

## Royal Grammar School Guildford in Qatar

### Safeguarding Policy

#### Summary

#### Statement of Intent

The safety and well-being of all our pupils at the Royal Grammar School, Guildford in Qatar (RGSGQ) is our highest priority. This policy is applicable to all children, including those in the EYFS. Our priority is to provide a secure and caring environment, so that every child can learn in safety. We expect respect, good manners and fair play to be shown by staff and children so that every child can develop his/her full potential and feel positive about themselves. All children should care for and support each other.

This policy is in accordance with locally agreed inter-agency procedures. Any deficiencies or weaknesses in Child Protection arrangements will be remedied without delay.

What is child abuse?

The National Society for the Prevention of Cruelty to Children (NSPCC) defines child abuse as:

*"the term used when an adult harms a child or a young person under the age of 18.  
Child abuse can take four forms, all of which can cause long term damage to a child:  
physical abuse, emotional abuse, neglect and child sexual abuse.  
Bullying and domestic violence are also forms of child abuse."*

*"Abuse is always wrong and it is never the young person's fault."*

Abuse can also be caused by siblings or other young people, such as through bullying, and should be treated the same as abuse by adults.

Definitions of Abuse and Indicators Definitions: (taken from Working Together to Safeguard Children DfES 2006).

- a) Neglect - the persistent or severe neglect of a child which results in impairment of health or development.
- b) Physical Abuse – actual or likely physical injury to a child, or failure to prevent physical injury or suffering.
- c) Sexual – actual or likely exploitation of a child by involvement in sexual activities without informed consent or understanding, or that violate social taboos or family roles.
- d) Emotional – actual or likely severe adverse effects on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment, inappropriacy, or rejection.
- e) Potential abuse – situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.
- f) Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying).

Signs of possible abuse include: (These are not exhaustive or necessarily indicative of abuse).

(Taken from Working Together to Safeguard Children DfES 2006).

- a) Neglect – constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem.
- b) Physical - unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.
- c) Sexual - tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.
- d) Emotional – physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Munchausen Syndrome by proxy (If a parent of child deliberately fabricates or induces illness in that child). Signs may include; perceived illness, doctor shopping, enforced illness, fabricated illness, poisoning e.g. with salt, induced seizures, suffocation, bleeding, rashes, tampering with vomit/urine. Child may exhibit unusual or unnaturally prolonged illness; symptoms/signs have a temporal association with mother's presence, mother unusually at ease in hospital environment, multiple illnesses/similar symptoms in family, unexplained death of siblings.

### **Symptoms**

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused, that will be included in the detailed procedures. These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

### **Transparency**

The School prides itself on its ethos of respect and mutual tolerance. Parents/guardians have an important role in supporting the School. This policy is available on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have, with the School. We will never ignore an allegation of child abuse and will always pass all relevant information onto local safeguarding agencies.

### **Safer Employment Practices**

The School adheres to the UK Government's statutory guidance, *Working Together to Safeguard Children*, (March 2015) and *Keeping Children Safe in Education* (July 2015), which sets out the requirements for safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the School, including part-time staff, short term and supply staff, and visiting staff, such as musicians and sports coaches, are subjected to the checks set out in the guidelines above before starting work, including, where possible, applying for an enhanced disclosure from the Disclosure and Barring Service (DSB). All staff complete an annual Staff Declaration Form. The Head of HR has completed training in Safer Recruitment.

Our policy is reviewed by the Governors annually.

Following the guidance in *Keeping Children Safe in Education (July 2015)*, there is a safeguarding statement in all adverts and references for shortlisted candidates, which are collected following interview and written references are verified via telephone.

### **Raising Awareness**

The Board of Governors is responsible for:

- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.

### **Designated Safeguarding Lead (DSL)**

At the Royal Grammar School Guildford in Qatar (RGSGQ), Mrs. Anna Stuart, Deputy Head of School, is the Designated Safeguarding Lead (DSL). Mr. Andrew Woodhouse is the Deputy Safeguarding Lead.

The DSL has been fully trained for the demands of this role in child protection and inter-Agency working. She undergoes training every two years and maintains close links with the relevant agencies. The DSL reports at least three times a year to the Board of Governors on the child protection issues outlined above; and the Governors review the policies and procedures and the efficiency with which they are implemented.

The School's records on child protection are kept secure. Access is restricted to the DSL and the Deputy DSL.

### **Induction and Training**

All new members of staff receive basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL. Child protection training is also given to new Governors. All staff and Governors are provided with a copy of the School's '*Safeguarding Information for All Staff*' and sign to acknowledge they have received both this document and training.

