



SAFEGUARDING POLICY

LAST REVIEW:	MAY 2025
NEXT REVIEW:	MAY 2026
REVIEWER:	SENIOR TEAM

Rationale

RGSG Qatar believes that it is always unacceptable for a child/young person to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children, young people and employees by committing to practices and procedures that protect them.

We recognise that:

- The welfare of children/young people is always paramount.
- All children/young people – regardless of age, culture, nationality, disability, gender, sexual orientation, religion and racial heritage – have the right to equal protection from all types of harm or abuse.
- Working in close partnership with children/young people, their parents/carers and other agencies is essential in promoting young people's welfare.
- Confidentiality is paramount when dealing with any safeguarding issues.

Qatari laws require that professional caregivers report child abuse. Therefore, all staff that work with children bound by the following criminal code

QATARI PENALTIES LAW (11/2004); Chapter 3; Article 189:

'The penalty of imprisonment for a period not exceeding 3 years and a fine not exceeding 10,000 Riyal or one of the two penalties shall apply to any public officer assigned to investigate about crimes or identify them if he neglects to inform about the offence he knows about or postpones such information....'

This policy applies to managers at all levels, the board of trustees, paid staff, unpaid volunteers, sessional workers, agency staff, contractors working in school, students and anyone else working/volunteering for or on behalf of RGSGQ. All staff have a full and active part to play in protecting students from harm, even if their primary role is not teaching or caring for the students.

The procedure for reporting suspicions of abuse is detailed in this policy.

Aims

This policy aims to:

- Outline our commitment to safeguarding children.
- Explain our internal procedure for reporting abuse / suspected abuse.
- Make clear our expectations for confidentiality.
- Note our *Staff Code of Conduct* in the context of child safeguarding.

RSGSQ aims to:

Provide protection for all children/young people who attend RSGSQ in any way. We also aim to provide staff and volunteers with guidance on procedures they should adopt if they suspect a student may be experiencing, or be at risk of, harm. Furthermore, we aim to protect our staff from any risk or harm.

We will seek to safeguard children and young people by:

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers (see Staff Code of Conduct).
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

We will seek to safeguard or staff by:

- Valuing them, listening to and respecting them.
- Providing quality safeguarding training.
- Providing robust procedures and a clear code of conduct.
- Providing a clear procedure on whistleblowing.
- Ensuring confidentiality is paramount when dealing with staff safeguarding issues.

Procedures

1. Purpose

These procedures set out common values, principles, and beliefs and describe the steps that will be taken to meet our commitment to protect our students and staff.

The purpose of the procedures is to:

- Provide a management strategy to prevent child abuse and protect students in the course of our work.
- Protect staff from unfair practices and processes.
- Provide staff with clear guidelines on what to do in the case of suspected child abuse.

2. School commitment

Awareness: we will ensure that all staff are aware of the problem of child abuse and the risks to students.

Prevention: we will ensure, through awareness and good practice, that staff minimise the risks to students.

Reporting: we will ensure that staff are clear on what steps to take where concerns arise regarding the safety of students.

Responding: we will ensure that action is taken to support and protect students where concerns of abuse arise.

Further to the above, RGSGQ will:

Not permit a person to work with students if it has been identified that they pose an unacceptable risk to children's safety or wellbeing.

- Take seriously all child abuse concerns raised to us by anyone.
- Take positive steps to ensure the protection of students who are the subject of any concerns.
- Support students, staff or other adults who raise concerns or who are the subject of concerns.
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Guide through the child protection process by the principle of 'best interests of the child'.
- Listen to and take seriously the views and wishes of students.
- Work in partnership with parents/carers and/or other professionals to ensure the protection of students.

3. Reporting signs or suspicions of abuse

The best interests of the child and the desire to secure the best outcomes for the child should always govern decisions regarding what action should be taken in response to concerns.

3.1 Principles of reporting

Reporting suspected or actual child abuse is mandatory for all staff, volunteers and consultants of RGSGQ.

Responsible reporting also means that any person making a report should bear in mind that all concerns are allegations until they have been investigated. For this reason, it is important for anyone raising a concern to follow the specific reporting guidelines set out below.

Confidentiality is expected within the reporting chain. The reporting flow chart can be found in the appendix.

3.2 Procedures for reporting

Any staff member with a concern about abuse must immediately discuss their concern with a DSL (Designated Safeguard Lead). School DSL's are:

David Keery
Umarah Shah
Bronagh McKinley

Any information provided to the DSL will be handled with strict confidentiality – informing only those who need to be involved. They will only take action if breaches of child protection law can be proven conclusively.

Discussions held with a core team member should focus on:

- Evidence that child protection has become a concern.
- The identified risks to the student.
- Measures to safeguard children and minimise risk.
- Action/next steps.

The core team will collaboratively assess the reported concerns and support needs for the student and family. They will decide whether, and at what stage, the issue should be reported to external bodies. They will determine the appropriate response (e.g. disciplinary process or urgent action if the student is judged to be at risk).

Having first discussed them with a core team member, the person reporting concerns must then submit their concerns, allegations or disclosures in writing using the Safeguarding Reporting Form (signed and dated – so not via emails) (please see Appendix) as soon as possible to that core team member.

Records should be detailed and precise, focusing on what was said or observed, who was present and what happened. Speculation and interpretation may be present in the report but it should be clearly distinguished from fact.

The above procedure also applies if you wish to raise allegations of abuse against a member of staff/volunteer, parent/family member of an RGSQ student or anybody else in the RGSQ family.

