



Safeguarding and Child Protection Policy

Statement and Procedures

Academic Year

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Part I Introduction

Purpose/Mission Statement

The staff and members of Gulf English School (GES) are committed to promote the welfare and safety of all children and young adults entrusted to them.

The purpose of the GES Child Protection Policy Statement and Procedure is to highlight and signpost next steps should a member of staff become concerned about a child's welfare and safety (both within and out of the school). In this way, all staff contribute to a healthy school environment for GES students and also take the necessary action should they be concerned about a child's safety.

The school will take all reasonable measures in:

- Nominating a Designated Safeguarding Lead (DSL) to coordinate the Policy and Procedures for the Protection of Children
- Ensuring rigorous recruitment procedures (i.e. necessary Disclosure Barring Service checks, latterly named CRB/Disclosure Scotland, appropriate child safeguarding (refer to our HR Recruitment Policy)
- Ensuring that annual training is undertaken by the DSL to ensure a thorough understanding UK best practice (such as updates to Statutory Documents such as Keeping Children Safe in Education)
- Ensuring that all members of staff on site during the school day have up to date training and guidance (at least annual) to enable them to recognise the signs of abuse, understand the school's procedures for dealing with concerns and disclosure, their responsibilities to Child Protection and Safeguarding and their professional responsibilities.
- Ensuring that all visitors to the school are authorised, (wear a visitors pass) and accompanied at all times
- Ensuring all children, whatever their culture, ability, gender, language, racial origin or religious belief, has the right to protection from abuse
- Being alert to signs of abuse both in and out of school and online
- Responding swiftly and appropriately to all suspicions, allegations and or disclosures of possible child safety issues
- Creating an open environment to ensure that children are aware of how to voice their concerns or to complain if there is anything that they are not comfortable with Being alert to the medical needs of students with medical conditions
- Operating clear and supportive policies on the use of cellphones, filming equipment and ICT
- Regularly reviewing and updating policies/procedures, including Child Protection Policy Statement and Procedures
- Ensuring the online handbook states how children can report concerns to their class teacher, the school counsellor or other adult

Online Training

All Academic staff will be enrolled with National Online Safety. This online package provided access to a wide range of safeguarding and child protection training.

Part II Background

Roles and Responsibilities

The Head Teacher and Deputy Head Teachers, in conjunction with the named DSL, have overall responsibility for the implementation of the Child Protection Policy Statement and Procedures and ensuring its objectives are met.

All employees are expected to follow this policy and take the appropriate action to meet the aims and objectives.

However, the DSL and Deputy Designated Safeguarding Lead (DDSL) have specific duties for effective functioning of this policy.

Roles and responsibilities are detailed below:

Students:

Students are responsible for making the most of their educational opportunities by respecting the rights of others and cooperating with fellow students and staff in achieving their goals.

Designated Safeguarding Lead:

The school has appointed a member of staff with the necessary status and authority to be responsible for matters relating to child protection.

- The main responsibilities of the designated officer are to:
- Be the first point of contact with the ministry, parents, students, teaching and non-teaching staff and external agencies in all matters of child protection
- Provide information and advice on child protection within GES
- Ensure that GES' Policy and Procedures for the Protection of Children are followed and particularly to inform Head Teacher of concerns about individual children
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing and securely and confidentially filed
- Liaise with any other agencies, such as the ministry, police or health services.
- keep relevant people within the school informed about any action taken and any further action required
- Ensure that an individual case record is maintained which indicates the action taken by the school, the liaison with other agencies and the outcome
- Advise of child protection training needs in liaison with the SLT

The DSL has undertaken appropriate training and will be kept up to date with their own CPD regarding Child Protection. The DDSL supports the DSL with the above responsibilities when requested and to take on the responsibilities when the DSL is absent.

Head of Year (HOY)

The duties of the HOY/YL:

To act as a first point of contact and support for staff in relation to child protection issues

- To record the reporting of a disclosure of alleged abuse made by a child to the DSL. The alleged abuse could involve either an external person, a member of staff or child
- To record staff suspicion of a child allegedly being abused
- To discuss future action with the member of staff who made the report, after consulting with the DSL (where appropriate, another member of staff may be included where he/she has observed possible signs of abuse or heard a child disclosing details of potential abuse)
- To record all action taken and consult the DSL within the same working day
- To ensure copies of all reports of incidents are passed to the DSL
- The HOY/YL has undertaken appropriate training and will be kept up to date with training sessions

Definition and Effects of Abuse

Risk is part of everyday life and can be positive or negative. Children may be harmed by abuse or neglect. Anyone may abuse or neglect a child by: directly inflicting harm, by indirectly not preventing harm or by failing to provide proper care.

