



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School



Child Protection & Safeguarding Policy



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Contents

Roles and Contact Information	2
Contents	3
Section 1	5
1.1 Child Protection Statement	5
1.2 Introduction	5
1.3 Aims	6
1.4 Roles and Responsibilities	6
1.5 Good Practice Guidelines	9
1.6 Support for those involved in a Child Protection issue	10
Section 2	10
2.1 Complaints Procedure	10
2.2 Child Protection Procedures	10
2.3 Concerns about Staff	12
2.4 Concerns about Students	13
Section 3	13
3.1 Staff Recruitment and Training	13
3.2 Extended School and Off-site Arrangements	14
3.3 Photography and Images	14
3.4 E-Safety	15
3.5 Preventative Education	15
Section 4	16
4.1 Forms of Abuse and Neglect	16
4.2 Impact of Abuse	18
4.3 Children who may be particularly vulnerable to abuse	19
4.4 Indicators of Abuse	19
Section 5	20
5.1 Taking Action	20
5.2 Confidentiality and Sharing Information	21

Appendices	22
<i>1 Code of ethical practice for school staff</i>	22
<i>2 Whistle-blowing code/ Low Level Concern Policy and Procedures</i>	23
<i>3 Child Protection leaflet for Visiting Staff</i>	26
<i>4 Confirmation of receipt of the Child Protection & Safeguarding Policy</i>	28
<i>5 Reporting a concern (flowchart)</i>	30
<i>6 Welfare Concern Form</i>	32
<i>7 Record of Concern Form</i>	35
<i>8 Child Protection Contacts</i>	45



Section 1

1.1 Child Protection Statement

At USI, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We are committed to providing 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 that children receive effective support, protection and justice.

Guiding Principles

- the welfare of the child is paramount: the approach is child-centred and considers what is in the *best interests of the child* at all times;
- all children, regardless of age, gender, ability, culture, race, language and religion sexual identity, have equal rights to protection in line with USI's *Caring For Each Other* statement and the values inherent in the [European Convention on Human Rights \(ECHR\)](#), the [Human Rights Act 1998](#) and the [Equality Act 2010 Advice for schools](#).
- all staff are expected to share this commitment and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- students and staff involved in Child Protection and Safeguarding issues will receive appropriate support.

1.2 Introduction

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

United School International is committed to the welfare of its students. To ensure this, our core Safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safer children make more successful learners;
- representatives of the whole-school community of students, parents, staff and Orbital Education will be involved in policy development and review;
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

1.2.1 Legislative Context

Current UK guidance is taken from the UK Department for Education (DfE) document: (1) [*Working Together to Safeguard Children*](#) and (2) [*Keeping Children Safe in Education \(2022\)*](#). We continuously research and implement child abuse procedures in accordance with Qatari law, as outlined in the Appendix 6.

1.2.2 Terminology

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, abuse or neglect, preventing the impairment of child's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and undertaking that role so as to enable all children to have optimum life chances.
 - **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm
 - **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
 - **Child** refers to all young people who have not yet reached their 18th birthday.
 - **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1.3 Aims

The procedures contained in this policy apply to all staff, including volunteers, and to all visitors, including those from Orbital Education and outside contractors.

This Policy lays out clear guidelines to:

- Provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection cases and provide the necessary information to enable them to meet their Safeguarding responsibilities;
- Ensure that any concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child, through the development of good practice and sound procedure.
- Make clear the school's commitment with regard to Child Protection to students, parents and other partners.

This Policy should be read in conjunction with:

- Equal Opportunities Policy and Caring For Each Other Statement;
- Positive Behaviour Policy and Anti-Bullying Policy
- Complaints and Concerns Policy;
- Recruitment and Retention Policy;
- Staff Handbook and Staff Code of Conduct;

1.4 Roles and Responsibilities

USI's Designated Safeguarding Lead (DSL) is **Mr Michael Thomasson** (Assistant Head of Secondary)).

The Deputy DSL is Danielle McKenna

The Principal is **Mr. Ian Temple**.

The Designated Safeguarding Governor (DSG) for Child Protection issues is Orbital Education's

Regional Head of Schools, **Mr. Michael W. Clack**.

Contact details for each of these key personnel are listed inside the front cover of this policy document.

1.4.1 School Staff

All members of the school staff

- are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.
- when concerned about the welfare of a child, staff should always act in **the best interests** of the child.
- understand that safeguarding and promoting welfare of children is everyone's responsibility and are fully committed to every aspect of the schools' Child Protection and Safeguarding Policy.
 - are expected to build on trusted relationships and provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
 - are aware of symptoms of abuse and have a responsibility to identify and report suspected abuse, in order to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the DSL.
 - follow the referral and local early help processes set out in this policy and should expect to support other agencies and professionals in early help assessment following any referral.
 - keep clear, dated, factual and confidential records of child protection concerns.
 - are required to adhere to the policies, protocols, Code of Conduct (Appendix 1) and the standards in the Staff Handbook.
 - are expected to partake in appropriate safeguarding and child protection training and professional development sessions considered appropriate by the Executive Principal/DSL. They must complete and regularly review any online courses in Child Protection and ensure that they have followed the required guidelines for any updates (reading of relevant documentation), as required, to provide them with relevant skills on effective safeguarding.
 - must forward a copy of the certificate of completion of any courses to the HR department and DSL to be kept on staff records.

