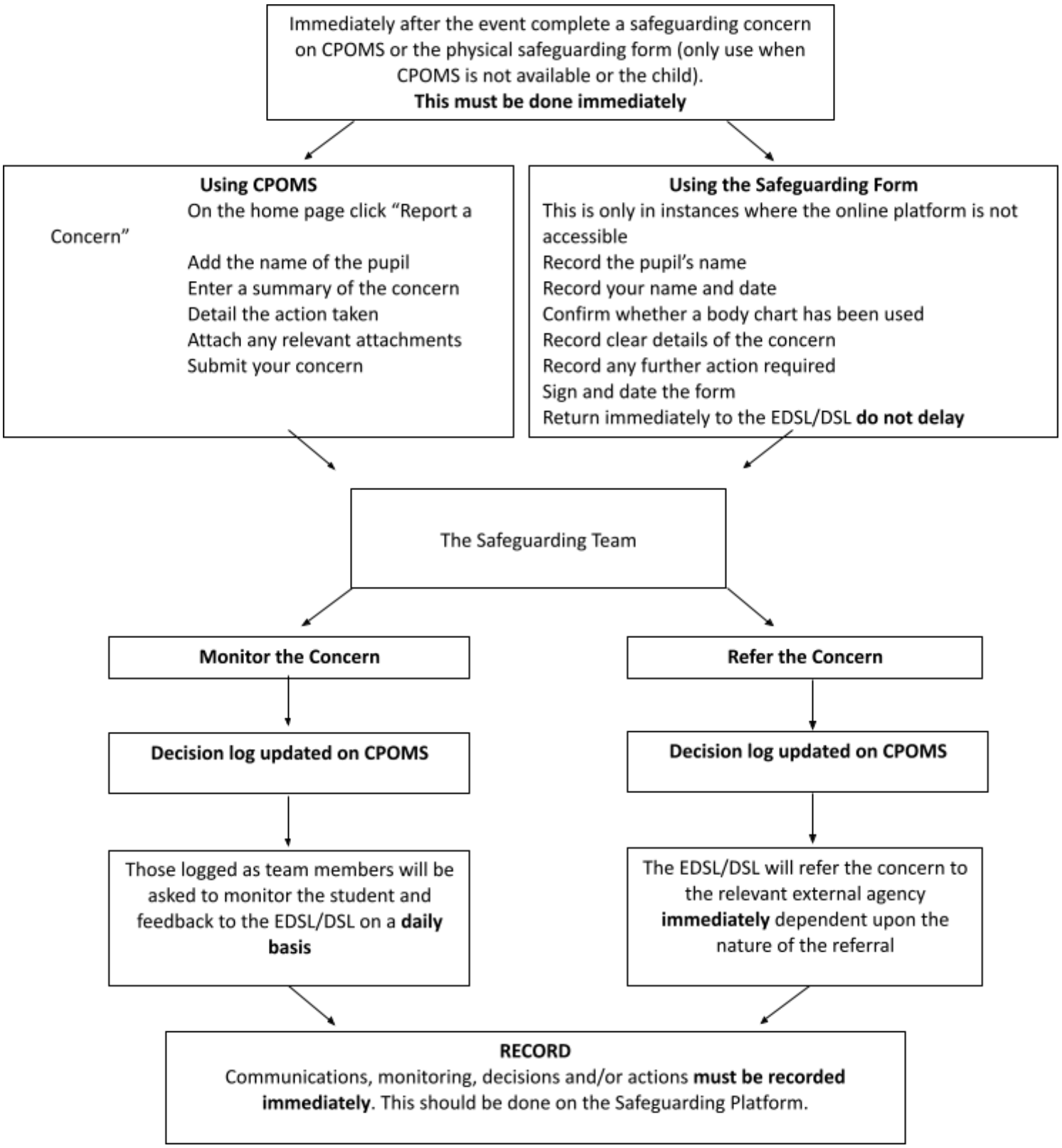
This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors and influences are present in a child's life that are a threat or pose a risk to their safety and/or welfare.

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.

