




Title : **Procedures for Managing Child Protection and Safeguarding in Dukhan English School**

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Department	Prepared by	Reviewed by	Approved by
QatarEnergy Schools			
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“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”

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FOREWORD

This procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This document provides support and guidance for implementation of the Child Protection & Safeguarding Procedures. This policy is an operational/business level policy which is aligned with corporate policy regarding safety and also supports the QatarEnergy values. Reference is also made to the Articles of the Permanent Constitution of the State of Qatar. This guidance is supported by the Policy for Managing Child Protection and Safeguarding in QatarEnergy Schools. Other relevant policy and procedure documents include 'ICT Acceptable Use' and 'Volunteers in Schools'.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. on this procedure should be forwarded to the Head, Education Section.

CHILD PROTECTION STATEMENT

At QatarEnergy Schools, we recognise our moral and professional responsibility to safeguard and promote the welfare of all our students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure children receive support and protection.

1 PURPOSE

- 1.1 QatarEnergy schools are committed to safeguarding and promoting the welfare of all students. This procedure sets out how QatarEnergy schools aim to safeguard and support student welfare and to ensure consistent, quality practice across both schools.
- 1.2 The procedure reinforces our core safeguarding principles which are that the safety and welfare of students are paramount and that children who feel safe and happy make more successful learners.
- 1.3 The document outlines procedure, whereby signs of abuse are recognised and acted upon, as well as outlining the role of the Designated Safeguarding Lead (DSL) within QatarEnergy schools.
- 1.4 The procedure reinforces the concept that all adults working in the school have a responsibility to safeguard and promote the welfare of students and as such need to be aware of the policy and procedures.
- 1.5 The procedure reinforces Article (22) of the Constitution of State of Qatar that *'The State shall provide care for the young, and protect the same from corruption, exploitation, evils of physical, mental and spiritual neglect.'*

2 SCOPE

- 2.1 The procedure outlined applies to QatarEnergy schools and as such includes all students regardless of age. The welfare of students is not confined to school premises only and may include concerns around the student's home circumstances or off-site activities.
- 2.2 The expectation is that all teaching and non-teaching staff, including administration and support staff are aware of this procedure and of the school's commitment to safeguarding and promoting the welfare of all students. As such, all staff are required to attend appropriate training as required by the school.
- 2.3 The procedure includes advice and guidance regarding safer recruitment, use of volunteers in schools, students at risk of self-harm and whistleblowing.

3 DEFINITIONS/ACRONYMS

QatarEnergy Schools	QatarEnergy schools at Dukhan and Mesaieed
Principal	Principal of a QatarEnergy School
Senior Leader	Member of school senior management team
Staff	All those employed by QatarEnergy who are working for the school, full time or part time, temporary or permanent in a paid capacity
Volunteer	As defined by The Police Act 1997 (Criminal Records) Regulations 2002 (UK) <i>A person engaged in an activity, which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party other than or in addition to a close relative.'</i>
Safeguarding	The action that is taken to promote the welfare of children and protect them from harm
Child Protection	Process to protect children and young people from violence, exploitation, abuse and neglect
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead

4 PROCEDURE

4.1 Overview

4.1.1 Our school procedures for safeguarding students will ensure that:

- All members of QatarEnergy Schools understand and fulfil their responsibilities.
- We have nominated designated members of staff (Designated and Deputy Safeguarding Leads) across the school.
- Our Designated Safeguarding Leads have undertaken appropriate child protection training and subsequent refresher courses every two years.
- All members of staff are provided with Level 1 Child Protection Training on a regular basis.

4.1.2 All members of staff will know:

- The signs and symptoms of concern.
- How to respond to a student who discloses abuse.
- What to do if they are concerned about a student.

- 4.1.3 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Child Protection Policy and Safeguarding Policy, and reference to it in our introductory school materials.
- 4.1.4 Community users organising activities for students are aware of the school's child protection and safeguarding guidelines and procedures.
- 4.1.5 We will ensure that our selection and recruitment of staff meets the safer recruitment requirements.
- 4.1.6 We will ensure that all members of staff on the interview panel have completed the Safer Recruitment in Education course (Available via Educare).
- 4.1.7 Extending an invitation to any visiting professionals or guest speaker will be discussed at SLT level before they can present to a body of students. This is to ensure the suitability of the visitor and appropriateness for the age of students they will present to.
- 4.1.8 Our procedures will be regularly reviewed and updated.
- 4.1.9 All new members of staff will be given a copy of our child protection & safeguarding policy.

4.2 Responsibilities

- 4.2.1 The Designated Safeguarding Leads are responsible for:
 - Keeping written records of concerns about a student.
 - Ensuring that all such records are kept confidentially and securely and are separate from student records.
 - Ensuring that an indication of further record-keeping is marked on the student records.
 - Providing advice, guidance and support to staff in child protection matters.
 - Liaising with the Principal to inform him/her of any issue and ongoing investigations and to ensure that there is always cover in place for the Designated Safeguarding Leads.
 - Organising child protection training for all school staff.
 - Providing, to the Principal, an annual report, detailing any changes and reviews of relevant policy and procedures; training undertaken by the Designated Safeguarding Leads, and by all staff; number and type of incidents / cases (anonymised).

4.3 Supporting students

- 4.3.1 Our school will support all students by:
 - Providing the best pastoral care for all students.
 - Recognising that the needs of the student are paramount and underpin all our child protection work and pastoral care.