1.4.2 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead

- is appropriately trained and has an understanding of Child Protection procedures and legislation in Qatar and the UK;
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file;
- acts as a source of support and expertise to the school community;
- ensures all volunteers and contract staff undergo suitable checks;
- ensures that all staff have undergone approved in-school and TES Develop/ EduCare Child Protection and Safeguarding training and renew this training at least every two years;
- ensures that all staff sign to indicate that they have read and understood the Child Protection & Safeguarding policy;
- ensures that the Child Protection & Safeguarding policy is updated annually;
- ensures that the Child Protection & Safeguarding policy is available to parents;
- is responsible for reporting suspicions of child abuse directly to the principle and ensures

that important parties such as the HoS, tutor and teachers are informed of any suspicion or allegations of abuse that have been made regarding a student;

- liaises directly with the Regional Head of Schools, Orbital Education and (if necessary) the local authorities and other agencies in the event of an allegation being made against the Executive Principal;
- develops and maintains effective links with relevant statutory and voluntary agencies;
- refers cases of suspected abuse to the appropriate authorities or police as appropriate;
- coordinates the school's contribution to Child Protection plans;
- attends and/or contributes to Child Protection conferences;
- notifies Children's Social Care if a child with a Child Protection Plan is absent for more than two days without explanation;
- ensures that when a student with a Child Protection Plan leaves the school, their information is passed to their new school and the student's social worker is informed (if one is appointed).

1.4.3 Deputy Designated Safeguarding Lead (DDSL)

In the absence of the DSL, the Deputy DSL carries out those functions necessary to ensure the ongoing safeguarding of students. In the event of the long-term absence of the designated DSL, the deputy will assume all of the functions above.

1.4.4 Executive Principal

The Executive Principal

- has overall responsibility for safeguarding and child protection.
- will appoint a Designated Safeguarding Lead (DSL) and deputy for safeguarding and child protection.
- must do all that s/he can to ensure that all those working with children at USI school are suitable people. This involves scrutinizing applicants, after school instructors, volunteers and other agencies connected with the school by verifying their identity, obtaining references and obtaining comprehensive background checks. This involves DBS/ ICPC checks for all UK staff appointments and Police checks for employees.
- ensures that training for Designated Safeguarding Lead (and deputy) is up to date and includes knowledge of local procedures. Training with TES Develop/ EduCare at L3 must be updated at least every two years. All staff to receive annual training regarding the safeguarding and child protection policy and procedures. A record of attendance must be maintained and kept on file.
- is responsible for reviewing and amending the policy where necessary to be approved on an annual basis.
- ensures that students' safety and welfare is addressed through the curriculum;
- ensures that the Child Protection & Safeguarding policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL (or deputy) to carry out their role effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice, and that such concerns are handled sensitively and in accordance with appropriate 'whistle blowing' procedures.
- will consult the RHoS and then may proceed by contacting Social Services and/or Police, when abuse is detected. This does not require parental consent for referral. This will be done by contacting them and requesting that they come to the school. A record will be kept of that meeting by the Designated Safeguarding Lead.

The Executive Principal and DSL ensure that the school has:

- a Child Protection policy and procedures that are reviewed annually and approved by Orbital Education, and made available to parents on request;
- procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Executive Principal;
- Safer Recruitment procedures that comply with UK and international standards, including the requirement for and use of appropriate background checks;
- a training strategy that ensures all staff, including the Executive Principal, receive child protection training upon appointment, with refresher training every two years. The DSL should also receive advanced refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of, and comply with, the school's arrangements for Child Protection.

1.4.5 Human Resources Coordinator, Security and Reception Staff

It is the responsibility of the Human Resources Coordinator to keep up to date and accurate records of Police and DBS checks for all employees and that all employees have completed the relevant online Child Protection course.

Reception staff and security personnel are required to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of visitors to the school.

1.4.6 RHoS

Orbital Education's representative, the RHoS,

- ensures that the school has a robust Child Protection & Safeguarding policy and that the policy and procedures are implemented and followed by all staff and visitors;
- is made aware of any and all on-going Child Protection issues;
- liaises between the school and Orbital Education's head office regarding any Child Protection or Safeguarding concerns.

Policy Review

This policy is to be reviewed annually, though any deficiencies or weaknesses in safeguarding and child protection arrangements will be remedied without delay. The Executive Principal and Regional Head of Schools (on behalf of the Board) will undertake an annual review of the school's Child Protection/ safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

1.5 Good Practice Guidelines

To meet our responsibilities towards our students all staff must maintain agreed standards of good practice. These include:

- treating all students with respect;
- setting a good example by conducting ourselves appropriately;
- involving students in decisions that affect them;
- encouraging positive and safe behaviour among students;
- being a good listener;
- being alert to changes in students' behaviour;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school's Child Protection & Safeguarding policy and guidance

documents on wider safeguarding issues (e.g. bullying, physical contact and information-sharing);

- asking the student's (and/or parents) permission before doing anything for them of a physical nature, such as assisting with dressing, providing physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

1.6 Support for those involved in a Child Protection issue

Abuse - and the allegation of abuse - is devastating for the child and causes distress and anxiety for families and staff who become involved. We will support students, their families and our staff by: • taking all suspicions and disclosures seriously;

- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support; • following the procedures laid down in our whistle blowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.