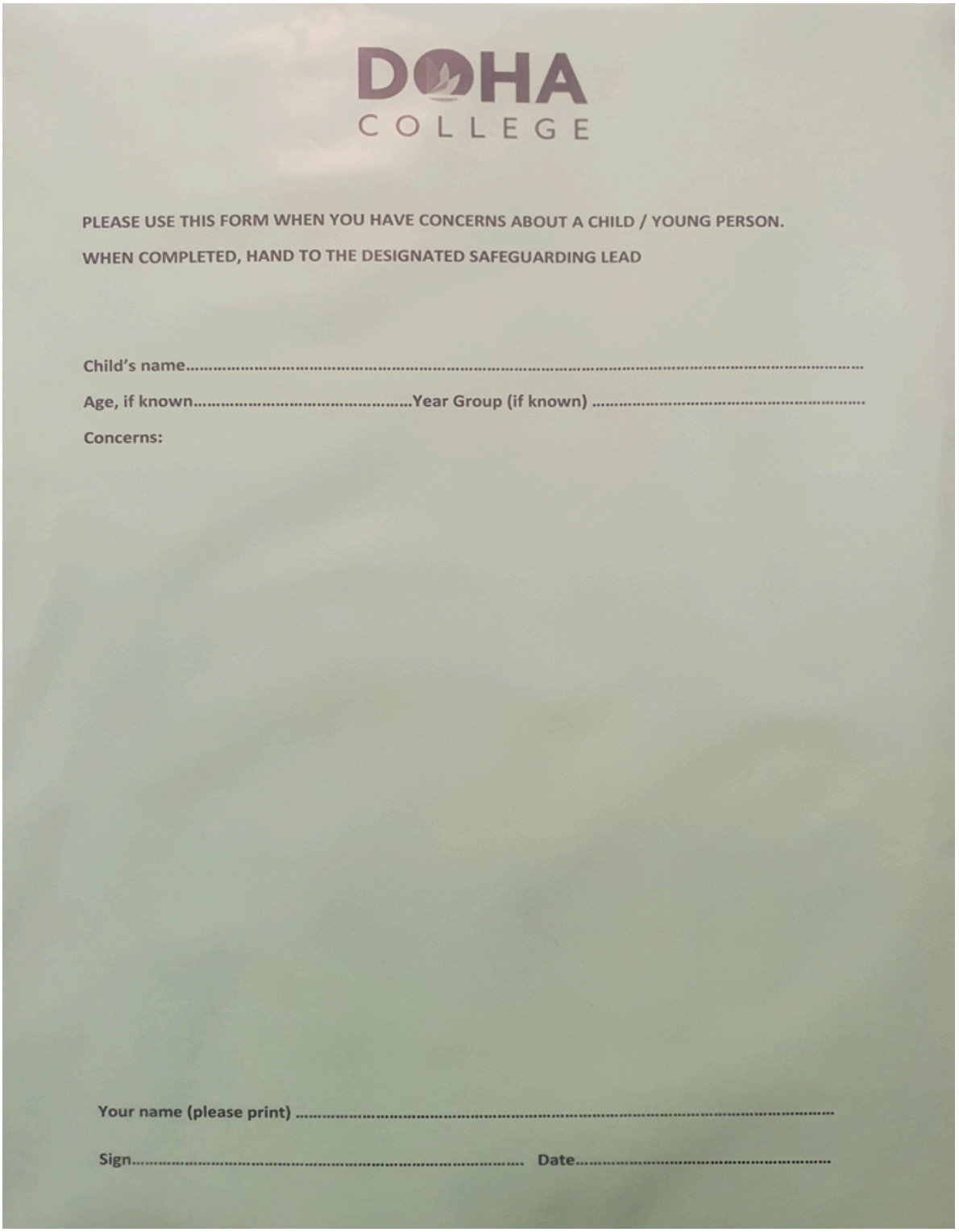
The school will contribute to the assessments and mapping processes, taking these extra familial risks into account and sharing relevant information with social workers and other professionals in order to enable all such factors to be taken into account when risk to children is being assessed.

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

DOHA COLLEGE

# SAFEGUARDING

If you have any concerns about the health, safety or well-being of any student at Doha College, please speak to one of the following immediately:

## PRIMARY

**Derek Watson**
Deputy DSL

**Shainaz Dalvi**
Deputy DSL

**Hannah Smith**
Deputy DSL

**Danielle Price**
DSL

**David Cann**
Deputy DSL

**Scott McDiarmid**
Deputy DSL

**Klelia Antoniou**
Deputy DSL

## SECONDARY

**Matthew Corke**
Deputy DSL

**David Kane**
Deputy DSL

**Gemma Stroud**
Deputy DSL

**Sarah Webb**
DSL

**Jerome Scafe**
Deputy DSL

**Sarah Jackson**
Deputy DSL

**Louise Kotek**
Deputy DSL

## ACADEMIES

**Thomas Westmoreland**
DSL

**James Mwale**
Deputy DSL

**David Wallace**
Deputy DSL

**Jane Williams**
Deputy DSL

**Uzma Zaffar**
Executive DSL

Doha College is committed to safeguarding and protecting all students and expects all staff and visitors to share this commitment. This means we aim to protect all children from harm or injury and allow them to develop safely, free from abuse or neglect.

**Ayeesha Lall**
Safeguarding Governor
safeguardinggov@dohacollege.com

SCAN FOR THE SAFEGUARDING BOOKLET

dc.click/safeguarding

## 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?**<br><br>**(Venue? Where will the students work? How is supervision organised?)** | |

| | |
|---|---|
| **How long will the session last for each student?**<br><br>**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?**<br><br>**-If so, how will these needs be met?** | |
| **Do any of the students have allergies?**<br><br>**- 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:**

DOHA COLLEGE

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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