4. Confidentially in reporting

Any concern, disclosure or allegation is alleged rather than proven at the point of reporting. Therefore, all such reports should be treated as extremely confidential. It is the individual responsibility of each person in possession of information to maintain this confidentiality to the best of their ability.

Confidentiality means only passing information between those people with a professional need to know. In the first instance, this will be members of our core team. The core team may then need to share the information with other parties involved, including external organisations.

However, if urgent action is required to protect a student, it may begin prior to the reporting procedure.

The reporting procedure and safeguarding flow chart can be found in the appendix.

4.1 How information will be recorded

The school is required to maintain up-to-date records on all matters of child protection. The information will be recorded in files, either physical or electronic. The records will be kept secure either within a locked cabinet (if physical records are kept) or secure electronic records.

NOTE: Only people who need to know in order to assist or advise need to know. This respects the student's, family's and/or staff's rights to privacy. Otherwise there might be gossip and rumours or other people may be genuinely concerned

5. General student and/or family welfare

Sometimes concerns about a child may not be about abuse. You may be concerned that a student or family need some help in making sure all the student's needs are met to address a particular problem. Examples of this might be where a child is suffering because of poverty, getting into trouble in the community, or has a disability and needs extra help. In these instances, you can get them help by using the same reporting procedure.

NOTE: All staff – teaching and non-teaching – should complete the Child Protection programme online with the TES.

6. Categories of abuse

Child abuse can occur in a variety of forms, be it physical abuse, emotional abuse, sexual abuse, neglect or bullying.

Physical abuse

Physical abuse occurs when a person purposefully injures or threatens to injure a child or young person. This may take the form of slapping, punching, shaking, kicking, burning, shoving or grabbing. The injury may take the form of bruises, cuts, burns, or fractures.

Emotional abuse

Emotional abuse is a persistent attack on a child or young person's self-esteem. It can take the form of name calling, threatening, ridiculing, intimidating or isolating the child or young person.

A child may also be subject to emotional trauma or abuse if they are forced to, or inadvertently become a witness to domestic violence. Where this occurs deliberately it is a form of abuse.

Neglect

Neglect is the failure to provide the child with the basic necessities of life, such as food, medical treatment, adequate clothing, shelter and supervision to the extent that the child's health and development are at risk.

Sexual abuse

Sexual abuse is the actual or likely sexual exploitation of a child. Sexual abuse includes rape, incest and all forms of sexual activity involving children, including exposing children to, or taking, pornographic photographs or other media/materials.

Child sexual abuse damages children physically, emotionally and behaviourally. Both its initial effects and long-term consequences impact on the individual, on their family and on the community.

7. Initial effects of child sexual abuse

These may include:

- Medical problems such as sexually transmitted diseases, pregnancy and physical injury.
- Emotional problems such as guilt, anger, hostility, anxiety, fear, shame, lowered self-esteem.

- Behavioural problems such as aggression, delinquency, nightmares, phobias, eating and sleeping disorders.
- School problems and truancy.

8. Who is most likely to abuse a child?

- Someone who is known to the child.
- Someone the child trusts.
- Someone who the child's family trusts (ie. not a stranger).
- Someone who has access to the child.
- Someone who has themselves experienced abuse as a child*.

*(Abel and Osborne, 1988).

9. How to recognise abuse

There are many common indicators of abuse, which may vary by cultural context – something important to note in an international school environment.

The following lists are not exhaustive.

a. Emotional signs of abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging.
- Depression or extreme anxiety.
- Inappropriate relationships with peers and/or adults.
- Lack of motivation, interest and/or energy.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Persistent tiredness.
- Running away/stealing/lying.
- Sudden under-achievement or lack of concentration.

b. Physical signs of abuse

- Any injury inconsistent with explanation given to them.
- Injuries to the body in places not normally exposed to falls, rough games etc.
- Reluctance to change clothes among others (eg. for sports) or show parts of the body normally accepted to be on show (eg. arms, legs).
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures, cuts, grazes etc that do not have a reasonable explanation.
- Infections and/or symptoms of sexually transmitted diseases.
- General bruises, scratches or other injuries not consistent with accidental injury.

c. Signs of sexual abuse

- Any allegations, mentions or suggestions made by a child concerning abuse, sexual activity, unwanted physical contact etc.
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour and/or sexual vocabulary.

- Engaging in sexual play that is inappropriate for their age or inconsistent with the behaviour of their peers.
- Sexually provocative, flirtatious or seductive behaviour with adults.
- Sudden changes in mood or behaviour.
- Open displays of sexuality.
- Lack of trust in familiar adults and excessive fear of strangers.
- General bruises, scratches, marks or other injuries not consistent with accidental injury.
- Acting-out behaviour – aggression, lying, stealing, unexplained running away.
- Suicide attempts.

d. Signs of neglect

- Frequent lateness or non-attendance at school, or frequently left at the end of school with nobody to collect the child.
- Clothing that is inappropriate enough to cause harm or discomfort (eg. no coat on cold days, uncomfortable or impractical shoes, filthy/smelly/shabby clothes, clothes that are uncomfortable and causing harm, clothes that are unsuitable for the child's age/gender).
- Body odour, unkempt hair, unbrushed teeth, dirty skin and general signs of poor hygiene.
- Signs of hunger, dehydration and/or poor nutrition.
- Excessive tiredness.
- Untreated wounds, injuries, medical conditions, dental problems and/or illnesses.
- Is frequently unsupervised, left alone or allowed to play in unsafe situations.

Evaluation

This policy will be regularly reviewed and evaluated to ensure continuous improvement and ensure that the policy continues to reflect best practice standards.

Appendix 1 – Staff code of conduct