Section 2

2.1 Complaints Procedures

Where a student or parent raises a concern about poor practice towards a student, the school's Complaints and Concerns policy and procedures will be followed. Poor practice includes unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff and the Executive Principal in accordance with this policy.

Complaints from staff are dealt with through the school's Complaints and Concerns policy and through disciplinary and grievance procedures.

If the concern raises safeguarding issues rather than poor practice, then the Child Protection procedures should be followed.

2.2 Child Protection Procedures

2.2.1 Key Points

All employees are required to report to the DSL (or DDSL in the absence of the DSL) in the event that they suspect child abuse or neglect.

If a child or young person tells you that they are being abused, it is important that you know how

to respond.

- Be available and amenable;
- Listen carefully and at the child's pace; avoid too many questions;
- Take what is said seriously;
- Reassure the child that they are right to tell;
- Tell the child that you have to pass this information on;
- Make a careful, handwritten record of what was said verbatim; complete a record of your concern and report this to the DSL as soon as possible;

You should NEVER:

- Take photographs or examine a child;
- Investigate a disclosure or allegation;
- Make promises to a child;
- Speculate or accuse anybody;
- Forget to record what you have been told;
- Fail to pass the information on to the correct person (share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family)

Appendix 5 provides a detailed flowchart for reporting a concern.

2.2.2 If you suspect a student is at risk of or experiencing abuse or harm There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help in any way.

Use the Welfare Concern Form (Appendix 7) to record these early concerns.

If, following your conversation, you remain concerned, you should complete a record of your concern, report this to the DSL as soon as possible and complete the Record of Concern Form (Appendix 8) by the end of the day.

If the student does begin to reveal that they are being harmed, follow the guidance in the section 'If a student makes a disclosure to you' below.

2.2.3 If a student makes a disclosure to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing, you must let them know that you will have to pass the information on - you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement: if you jump in immediately, the student may think that you do not want to listen; if you leave it until the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student,

- allow them to speak freely;
- remain calm and do not over-react – the student may stop talking if they feel they are upsetting you;
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- do not be afraid of silences – remember how hard this must be for the student;
- under no circumstances ask investigative questions (such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this);
- at an appropriate time, tell the student that in order to help them you must pass the information on;
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the student for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but the child may interpret it that they have done something wrong.
- tell the student what will happen next. The student may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day;
- Report verbally to the DSL immediately;
- Write up your conversation as soon as possible on the Record of Concern Form (Appendix 8) and hand it to the DSL in person;
- Seek support if you feel distressed.

The DSL may involve other members of staff as required in an investigation. In the absence of the DSL, incidents must be reported to the Deputy DSL or the Executive Principal.

2.3 Concerns about Staff

2.3.1 Abuse of Trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff must understand that, under UK laws, it is an offence for a person over the age of 18, where that person is in a position of trust, to have a sexual relationship with a person under the age of 18, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. This principle is extended to all students at USI and any sexual relationships between staff and students will result in the most severe disciplinary consequences, including the notification of international Child Protection agencies.

Allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that anyone working in the school, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place inside or outside of school

2.3.2 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed

in a very difficult situation. They may worry that they have misunderstood the situation and wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **Whistle-blowing Code** (Appendix 2A) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

- Concerns of poor practice by colleagues should be reported to the Head of Section.
- Concerns of possible child abuse by colleagues should be reported to the DSL, who will inform and liaise with the Principal.
- An allegation against the Principal, the DSL or deputy DSL must be reported to the RHoS.

Low-level concerns about members of staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the RHoS.

The **Low-level concerns policy and procedures** are set out in Appendix 2B and included in the USI Staff Behaviour/Code of Conduct policy as well.

2.3.3 Staff who are the subject of an allegation

Allegations against a member of staff or volunteer must be reported immediately to the DSL. An allegation of abuse by a teacher or volunteer will be taken very seriously and treated in accordance with child protection procedures.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that they or the children are protected.

2.4 Concerns about Students

Children may be harmed by other children or young people, not only by adults.

Staff are aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there may be occasions when a student's behaviour warrants a response under Child Protection rather than anti-bullying procedure.

Section 3

3.1 Staff Recruitment and Training

3.1.1 Safer Recruitment

The school safer recruitment procedures will be followed for all staff employed by the school. All

USI staff (both teaching and non-teaching), including volunteers who apply to work at the school, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children.

Safer recruitment means that all applicants will:

- provide evidence of identity and qualifications;
- provide three referees, including the most recent employer, who can comment on the applicant's professional abilities and their suitability to work with children, and these referees will also be contacted and checked by the school;
- be checked through the Disclosure and Barring Service, Criminal Records Bureau, International Child Protection Certificate or the equivalent in each country they have worked or resided, as appropriate to their role;
- online search may be conducted on the shortlisted candidates, as part of the shortlisting process.
 - be interviewed.

Full details and procedures are laid out in the Recruitment and Retention policy.

All new members of staff will undergo an induction with the DSL that includes familiarisation with the school's Child Protection & Safeguarding policy and an identification of their child protection training needs. All staff sign to confirm they have received a copy of the Child Protection & Safeguarding policy (Appendix 4).

