



DOHA
BRITISH
SCHOOL

AIN KHALED

Safeguarding Policy



Last Review: June 2023

Next Review: June 2024

Reviewer: Policy Committee





1. Policy Statement

At the DBS, we are committed to safeguarding and promoting the physical, emotional and moral safety and welfare of each child in our care and we expect all staff and volunteers to share this commitment. We recognise our duty as a safeguarding agency and seek to form positive working relationships with partner agencies and Local Safeguarding Children Boards where our pupils live and to intervene at an early stage when concerns about a child are identified.

This Safeguarding Policy is available to all parents and pupils via the school website and printed copies are available upon request from the School Office. Safe recruitment procedures operate and the Principal, Vice Principal and Head of Head of school are trained in L1 & 2 Safeguarding and Safer Recruitment.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (Keeping Children Safe in Education, 2023)

2. Scope of Policy

This policy is applicable to the whole school community, including the Principal, Governors, teaching staff, non-teaching staff, volunteers and temporary non employed staff.

When considering safeguarding issues, regard should also be given to linked policies: Safer Recruitment; Health and Safety; Anti-Bullying; Complaints, Data Protection; Child Protection; E-Safety; and Behaviour Policy.

3. Aims of Policy

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility.
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention including inter-agency working in order to support children and families, making use of such procedures.
- Ensure staff are aware that any member of staff may raise a concern under exceptional circumstances.
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about different types of abuse.
- Ensure that there is a clearly understood procedure, following an allegation being made against the Principal or a member of staff.



- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

4. Introduction

This policy should be read together with the following school policies where more detailed safeguarding arrangements and risk assessments specific to these areas are detailed:

- Anti-Bullying Policy
- Attendance Policy
- Digital learning Policy
- E Safety Policy
- Recruitment Policy

This policy is informed by up to date UK & Qatar national guidance, namely:

- Keeping Children Safe in Education 2023
- Children Act 1989
- Working Together to Safeguard Children 2018

There are three main elements to safeguarding at DBS:

a) **Prevention** (eg. positive school atmosphere, a school culture where staff refer any concern at an early stage, where safeguarding has a high priority, effective PSHE, E- safety and pastoral support available to pupils and effective safeguarding 'umbrella' policies)

The School regularly informs its pupils about safeguarding, including online, through the curriculum and PSHE. Depending on the age group different areas are taught. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

b) **Protection** (eg. by following agreed procedures, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters, and ensuring the school has robust recruitment procedures)

c) **Support** (to pupils and staff)



5. Policy Review

The Governing Body should ensure that the school meets the responsibilities set out in this policy. The Safeguarding, and linked policies are reviewed at least annually by the governing body and available to parents, via the school's website.

6. Recruitment and Selection

The school has a separate Recruitment Policy, which expands on its safer recruitment policies. Disclosure and Barring Service (DBS) checks are provided by staff coming directly from the UK as well as an ACRO police clearance check. Staff not from the UK are required to have a police check similar to ACRO and DBS from their home country. These checks must be attested to prove authenticity. Persons moving to DBS from places other than their home country need to provide police clearances from their home country and the countries they have resided in.

Safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo Child Protection training which is updated regularly in line with UK and Qatar requirements.

7. Key Personnel

All disclosures of abuse must be discussed with the Designated Safeguarding Lead or a Designated Person. Pupils, staff and parents should feel at ease to discuss any concerns relating to the welfare of a child with one of the Designated Persons no matter how trivial they may appear.

E-Safety

We live in a digital age where technology is playing an ever increasing part in our lives; it is changing the way that we do things both inside and outside of school and although we recognise the benefits of technology we must also be aware of the potential risks and ensure that all staff, pupils and parents/carers associated with the school are able to use technology in a safe and responsible manner.

Some of the potential dangers of using technology may include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to/loss of/sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing/distribution of personal images without an individual's consent or knowledge Inappropriate communication/contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video/internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files



- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the offline world but it is important that as a school we have a planned and coordinated approach to ensuring that all involved with the school use technology in a safe and responsible way. As with all risks it is impossible to eliminate them completely but with a planned and coordinated approach they can be significantly reduced and users can be taught to manage them effectively.

9. Records

a. Child Protection Records

Designated persons will keep accurate and up to date records of child protection concerns and ensure the security of information. The chronology and all associated documents are maintained with up to date, relevant information.

The child protection files are confidential and are not accessible by pupils, parents or staff. The DSL, Designated Persons or the Principal are the only staff who have access to the locked filing cabinet in which safeguarding records are kept.

These records may be made available to the safeguarding Governor to enable them to carry out his annual review. In addition, such records are also made available to the Independent Schools Inspectorate when inspecting the school for regulatory compliance.

b. Welfare Concerns

Welfare concerns raised by any staff and are an essential part of the early identification of safeguarding concerns and unmet needs.