### **Procedures**

New members of staff and Governors are given copies of the School's Policy and relevant procedures on Child Protection. Discussion of the procedures set out in the School's document forms a vital part of induction procedures. The School's procedures provide guidance for teachers, other members of staff and responsible adults when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

The DSL, who has received specialist training in this topic, must always be informed if a member of staff or responsible adult has any concerns.

Child Protection procedures are placed on the agenda of a staff meeting once a year, for the purposes of training and review.

### **Raising Awareness with Children**

The School prides itself on its culture of open and effective communication between staff and children, and on its excellent pastoral support structures. As appropriate to their age, we prepare all of our children to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHE and during class time for discussion in developing in children, the confidence which they require, to recognise abuse and to stay

safe. The School will take all possible steps to ensure that children know that there are adults to whom they can turn if they are worried, including all staff, and the School Nurse.

### **Reporting Concerns of Abuse**

Allegations or concerns about the abuse or potential abuse of any children, including siblings, should be reported to the DSL. All safeguarding form templates are located on the school computer network and they should be handwritten and given by hand directly to the DSL. No forms should be typed or saved on any school or personal computer or device.

Where the allegation or concern relates to a member of staff, the DSL should be advised and she will immediately advise the Liaison Governor, Mrs. Sarah Creedy. Mrs. Creedy can be contacted via the Governor's secretary, Mrs. Jennifer Rothwell, on +44 (0)1483 880665.

When any concern is raised the DSL may also contact local Safeguarding agencies for advice and/or support.

The Protection and Social Rehabilitation Centre (PSRC), one of the six organisations under the Qatar Foundation for Social Work, exists to support all children regardless of nationality in Qatar. The centre's goals include 'empowerment, rehabilitation and reintegration of women, girls and children, victims of violence and child victims of family disintegration'. The DSL is able to contact the PSRC (there is a school hotline - 919 108 116 - with Arabic and English speaking operators) for advice and to report child protection cases which are beyond resolution by the School (which all schools are legally required to do in Qatar). The PSRC can also be visited in person at its headquarters in Doha or at one of its numerous sub-offices.

Other local safeguarding agencies are:

- **Sidra Child Advocacy Programme (S-CAP)**  
+974 4003 7227  
[scap@sidra.org](mailto:scap@sidra.org)
  
- **Qatar Foundation for Woman and Child Protection**  
+974 4467 9444

If the allegation concerns the DSL, the person receiving the allegation should immediately inform the Deputy Safeguarding Lead.

## **CHILD PROTECTION PROCEDURE**

### **Overview**

The formulation and publication of this Child Protection Procedure reflects the School's 'Child Protection Policy' and an active commitment to promoting and safeguarding the welfare of the children within the School. It is based on guidance given in the government's document '*Safeguarding Children and Safer Recruitment in Education*' (1 January 2007) and subsequent revised guidance.

The School believes that children have the fundamental right to feel safe and protected from any form of abuse. The School aims to provide a caring environment and a curriculum where self-esteem can be nurtured and children empowered to protect themselves.

The School has a systematic approach to recognition, consultation and referral of suspected child abuse to the appropriate agencies. A senior member of staff is appointed Designated Safeguarding Lead (DSL). This is currently Mrs. Anna Stuart, Deputy Head of School: she is nominated as responsible for child protection and welfare matters. Her role is to co-ordinate the child protection processes, to organise effective training of all school employees and to take the lead in referral to outside agencies.

All school employees have a responsibility to protect pupils from abuse and the senior staff will ensure that employees are conversant with the School's Child Protection Procedures and know how to access them.

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. It can happen to children of any age, sex, ethnicity, sexual orientation or disability. There are four defined areas of abuse; physical injury; neglect; sexual abuse; and emotional abuse.

The School also recognises that children can be harmed through access to verbal, written and visual material that is inappropriate to their age. The School will regard and treat as abuse any access given or allowed to such material, especially through the action or inaction of a member of staff.

The School keeps Child Protection records confidential.

This procedure will be reviewed on an annual basis by the Senior Management Team and Governors. If a member of staff has concerns about the Child Protection Policy or this procedure, he/she should raise them with the DSL immediately.

### **Procedures**

RGSGQ fully recognises the contribution it can make to protect and support children in school. There are, therefore, three main elements to the Child Protection Policy: Prevention, Protection and Support.