3.1.2 Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff, including volunteers, will receive training during their induction. All staff are required to complete an approved online training course in Child Protection and forward a copy of the certificate to HR for filing.

All staff, including the Executive Principal and the RHoS, including TES Develop/ EduCare Child Protection certification, every two years will receive training that is updated at least every two years and the DSL will receive higher level training updated at least every two years, including training in inter-agency procedures in the Qatar context. Student Teachers and other visiting staff will be informed of the Child Protection Policy (see Visiting Staff leaflet, Appendix 3).

3.2 Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, the school's Child Protection & Safeguarding policy and procedures apply. Activity teachers are required to provide Criminal Record clearance before working with our students.

When our students attend off-site activities, we will check that effective child protection arrangements are in place.

3.3 Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students, we:

- have parental consent for photographs to be taken or published of all students under 18 (consent is given at enrolment on an 'opt-out' basis);
- will not publish photographs that include children whose parents have opted out of giving consent;
- will seek the consent for photographs to be taken or published of students over 18;

- ensure students are appropriately dressed;
- encourage students to tell us if they are worried about any photographs that are taken of them.

3.4 e-Safety/ online safety

Most of our students use mobile phones and computers for communication, education and entertainment and all students and staff must sign-up to the school's Acceptable Use of IT rules. However, we know that some individuals may use these technologies to harm children. This harm may range from sending hurtful or abusive messages or e-mails to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Chat rooms and social networking sites are among the most obvious sources of inappropriate and harmful behaviour, and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and students understand the possible risks. This can be found in the Safeguarding Information for Parents section of the Handbook.

Cyber-bullying, via messages, posts or e-mails, is treated as seriously as any other type of bullying and any instances will be managed through our Positive Behaviour Policy and Anti-Bullying strategy.

3.5 Preventative Education

Schools and colleges play a crucial role in preventative education. At USI, we recognise that preventative education is most effective in the context of a whole-school approach that prepares students for life in the current world and creates a culture of zero tolerance for sexism, misogyny/misandry, , and sexual violence/harassment. Preventative education at USI is promoted through:

- USI Caring for Each Other Statement and USI Values upheld and demonstrated throughout all aspects of school life.
- Positive Behaviour Policy and Anti-Bullying Policy, with outlined procedures on supporting students within the pastoral care system.
- Relationships Education and Health Education (for all primary and secondary students) delivered in weekly timetabled Assemblies, PSHE /Citizenship lessons and reinforced throughout the whole curriculum. All programmes are fully inclusive and developed to be age and stage of development appropriate (considering the needs of children with SEND and other vulnerabilities).
- E-Safety education (linked to the E-safety Policy) on using technology safely, securely and responsibly (online behaviour) in order to prevent exposure to potentially harmful and inappropriate online material or harmful online interaction. Additional guidance and advice to support schools and colleges to help keep pupils, students and staff safe whilst learning remotely
- Involving parents in effective education: raising awareness of child-protection and safeguarding matters, providing guidance and educational resources for parents to further support, safeguard and educate their children at home, and communicating with parents and carers how children can stay safe online and what filtering and monitoring systems the school uses.

Section 4

4.1 Forms of Abuse and Neglect

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There is no single definition for abuse, neglect and safeguarding issues and in most cases, multiple issues will overlap. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. (Definitions below are taken from *Working Together to Safeguard Children* [UK Government, 2018]).

4.1.1 Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

4.1.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.1.3 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4.1.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate care-givers)
- d. ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.1.5 Specific forms of abuse and safeguarding issues

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. If occurring online (either in isolation or in connection with face-to-face incidents), this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls and children with SEND are at greater risk.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

Bullying

Serious bullying causing a child to feel frightened or in danger is regarded as emotional abuse.

All incidences of bullying should be reported and will be managed through our Anti-Bullying Strategy. All students and parents are made aware of the subject of bullying, and it is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing Child Protection procedures.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

4.2 Impact of Abuse

The impact of child abuse should not be underestimated.

Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse,

unequal and destructive relationships and long-term medical or psychiatric difficulties.

4.3 Children who may be particularly vulnerable to abuse

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and Child Protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance, on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to defined classes of individuals. Staff should be particularly alert to the potential need for early help for children who are:

- disabled or have special educational needs;
- missing from school regularly;
- living challenging family circumstances or transient lifestyles (in foster care/temporary accommodation, domestic abuse, mental health problems etc);
- misuse drugs or alcohol, or are affected by parental substance misuse;
- asylum seekers;
- vulnerable to being bullied, or engaging in bullying;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity and religion;
- at risk of prostitution, modern slavery, exploitation, radicalisation or trafficking;
- do not have English as a first language

4.4 Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety

- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is most important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Section 5

5.1 Taking Action

5.1.1 First steps

The key points for taking action If you have concerns about a Child Protection issue or if a child makes a disclosure are:

- act **immediately** if you have any concerns about a child’s welfare. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the DSL lead (and if appropriate the police) is made immediately.
- treat the student with courtesy and sensitivity, and inform them that you will have to share this information;
 - inform the DSL of your concerns as soon as possible, and provide the DSL with either a completed Welfare Concern Form (Appendix 6) or Record of Concern Form (Appendix 7) by the end of the school day; if possible, reports should be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy).
 - do not discuss the issue with colleagues, friends or family. Maintain confidentiality and share information on a need-to-know basis only;
- When management and handling of reports that include an online element, **staff should not to view or forward illegal images of a child**. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection (see [searching screening and confiscation](#) advice for schools).
 - seek support for yourself if you are distressed.