Serious concerns about pupils will be discussed at safeguarding meetings and SLT meetings.

The admissions team contacts any school from where a pupil transfers, to specifically request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. The Registrar will alert the DSL to concerns and where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists.

10. Attendance and School Roll

Class Teachers and Form Tutors (Secondary) are required to monitor attendance closely and contact parents where attendance is a cause for concern. Such cases would normally be raised with the Progress Leader at the weekly meeting with the Head of Key Stage Leader or Line manager. Cases of truanting must always be taken seriously in recognition that children become vulnerable when they are not in school and such cases must always be referred to the DSL and HoS.



The admission register must contain:

- Full name;
- Sex;
- Name and address of parents;
- Telephone number of parents;
- Date of birth;
- Date of admission and readmission
- Name of last school attended

11. Visitors, Identity Checks and ID Badges

All visitors during the school day are required, on arrival, to sign in at the security office. Visitors will be issued with an appropriate visitor's badge. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the Security Office where the badge must be returned.

Any person who is visiting the school to work directly with young people on a 'one off' activity should have his/her identity checked or verified by the person hosting the event and may not be left unsupervised with children.

All staff on the DBS campus wear ID badges. In the case of a forgotten badge a temporary badge should be signed out from the School Office.

12. Third party groups

The Safeguarding Policy will be brought to the attention of organisers of third party groups using the School facilities and applies to them. Voluntary sector groups that operate within the School, provide off-site services to our pupils, or use the School facilities, will be expected to adhere to the DBS Safeguarding Policy

13. Practical safeguarding procedures for staff

The following procedures must be followed in all cases:

It is important to remember that:

- It is not a member of staff's responsibility to carry out any form of investigation.
- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2023) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.



- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

a) If you have a concern about a Pupil from DBS

- All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves.
- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputy, Head Teacher or any member of the School Leadership Team. All concerns should be recorded on My Concern.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action if required.

b) If a child makes an allegation of abuse

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the “TED” model for asking open ended questions: “Tell me about that”, “Explain that to me”, “Describe that”
- Make a record of what has been said immediately afterwards in words used by the child and the member of staff to the best of their memory.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- Report the matter immediately to the Designated Safeguarding Lead
- Seek advice from the Designated Safeguarding Lead if in doubt

Staff should not:

- Ask leading questions, put words into the child’s mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality



- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

14. Allegations against a member of staff, volunteer or the Principal

All school staff will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

All staff and volunteers must report any concerns about a member of staff's behaviour towards children to the Principal who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the Principal should be raised with the Chair of Governors or nominated governor.

15. Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

All staff and volunteers are reminded of their responsibilities and procedures relating to safeguarding issues at the September INSET meeting each year and at suitable times throughout the year, for example, if there is a change to procedure.

New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from the Designated Safeguarding Lead. Such training must include:

- a) The school's safeguarding policy;
- b) The staff code of conduct;
- c) The identity of the safeguarding team;

16. Monitoring and Quality Assurance

Policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our safeguarding policy and the procedures set out within it. The aim of monitoring and evaluating the safeguarding policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses, and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect. Monitoring and evaluation will be done by checking whether the standards from the safeguarding policy are implemented and whether safeguards are working, and will be undertaken throughout the year by the Designated Safeguarding Lead, the Head teacher and the Chair of Governors.



The nominated School Governor with responsibility for monitoring safeguarding is **the Director of Education**. The Director of Education receives the annual report on safeguarding matters from the Principal, in which no names of pupils are disclosed, enabling her to review how effectively the school is fulfilling its obligations.

17. Reporting to Governors

1. The Director of Education at Artan Holding is the Safeguarding Link for the Board of Governors.
2. The Safeguarding link will complete training through the Safeguarding Alliance and ensure this training remains up to date.
3. The Safeguarding link will have access to MyConcern with DSL user privileges, but notifications will be disabled.
4. Safeguarding Leads from each school will create and share a dashboard that provides data on the number of reported concerns and the categories that they have identified.
5. Safeguarding Leads will email the Safeguarding Link for the Board of Governors to notify when a concern has been logged that is considered 'High Risk'*. The email will not include names of students or any confidential information - but will highlight the concern number that is logged on MyConcern as reference.
6. The Safeguarding Link for the Board of Governors will attend Safeguarding Cluster Network meetings that will be held Half Termly (Approximately every 6 weeks).

At the start of these meetings each Safeguarding Lead will provide an overview/ update on all high risk students*.

**High Risk Includes:*

- *Any reported instances of self-harm*
- *Any reported instances of suicidal thoughts*
- *Any cases that require a referral to CAMHS*
- *Any occasions where the emergency services have been contacted in relation to a safeguarding concern*
- *Any time that parents have been advised to take their child to A&E*
- *Any occasion where SCAP have been consulted*
- *Any time it is believed that a child is at risk of/ has experienced significant harm*



Thank you