Children might be abused in various settings – in a family, school or local community (by adults known to them, more rarely by a stranger or another child)

There are four main categories of abuse:

Physical Abuse

Physical abuse is deliberate physical injury to a child, or the wilful or neglectful failure to prevent a child's physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, and drowning or suffocating. 'Munchausen's syndrome by proxy' is an illness whereby a parent or carer feigns the symptoms of, or deliberately causes, ill health in a child, and this too may amount to physical abuse. For children with disabilities, physical abuse may include confinement to a room or cot or giving drugs incorrectly to control behaviour.

Emotional / Psychological abuse

Emotional abuse is the persistent emotional ill treatment of a child, having severe and persistent adverse effects on the child's emotional development. It may involve making children feel they are worthless or unloved, inadequate, or only valued for what they can do for another person. Emotional abuse may also involve causing children frequently to feel frightened or in danger, or exploiting or corrupting them. For children with disabilities, this type of abuse may include over protection or, conversely, failing to acknowledge or understand a child's disability, thus having unrealistic expectations. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. Sexual Abuse can also occur online.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs and is likely to seriously impair the child's health or development. Neglect may involve a parent or carer failing to

provide adequate food, shelter or clothing; failing to protect a child from physical harm or danger; failing to ensure that the child receives appropriate medical care or treatment; lack of stimulation; or lack of supervision. It may also include neglecting a child's basic emotional needs.

Bullying is another form of abuse (Refer to Anti-Bullying Policy) whether that be in person or cyberbullying.

Possible Signs of Abuse

Factors which increase children and young people's vulnerability include: domestic violence; unstable parental relationships; parental misuse of drugs or alcohol; parental mental illness.

All staff should be aware of the signs and indicators of abuse and neglect, such as:

Physical injury caused by others

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if they are on a part of the body not normally prone to such injuries

Sexual abuse (possible sexually explicit language or behaviour)

- An injury for which the explanation seems inconsistent
- The child describing what appears to be an abusive act involving him or herself

Emotional abuse (unexplained changes in the child's behaviour over time; e.g. becoming very quiet, withdrawn or displaying sudden outbursts or temper)

- Someone else - a child or an adult - expressing concern about the welfare of the child
- Distrust of adults, particularly those with whom the child previously had, or would normally be expected to have, a close relationship
- Difficulty in making friends
- The child being prevented from mixing with other children (i.e. extreme attempts to isolate a child by adults)
- Displaying changes in their eating patterns, including overeating or loss of appetite, loss of weight for no apparent reason
- Increasingly dirty or unkempt appearance

In addition staff should be able to judge when children's and young people's own behaviour places them at risk, or when their behaviour may be a response to the trauma of abuse or neglect, such as:

- inappropriate use of computers or social media
- ill-judged relationships
- inappropriate social behaviour such as bullying
- misuse of drugs/alcohol (including prescribed drugs or internet purchased without prescription)
- sexually explicit language or behaviour
- eating disorders
- self-harming
- running away/often staying with friends rather than returning home

This list is not meant to be complete, and the presence of one or more of these indicators is not proof that abuse is actually taking place. It should be stressed, however, that it is not the responsibility of staff to prove that abuse is taking place. Instead, it is their responsibility to act on any concerns by reporting them to the HOY/YL/DSL.

Part III Procedure

Reporting Abuse

Reporting Procedures

A member of staff suspecting or hearing a complaint/disclosure of abuse:

- Must report any suspicions to the DSL
- Must listen carefully to the child and keep an open mind (i.e. without interrupting, questioning or coercing).
- Staff should not take a decision as to whether or not the abuse has taken place
- Must ensure the child is not given a guarantee of absolute confidentiality (i.e. "if I am worried about you, I cannot keep this a secret, I will need to talk to either HOY/YL or SLT")
- The member of staff should explain that they need to pass the information to an appropriate staff member, in order to ensure they are safe
- Must keep detailed records and pass on to DSL within the same working day (dated, signed in pen)
- (If an allegation or disclosure is made to the a HOY or School Counsellor they must consults with DSL, next steps implemented and where necessary involve outside agencies.
- Where the DSL is unavailable the report of the alleged incident is made directly to the DDSL, who will continue the process.