Appendix 5 provides a detailed flowchart for reporting a concern.

5.1.2 Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the DSL, after consultation with the Executive Principal, believes that notifying parents

could increase the risk to the child or exacerbate the problem, then advice will first be sought from RHoS).

5.1.3 Notifying Children’s Social Care and Other Child Protection Agencies The DSL will make a referral to the RHoS if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

In order to ensure a student’s safety in an emergency, the DSL may also share information directly with the police or other Child Protection services if:

5.2 Confidentiality and Sharing Information

All staff must understand that Child Protection issues warrant the highest levels of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, or with the Executive Principal if the DSL is the subject of the concern. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

The school’s policy on confidentiality and information-sharing is shared with parents each year as part of the annual Terms & Conditions.

5.2.1 Storing Child Protection Information

Child Protection information is stored separately from a student’s general school file and the school file will be ‘flagged’ to indicate that separate information is held. The Child Protection information is handled and stored in line with the UK’s Data Protection Act (1998) and must be:

- adequate, relevant and not excessive;
- accurate;
- processed for limited purposes;
- processed in accordance with the data subject’s rights;
- kept no longer than necessary;
- kept secure.

Written information, such as Record of Concern Forms and minutes of discussions are stored in a locked facility. Any electronic information is password protected and only made available to relevant individuals. Furthermore, to prevent unauthorised access to sensitive information, electronic information should not be stored on laptop computers which, by the nature of their portability, could be lost or stolen. If it is necessary to store Child Protection information on portable media, such as a backup device, these items should also be kept in locked storage.

5.2.2 Access to Child Protection Information

Child Protection records are exempt from the disclosure provisions of the Data Protection Act , which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see Child Protection records, they must refer the request to the Executive Principal.

The Data Protection Act permit approved school staff to share the information with relevant agencies, where that information may help to protect a child.

5.2.3 Staff reporting directly to Child Protection Agencies

Staff should follow the reporting procedures to the DSL outlined in this policy. The DSL is the person to report Child Protection concerns to outside agencies, after consultation with the Executive Principal.

Staff may only share information directly with Children's Social Care or the police if:

- the situation is an emergency and the DSL, their deputy and the Executive Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety;

APPENDIX 1:

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students.

All school staff should:

- place the safety and welfare of students above all other considerations;
- treat all members of the school community, including students, parents, colleagues and others with consideration and respect;
- adhere to the principles and procedures contained in the policies in our Safeguarding portfolio and in Teaching & Learning policies;
- treat each student as an individual and make appropriate adjustments to meet individual needs;
- demonstrate a clear understanding of and commitment to non-discriminatory practice;
- recognise the power imbalances between students and staff and the different levels of seniority of staff, and ensure that power and authority are never misused;
- understand that school staff are in a position of trust and that sexual relationships with a student, , are forbidden and may be a criminal offence;
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm;
- encourage all students to reach their full potential;
- never condone inappropriate behaviour by students or staff;
- take responsibility for their own continuing professional development;
- refrain from any action that would bring the school into disrepute;
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

APPENDIX 2A:

Whistle-blowing Code for issues relating to children and young people

Purpose of the Code

The school adheres to whistle-blowing procedures to enable staff to raise concerns relating

to:

- a crime;

- a miscarriage of justice;
- illegal acts;
- health and safety;
- environmental or property damage;
- unauthorised use of funds;
- concealing or attempting to cover up any of the above.

This adapted version of the Code provides additional specific information to help staff to understand the role of whistle-blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the Code

Whistle-blowing reports wrongdoing that it is “in the public interest” to report. Examples linked to safeguarding include:

- Students’ or staff’s health and safety being put in danger
- Failure to comply with a legal obligation or statutory requirement
- Attempts to cover up the above, or any other wrongdoing in the public interest

Whistle-blowing procedures may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a student is inappropriate. Inappropriate conduct includes, but is not confined to:

- bullying or humiliation.
- contravening Health & Safety guidelines.
- serious breaches of ethical practice.
- professional practice that falls short of normally accepted standards.
- compromising the students’ welfare in a way that does not meet the threshold for Child Protection intervention.

Reasons for ‘blowing the whistle’

Staff are encouraged to report suspected wrongdoing as soon as possible. Their concerns will be taken seriously and investigated, and their confidentiality will be respected.

Staff should consider the examples above when deciding whether their concern is of a whistle-blowing nature. Consider whether the incident(s) was illegal, breached statutory or school procedures, put people in danger or was an attempt to cover any such activity up.

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that students are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Whistleblowing may not only protect students, but also deter suggestions that an individual has colluded with poor practice that they knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or a lack of training, which can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff that deliberately fail students and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the students and the reputation of the school as a whole.

Barriers to whistleblowing

An individual may worry that they have insufficient evidence to raise a concern, that they will set in train an unstoppable chain of events; that there will be adverse repercussions for their career, that they may suffer harassment or victimisation, or that their suspicion or concern might be totally misplaced.

These concerns are entirely understandable, but each individual can be reassured that the whistle-blowing procedures take account of and address these fears.