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

4.4 Confidentiality

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

4.5 Supporting staff

- 4.5.1 We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting.
- 4.5.2 We will support such staff by providing an opportunity to talk through their anxieties with one of the Designated Safeguarding Leads and to seek further support as appropriate.

4.6 Dealing with disclosure

4.6.1 If a student discloses abuse to a member of staff, the member of staff must do the following:

- Explain that if you are concerned about what they have disclosed then you have to report it (no secrets).
- Reassure them that you are doing this to help and support them and that you are taking what they are telling you seriously.
- Allow the student to speak and listen to what they are telling you without interrupting.
- Do not press for details or ask leading questions.
- Only ask the minimum number of clarifying questions necessary to establish understanding of the concerns.
- Do not ask to see any injuries. If a child shows you an injury please indicate this on the Body map within the online disclosure form.
- Do record date, time, place and **exact words** used.
- Record all subsequent meetings with the student.
- Report the concerns to the Designated Safeguarding Lead – do not attempt to investigate the concerns yourself.
- All reports of concerns should go directly to the DSL for guidance to determine if the student is at risk of significant harm. In their absence they should be referred to the Deputy DSL (DDSL).
- All disclosures and concerns should be reported at <https://edukeyapp.com/safeguard/dukhan-english-school>
Password: dukhan123

4.6.2 If there is concern that the student is at risk of significant harm, the Designated Safeguarding Lead should report to the Principal.

4.6.3 In cases where criminal acts are involved or suspected, the Principal shall inform the Qatar police, so that a full investigation may be carried out.

4.7 Allegations against staff

4.7.1 All school staff should adopt safe working practices when working with students:

- Avoid one-to-one situations where possible.
- Be visible if you are in the situation where you are working alone with students (let someone know where you are, who you are with and why, and for how long).
- Avoid unnecessary physical contact.
- Ensure all contact during lessons is appropriate, visible and in context.
- Adopt discretion with distressed students.
- Maintain appropriate communication with students both in and out of school – staff should be particularly careful regarding any communication with a student via mobile phone, email or social media.
- Staff must not have students as 'friends' via any social media or social networking site.

4.7.2 If such an allegation is made directly by a student to a member of staff, the member of staff receiving the allegation will immediately inform the Designated Safeguarding Lead.

4.7.3 The Designated Safeguarding Lead will then investigate the allegations to establish:

- Who made the allegation.
- The nature of the allegation.
- Where and when the alleged incident took place.
- Who was involved.
- Whether there were any witnesses.

4.7.4 All allegations made against members of staff will be reported to the Principal.

4.7.5 The member of staff against whom the allegations have been made, may be placed on gardening leave (with pay) pending investigation, in order to protect all parties involved, this following consultation with HR.

4.7.6 If the outcome of the investigation establishes that abuse has occurred, due to failure to meet applicable professional standards, the member of staff involved shall be dealt with through the QatarEnergy Disciplinary Procedure.

4.7.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform VHE.

4.7.8 In the event of an allegation against the Principal, the matter shall be reported to and investigated by VHE.

4.7.9 In all cases where the investigation establishes that a criminal offence has occurred, the Qatar police will be informed and the case handed over to them.

4.8 Whistleblowing (confidential reporting)

- 4.8.1 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Principal or VHE.

4.9 Anti-Bullying policy

- 4.9.1 Our anti-bullying policy is set out within the Behaviour Policy and Procedure and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic, gender related and racist bullying. The school delivers a zero-tolerance approach to all forms of bullying including verbal, physical and cyber. All staff and students should follow the guidance outlined in the school policy.

4.10 Prevention

- 4.10.1 We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- 4.10.2 The school community will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including and particularly within PSHE education, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

4.11 Public displays of affection

- 4.11.1 Whilst we are a British International School, we are guests in a Muslim country. Local traditions and practices prevail and all members of the school community are expected to be considerate of the traditions and culture of our host country.

- 4.11.2 Being overly affectionate in school creates an environment that is not conducive to concentration and learning, therefore students and staff should refrain from inappropriate, intimate behaviours on the school site or at school related events and activities. Students and staff are expected to conduct themselves respectfully at all times. Kissing, stroking, touching, fondling are all considered inappropriate behaviour in public.

- 4.11.3 Inappropriate public displays of affection cannot be condoned. This type of behaviour will be recorded and result in parents being informed. It may result in student exclusion if inappropriate behaviour continues.

- 4.11.4 **Where any of the above is observed – the Behaviour pathway will be followed. For cases involving staff, the head of school should be informed.**

5 APPENDICES

5.1 Appendix i – Types of Abuse

Child abuse can be categorised into four distinct types;

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

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

Physical Abuse

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

Typical signs of Physical Abuse are:

- Bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- Slap marks - these may be visible on child's body
- Twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- Bruising on both sides of the ear - this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- Grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- Damage to the mouth - e.g. bruised / cut lips or torn skin where the upper lip joins the mouth.
- Bite marks.
- Poisoning and other misuse of drugs - e.g. overuse of sedatives.
- Burns and / or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern.

- Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

Sexual Abuse

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

Possible signs of Sexual Abuse are:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards the children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations.
- A fear of being alone - this applies to friends / family / neighbours / baby-sitters, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- The drawing of pornographic or sexually explicit images.

Emotional Abuse

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

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

Neglect

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

Typical signs of neglect are:

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

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

The Symptoms of Stress and Distress

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

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

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

Parental Signs of Child Abuse

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

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