The School recognises that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent the chances of abuse happening. The School will therefore aim to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk; and are listened to.
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty.
- Include in the curriculum, activities and opportunities for PSHE, which equip children with the skills they need to stay safe from abuse.
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life and underline their own responsibility not to abuse others.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Adults in charge of children should know what to do if they suspect that someone is being physically, emotionally, intellectually or sexually abused, or if someone tells them that this is happening. Neglect is also potentially a cause for concern. The following points provide a brief guide for action:

- Staff should stop and listen to anyone who wishes to report suspicious incidents or specific abuse.

- Brief notes should be taken of the incident reported, during or immediately after the interview with the child concerned.
- Staff should not undertake to keep what is revealed entirely confidential, since they have a duty to take action if suspected abuse is reported.
- Leading questions should not be asked of children; children should instead be encouraged to provide detailed accounts in their own words.
- The DSL should be apprised of any suspected abuse situation at the earliest opportunity. A staff member may make a referral directly to the Deputy DSL or Liaison Governor should the DSL not be available.
- Staff should then discuss the next steps with the DSL, in particular, plans to protect the child, and a decision should be reached quickly so that the child is not placed at further risk.
- Staff should not attempt to carry out an investigation of the incident(s) reported: this is to be left to the appropriately trained member of staff and local agencies.
- It should not be thought that any given group of children is immune to abuse or that an accusation against a colleague, or known individual is necessarily unfounded.

The School will ensure that the DSL and Deputy Safeguarding Lead will attend training relevant to their role. All teaching staff and non-teaching staff will receive training and updated information on child protection on an annual basis.

The School will seek to promote a culture to enable all staff to discuss any personal concerns or difficulties that may get in the way of protecting children. Members of staff are encouraged to take such concerns privately to the DSL if necessary. They may wish to discuss concerns with the School Nurse.

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or who are at risk of suffering 'significant harm'.

- 'Harm' means ill treatment or the impairment of health or development, including, for example impairment suffered from seeing or hearing the ill treatment of another.
- 'Development' means physical, intellectual, emotional, social or behavioural.
- 'Health' means physical or emotional.

#### **Definition of 'Abuse' or 'Neglect'**

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. It can happen to children of any age, sex, ethnicity, sexual orientation or disability. There are four defined areas; physical injury; neglect; sexual abuse; and emotional abuse.

#### **Definition of 'Child'**

This is given as 'anyone who has not reached their 18th birthday'. Whether or not they are living away from home does not change their status or their entitlement to protection.

Well-kept records are essential to good child protection practice. The School is clear about the need to record any concerns held about a girl or boy, the status of such records and when these records should be passed over to other agencies.

The DSL will keep confidential records, referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records. Individual teachers are made aware of the confidentiality of information and that it is shared on a 'need to know' basis.

If a child transfers or leaves, the School to which they are transferring is contacted and information is passed on to the named person to alert them to the need to monitor.

If allegations regarding Child Protection are raised concerning a member of staff, either teaching or non-teaching, the DSL will advise the Liaison Governor immediately and will refer to the School's Disciplinary Procedures.

If allegations are raised regarding the DSL at the RGS Guildford in Qatar, then these concerns should be referred to the Liaison Governor.

### **Roles and Responsibilities of the Nominated Designated Safeguarding Lead**

- To co-ordinate and have responsibility for Child Protection and welfare concerns, being able to offer advice and information within the School.
- To be familiar with The School's Child Protection Procedures.
- To obtain training on Child Protection and related responsibilities.
- To be familiar with agencies in Qatar concerning child welfare.
- To take responsibility for the training of staff in Child Protection Procedures and to ensure that staff are aware of the School's Child Protection Policy.

### **Supporting Pupils at Risk**

The School 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. School may be the only stable, secure and predictable element in the lives of boys and girls at risk. Whilst at School, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The School will endeavor to support pupils through:

- The curriculum, by encouraging self-esteem and self-motivation.
- The School ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of school rules.
- A considered approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies who support the children and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

### **Safety**

The School will ensure that the site is a clean and safe environment and ensure that there are regular audits of all equipment, and practice the fire drill regularly. The School will ensure that a responsible adult is on site when children arrive, ensure full safety when on site, and that when accidents occur they are recorded in an accident book to be kept with the School Nurse in the clinic. The School will ensure that there is an accurate and up-to-date database detailing contact numbers for all children and their updated medical information. The School has security measures in place and keeps a careful check on all visitors and guests.

### **Recruitment**

RGSGQ takes child protection seriously and will keep child protection issues in mind throughout the recruitment process. All members of the teaching and non-teaching staff at the School, including part-time staff, short term and supply staff, are subjected to the checks set out in the guidelines above before starting work, including, where possible, applying for an enhanced disclosure from the Disclosure and Barring Service (DBS). All staff complete an annual Staff Declaration Form. The Head of HR, Head of School, Deputy Head of School and Phase Leaders involved in recruitment (Kate Matthews, Jayde Keay and Alex Kuzbyt), have completed training in Safer Recruitment. Following the guidance in *Keeping Children Safe in Education (July 2015)*, there is a safeguarding statement in all adverts. References for shortlisted candidates are collected following interview and written references are verified via telephone.