Involving Others

When a child discloses possible abuse, it is not appropriate to include another member of staff in the conversation, as the disclosure may be traumatic for the child. Where another member of staff happens to be around, they observe the disclosure silently. This should be recorded on the yellow report form

Child/Young People's disclosures are always referred by staff to the DSL. Next steps are coordinated and if further discussion is required with the child/young person either the DSL, HOY or School Counsellor will lead this with the child/young person. Discussion should not take place with anyone else as this impedes investigation and the communication of the child/young person can inadvertently be coerced.

Where a member of staff observes possible signs of abuse without child/young person disclosure

they should involve only the DSL. Extreme discretion must be taken when this occurs as the child and/or other children must not be alarmed. As above, this information should be recorded with the safeguarding officer.

Allegations of child abuse against a member of staff / Concerns raised regarding a member of staff

Reporting Procedures

Allegations of child abuse can potentially be made about any member of staff. It is critical that all members of staff are aware of such issues and how to deal with any allegations appropriately. In these instances, all allegations should be reported directly to the DSL. If, however, the allegation involves the DSL, a report must be made to the appropriate Head Teacher.

The DSL must also inform the Headteacher of low-level concerns raised regarding members of staff. These concerns must be confidentially stored.

Next Steps

- As a result of any allegation being received, the member of staff could be suspended pending a preliminary investigation.
- Following a preliminary investigation consideration will be given to:
- Whether or not the employee/s should be suspended from work while a full investigation is carried out.
- Whether or not there is a need to carry out a full investigation into the allegation/s.
- Whether or not the police should be informed.
- Whether or not the Ministry should be informed.
- Whether or not GES needs to carry out its own review of practice

If gross misconduct is suspected, the employee will be suspended from work on full pay. The investigation shall be carried out in accordance with the GES' Disciplinary Policy and Procedures.

Should a police investigation or a Ministry investigation take place, GES will seek information from these parties. The information may well influence the disciplinary investigation and decision. On the basis of the investigating report and, in accordance with the GES' disciplinary procedure, disciplinary action may take place, which may include dismissal.

Where a member of staff is disciplined or dismissed as a result of inappropriate behaviour, this will be recorded on their personal profile and passed onto future employers.

Communicating with Parents

Contacting parents regarding possible child abuse/neglect should only be undertaken by DSL and/ or SLT.

Dealing with Confidentiality

It must be clear to all children that GES keep and regard confidentiality carefully. Importantly, though, when a child/young person's safety is at risk or they are a risk to themselves and/or others, a teacher/member of staff has to pass this information onto other relevant staff: DSL / SLT

Storage and Access of confidential records

Possible abuse/neglect information is to be kept securely in lockable storage in the DSL office, with access strictly controlled and limited to those who are entitled to see it as part of their duties. Records of all Disclosures will be maintained in the same manner. Passing on this information could have legal repercussions, therefore all such material/files/paperwork should always be maintained by the DSL.

Medical Treatment

If, as a result of physical injury, the injury requires immediate medical treatment while the child is on school premises, the school nurse should be involved and thereafter, if warranted, arrangements made to transport the child to a hospital. Communication with parents is undertaken by DSL or SLT only.

Monitoring and Evaluation

GES is committed to ensuring that its Child Protection Policy Statement and Procedure is implemented, monitored and reviewed in terms of its effectiveness. The purpose of the GES Child Protection Policy Statement and Procedure is to highlight and signpost next steps should a member of staff become concerned about a child's welfare and safety (both within and Out of the school). This is a working document and therefore reviewed, updated and amended regularly. This policy highlights a process to ensure our children/young people's safety and welfare.