One useful way to decide whether the concern should be reported is to write down what has been observed or heard to cause concern and then consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

The school will fully support an individual and do all it can to protect them from any harassment or adverse repercussions that may arise from whistle-blowing.

No action will be taken against a member of staff who raises a genuine concern that proves to be unfounded. However, allegations that prove to be deliberately fabricated or malicious will be severely dealt with through staff disciplinary procedures.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, the identity of the 'whistle-blower' will not be revealed. However, absolute confidentiality cannot be guaranteed (if, for instance, as a result of the investigation the whistle-blower is required to provide a witness statement or attend a court hearing).

Individuals may, if they wish, raise their concern anonymously. However, anonymous complaints may not be followed up as the school leaders would have to consider whether the credibility or seriousness of the concern warrants investigation if the source - and therefore key evidence - is not readily available.

'Whistle-blowing' procedures and process

Raising the concern:

- Concerns should be raised directly with the Executive Principal either verbally, or wherever possible, in writing. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.
- If the Executive Principal is the subject of the concern, the concern should be raised in writing with the Regional Head of Schools from Orbital Education.
- A supportive friend or colleague may accompany the whistle-blower to meet with the Principal if desired.
- The Executive Principal (or RHoS) will clarify and record issues of and requests for confidentiality and the protection of the whistle-blower's identity.
- The Executive Principal (or RHoS) will outline any proposed actions to be taken and set a date for a follow-up meeting.

Investigation:

- The Executive Principal (or RHoS) will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community may be asked to provide information or advice.
- Specific advice, e.g. legal guidance, may be sought internally (e.g. from Human Resources) or from outside (e.g. Children's Social Care).

Record-keeping and feedback:

- A written record of the conduct established facts and outcome of the inquiry will be kept.
- The whistle-blower will be kept informed of the progress of the inquiry. Timescales will depend on the complexity of the initial inquiry, but the case should not be allowed to stall. Initial feedback will be given to the whistle-blower within 10 working days. The timescale for any subsequent feedback will then be agreed.

Outcome:

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established, and the case is closed.
- The concern has some substance, and the subject of the concern will receive advice and support from the Principal to improve practice;
- Poor practice or wrongdoing is established, and disciplinary proceedings are initiated. Orbital Education will be informed.
- The concern is more serious, and an investigation is initiated. This investigation may involve Orbital Education, Children's Social Care, or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, Children's Social Care will be immediately involved.

Further action

If an individual has raised a concern but is dissatisfied with the way it has been managed or with the outcome, the school's Concerns and Complaints and Grievance procedures should be followed. The individual may also contact the RHoS at Orbital Education for advice. The individual may also seek guidance from a professional association, a solicitor, the police, or a Children's Social Care organisation.

APPENDIX 2B:

Low-level concerns about members of staff

A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. Examples of low-level concern may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating pupils

Low-level concerns can include inappropriate conduct **inside and outside of work**.

Staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

It is crucial that any such concerns, including **those which do not meet the harm threshold** (see the relevant section of the Child Protection and Safeguarding Policy) are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Reporting low-level concerns

Where a low-level concern has been identified, this will be reported as soon as possible to the Executive Principal, who will inform the DSL, as necessary. It is never too late to share a low-level concern.

Low-level concerns about the Designated Safeguarding Lead will be reported to the Executive Principal and those about the Executive Principal will be reported to the RHoS. Where the low-level concern has been reported to the Designated Safeguarding Lead, he/she will inform the Executive Principal of the details as soon as possible.

Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated (see the **Reporting Low-Level Concerns form** below) and shared by the person bringing the information forward. Where concerns are reported verbally to the Principal, this will be recorded in writing and will be signed, timed and dated.

Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The Principal will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the RHoS or police.
- Where necessary, further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

The information reported and gathered will then be reviewed to determine the next steps. If they:

- are consistent with the school's Staff Behaviour/Code of Conduct Policy: no further action will be required
 - constitute a low-level concern: additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. via the Disciplinary Procedures.
- are serious enough to consult with or refer to the RHoS: a referral should be made to the RHoS.

When allegations raise a safeguarding concern, procedures within the school's Child Protection and Safeguarding Policy and Disciplinary Policy will be followed: allegations will be considered alongside any other low-level concerns that have previously been raised about the same individual. They will then be referred to the RHoS or Police if deemed necessary by the Executive Principal and DSL. If the concern is referred to the RHoS or Police, the school's safeguarding procedures will be followed. When considered with any other low-level concerns that have previously been made, records will be made of:

- all internal conversations including any relevant witnesses
- all external conversations, e.g., with the RHoS
- the decision, and the rationale used to make that decision
- any action taken

All reports will be handled in a responsive, sensitive, and proportionate way. Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust, and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Can the reporting person remain anonymous?

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Should the low-level concerns file be reviewed?

The records will be reviewed periodically, as well as when a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the RHoS if required.

A record of these reviews will be retained. References Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the RHoS and found to be substantiated.

Low Level Concern Form

Please use this form to share any concern, no matter how small.

You should provide a concise record – including a brief context in which the low-level concern arose, and details which are chronological, and be as precise and accurate as possible – of any such concern and relevant incident(s). Please use a separate sheet if necessary. The record should be signed, timed and dated.