### **Developing Safe Working Practice**

Staff have a crucial role to play in shaping the lives of young people. The aim of the following guidance is to safeguard young people and reduce the risk of staff being falsely accused of improper conduct.

### **General Conduct**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare of children in their care. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their children and the public in general.

### **Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However, staff should consider the manner of dress and appearance appropriate to their professional role. Staff should be dressed decently, safely and appropriately for the tasks they undertake. Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

### **Infatuations**

Staff need to be aware that it is not uncommon for children to be strongly attracted to a member of staff. A member of staff, who becomes aware that a child may be infatuated with themselves or a colleague, should discuss this with a more senior colleague at the earliest opportunity.

### **Physical Contact**

There are occasions where it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and therefore, staff should use their professional judgement at all times. Contact should always be done with the child's agreement.

### **Social Contact**

Staff should not seek to establish social contact with children for the purpose of securing a friendship. Staff should not give their personal details to children unless the need to do so is agreed with the Head of School.

### **Behaviour Management**

Corporal punishment is unlawful in all schools. The use of humour can help to defuse a situation, but the use of sarcasm and demeaning or insensitive comments towards children is not acceptable in any situation. The School Behaviour Policy should be followed at all times.

### **Physical Intervention**

Staff may legitimately intervene to prevent a child committing a criminal offence, injuring others or themselves, causing damage to property or engaging in behaviour prejudicial to good order and discipline. In all cases where physical intervention is used, the incident and subsequent actions should be documented and reported.

### **Sexual Contact**

Any sexual behaviour by a member of staff with or towards a young person is both inappropriate and illegal. Staff should avoid any form of communication with a child or young person which could be interpreted as sexually suggestive.

### **One to One Situations**

Staff working in one to one situations are more vulnerable to allegations. Teachers should recognise this and plan meetings accordingly. Meetings should not be in remote, secluded areas and there should be visual access and/or an open door. Other staff should be informed of the meeting beforehand and the use of engaged signs should be avoided. If a child becomes distressed, always report it to a senior colleague.

### **First Aid and Administration**

The School Nurses are the only members of staff permitted to administer medication. Other highly trained, first aid staff members who can offer support in the absence of the School Nurses are Mrs. Muller (SEN Assistant), Mr. McCullagh (PE), Mrs. Keay (Year 2 Lions), Mrs. Gutierrez (Librarian) and Mrs. Ferreras (Nursery Starfish).

### **Curriculum**

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit nature or otherwise sensitive nature. Responding to children's questions can require careful judgement and staff may wish to take guidance in these circumstances.

### **Whistleblowing**

This is the mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the senior management, especially where the welfare of children is at risk.

### **Sharing Concerns and Recording Incidents**

All staff should know the designated teacher for child protection, be aware of the Child Protection Policy and Procedure and know the process for promptly and clearly recording any incident or concern and referring it to senior management.

### **Use of Mobile Phones and Camera Mobile Telephones:**

- Staff may only access their mobile phones during working hours when pupils are not present and staff are not engaged in the process of teaching.

### **Cameras**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements, is an effective form of recording their progress. However, it is essential that photographs are taken and stored appropriately in order to safeguard the children in our care.

- Cameras on mobile phones must not be used.
- Only designated school cameras and mobile devices may be used to take images of children within the school setting or on outings.
- Sometimes outside providers may be appointed by the School to take photographs of children for media purposes, for the school website, for marketing, or for school use. All parents must sign a consent form stating whether or not the School has their permission for this.
- The DSL is responsible for checking the list of children where consent is withheld and needs to ensure that images of these children do not appear on the school's website or in the media. Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- Images taken and stored on the camera must be downloaded by designated staff as soon as possible.
- Photographs may be distributed to other members of the staff in order to update pupil achievements, or for recording purposes.
- Cameras may only be taken into a bathroom if photographic evidence of children washing their hands needs to be recorded, as is sometimes required by EYFS. This activity must be properly supervised by appropriate staff.

Failure to adhere to the contents of this policy may lead to the implementation of disciplinary procedures.

### **Other Relevant Policies and Documentation**

This Child Protection Procedure should be considered alongside other related policies, including the Safeguarding Policy, Anti-Bullying Policy, and Behaviour, Sanctions and Rewards Policy.