Therefore the following will be undertaken:

- Staff/DSL ensure all incidents, allegations of abuse/disclosures are recorded and monitored accurately
- A central log/file of the above will be retained securely by the DSL
- Arrangements in place to monitor adherence with the school's child protection policy
- Arrangements in place to ensure DBS/Disclosure Scotland etc. undertaken during the recruitment and selection process for all staff
- Ensuring that personnel records are up to date, that job descriptions for new positions

include reference to child protection

- Checking to see that training has been undertaken (HOY/YL/DSL)
- Consulting with staff, children and parents as part of the review of the Policy and Procedures, giving them a chance to contribute ideas, raise any issues and agree actions to be taken to update and amend existing policy

Duty of employees

Every employee of the school is under a general legal duty to:

- Undertake training as prescribed by the school
- Read the GES Child Protection Policy Statement and Procedure and sign to say they understand it
- Read the KCSIE (Keeping children safe in education) document and sign to say they understand it
- Protect students from abuse and consult with DSL when concerned
- Protect themselves on all forms of social media. The school strongly advises that staff
- should not befriend students on any form of social media such as, Facebook and Instagram.
- Be aware of Kuwaiti local culture
- Be aware of GES Child Protection Policy Statement and Procedure and follow it.
- Ensure students disclosures are listened to without bias or coercion
- Keep a sufficient record of any child/young person abuse/neglect Report any serious matters of concern to the DSL

Training for Staff

Once staff have been recruited, it is essential to ensure that they are all well informed, trained, supervised and supported, so that they are less likely to become involved in actions that can cause harm or be misunderstood.

This process should include the following:

Induction

All staff will be provided with training at the start of the year and access to the GES Child Protection Policy Statement and Procedure. The development and suitability of new staff will be reviewed within three months of their taking up the post. If any concerns are raised regarding DBS/Disclosure Scotland checks or previous employers references, Head Teachers will take the necessary action.

Supervision and support

Supervision provides an opportunity for new staff to share concerns about their working environment.

Online Training

All Academic staff will be enrolled with National Online Safety. This online package provided access to a wide range of safeguarding and child protection training

Tips for staff to protect themselves from allegations

- Always be publicly open when working with children. Never invite just one child onto teams without their parent being present
- Avoid situations where individual members of staff and a child/young person are completely unobserved and/or secluded both online and in the classroom.
- Individual members of staff should avoid spending excessive amounts of time with one child/young person away from others
- Staff must never restrain students, unless trained to use supportive measures of restraint.
- It is not recommended by the school that teachers take part in private 1:1 tutoring for the above named reasons (staff may inadvertently place themselves at risk of allegation) If this is needed for support then you must record the session on teams or Zoom
- Staff must not have children on their own in a vehicle. It is recommended that should a student require transport in emergencies, that two members of staff should accompany

the child/young person, having received parents' prior permission

- It is not recommended that staff take photographs of students. Permission is sought and gained from parents when the student enters the school as to whether they wish photographs not to be taken of their children. This is collated and recorded by the Admissions Office
- Electronic communication and feedback with regard to the student's work and progress should be professional and supportive indicating in what way students may improve the quality of their work. Employees are not allowed to 'befriend' pupils on social networks e.g. 'Facebook' (see ICT/Internet Safety Policy)
- All staff should only write appropriate notes in exercise books/homework diary/ Assignments/ Notebook on Teams, emails or letters to pupils. Texting is not recommended as it could be misinterpreted by the student

No judgmental statement should be made about the person against whom the allegation is made.

The following advice is offered to school staff to whom a child makes a disclosure of abuse.

- Remain calm.
- Listen to the child with sensitivity and openness.
- Take all disclosures seriously
- Do not ask leading questions or make suggestions to the child
- Offer reassurance but do not make promises.
- Do not stop a child recalling significant events
- Do not overreact
- Explain that further help may have to be sought
- Record the discussion accurately and retain the record of dates, times, names, locations, context and factual details of conversation.

This information should then be passed onto the DSL and a record will be retained in the school.

If the reporting person or member of the school staff and the DSL is satisfied that there are reasonable grounds for the suspicion/allegation, the procedures for reporting will be adhered to.

Safer Recruitment

In order to support safeguarding, the school follows Safer Recruiting protocols. Members of both school staff and the HR department have received Safer Recruitment training. The school uses a standardised recruitment process / flowchart to minimise risk during the recruitment process.