Name Staff Member – Department and Role	Name of child/young person/adult involved
DETAILS OF CONCERN/INCIDENT (use separate sheet if needed)	

Time and place of incident:		Other witnesses present:	
Circle as appropriate the nature of low-level concern: Health and safety Safeguarding (Behaviour/general wellbeing) Complaint			
ANY ACTION ALREADY TAKEN IN RELATION TO CONCERN/INCIDENT			
WHAT FURTHER ACTION IS REQUIRED? (IF APPLICABLE) (WHO WILL ACTION / OBSERVE, MONITOR)			
Report written by: Name and signature		Witness to the incident (if relevant): Name and signature	

APPENDIX 3:

Child Protection Leaflet for Visiting Staff

Welcome to USI.

School Child Protection Statement

At USI, we recognize our moral and statutory responsibility to safeguard and promote the welfare of all 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 that children receive effective support, protection and justice.

While working in our school we expect you to take care of our students and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture and ethnicity . Disabled children and children with Special Educational Needs are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- have a bruise, burn or injury that seems suspicious;
- show signs of pain or discomfort;
- be unnaturally passive or withdrawn;
- be unpredictable and challenging;
- seem anxious, fearful or distressed;
- provide an unlikely explanation for their injury or their behaviour.

What to do if you are concerned about a child's welfare or safety

If you are concerned for a child's health, welfare or safety in any way, you must raise this as soon as possible with the **Designated Safeguarding Lead (DSL), Mr Michael Thomasson** [or, if she is unavailable, to the Deputy DSL, at least before you leave the school site. If the DSL and deputy are not available, the Executive Principal should be informed directly (or a designated member of the SLT).

Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete either a Welfare Concern Form or Record of Concern Form (available from the Child Protection & Safeguarding policy or from the DSL) and deliver this in person to the DSL before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our Child Protection & Safeguarding policy, please contact the DSL.

27

APPENDIX 4:

Confirmation of receipt of the Child Protection & Safeguarding policy

Name:

Date of joining USI:

Post:

Date of induction:

Name and designation of staff

Staff member responsible for induction:

I confirm that I have received and read the school's Child Protection & Safeguarding policy. I have been made aware of my duty to safeguard and promote children's welfare. The procedures for reporting concerns about a student have been explained to me.

Signature:

Name:

Date:

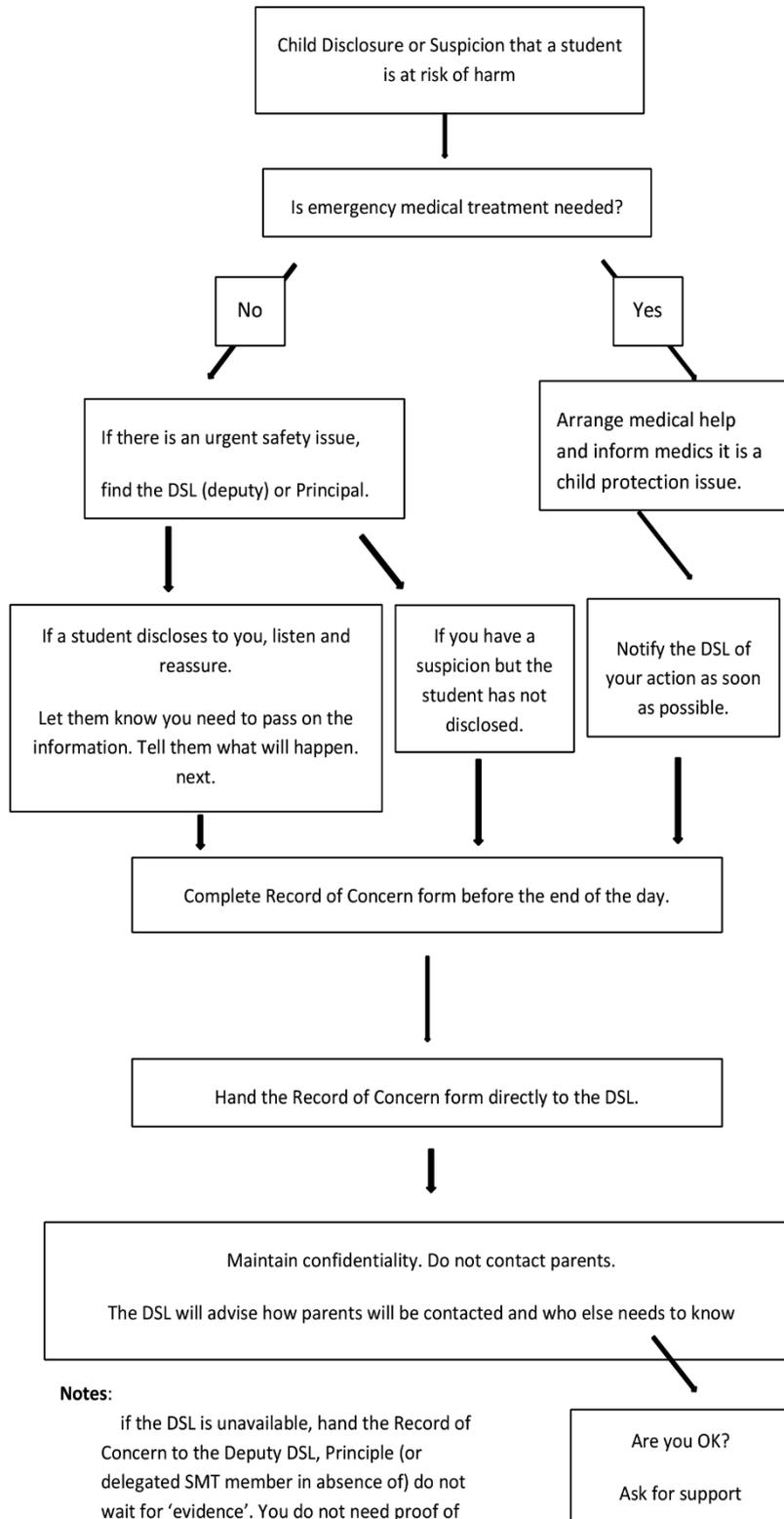
Please sign and return this form to the DSL.

APPENDIX 5:

Reporting a Concern

APPENDIX 5:

Reporting A Concern



APPENDIX 6: Welfare Concern From

Use this form to record any concern about a student's welfare and give it to the Designated Safeguarding Lead.

If you suspect the student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the Child Protection Record of Concern form instead, and hand it to the Designated Safeguarding Lead today.

Student's Full Name	_____		
Student's Year Group	_____ Class/Form Teacher	_____	
Reporting Staff's Name	_____		
Date of this record	_____	Time given to DSL	_____

Why are you concerned about this student?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Have you spoken to the student? Yes No

If yes, what did they say? (use the student's own words)

Are the parents aware of your concern? Yes No
If yes, what did they say? (use the student's own words)

Have you discussed your concern with anyone else? Yes No
If yes, who?

Is this the first time you have been concerned about this student? Yes No
Please give further details

Signature _____ Date _____

Received by Designated Safeguarding Lead:
Name _____ Date _____
Signature _____ Time _____

APPENDIX 7: Child Protection and Safeguarding Record of Concern Form

Use this form to record any concern or suspicion that a student may be suffering abuse or neglect, or if you have received a disclosure of abuse from the student, or if you have heard about an allegation of abuse. You must give this form to the Designated Safeguarding Lead before you leave the school today.

If you have a more general concern about the student's welfare, please complete the Welfare Concern form instead, and hand it to the Designated Safeguarding Lead.

Student's Full Name	_____		
Student's Year Group	_____	Class/Form Teacher	_____

Student's details

(If you do not have certain information, do not delay handing in the form. The designated DSL will complete the information)

Date of Birth: _____ **Gender:** Male Female

Nationality: _____ **Religion:** _____

Native Language: _____

Is EAL support required to converse with the student? Yes No

Does the student have any Special Educational Needs? Yes No

If yes, please specify: _____

Date of enrolment at USI: _____

Details of any siblings: _____

Address : _____

Telephone: _____

Parents' details (to be completed by the Designated Safeguarding Lead)

Preferred contact: Father Mother Other

Contact 1:

 Name: _____

 Relationship to student: _____

 e-mail: _____

 telephone: _____

Contact 2:

 Name: _____

 Relationship to student: _____

 e-mail: _____

telephone: _____

Contact 3:

Name: _____

Relationship to student: _____

e-mail: _____

telephone: _____

Preferred language of those with parental responsibility: _____

Is translation support required to converse with the parents? Yes No

Student resides with: both parents Father Mother Other

If other, please give details: _____

Any important home/background information:

(e.g. any legal arrangements affecting residence and parenting; any Special Needs or disabilities of the parents which may impact the student; any ethnic/cultural background of the parents which may impact the student)

To be completed by the person raising the concern:

Why are you concerned about this student?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.

What have you observed and when?

This relates to anything you have personally witnessed

Does the student have any visible injury, or have they told you they have been injured?

Yes **No**

If yes, has medical advice been sought?

What have you heard and when?

This may be third-party information that is relevant but as yet unsubstantiated.

What have you been told and when?

Write here anything you have been told by the student or any other person. Be clear about who has said what.

If an allegation has been made, give any details you have about the alleged abuser.

Does the student know this form has been completed? Yes No

If no, why not?

If yes, what did they say? (use the student's own words)

Do the parents know this form has been completed? Yes No

NOTE: Parents should not be contacted by anyone in the school if this could place the student at risk. No contact should be made without discussion with the DSL first.

If no, why not?

If yes, what did they say? (use the parent's own words)

Have you discussed your concern with anyone else? Yes No

If yes, who?

Has any action already been taken with regard to this concern? Yes No

(e.g. student taken out of class, First Aid or medical treatment, etc.)

Is this the first time you have been concerned about this student? Yes No

Please give further details

If you have used additional sheets to complete this Record of Concern, please staple them to this form and write the number of additional sheets here _____.

If the student has a visible injury, please indicate the location on the body map and staple the body map to this form.

Hand this form to the Designated Safeguarding Lead before you go home. If the DSL is unavailable, hand it to their deputy, the Principal or your line manager. The person receiving the form should sign below.

Reporting Person

Name _____

Position _____

Contact details - telephone _____

- e-mail _____

If you are not a member of USI staff, please provide details of your school, agency or service together with a business contact telephone number:

Signature _____

Date of this report _____ **Time given to DSL** _____

Received by Designated Safeguarding Lead:

Name _____

Date _____

Signature _____

Time _____

If received by anyone other than the Designated Safeguarding Lead, please explain why:

Received by:

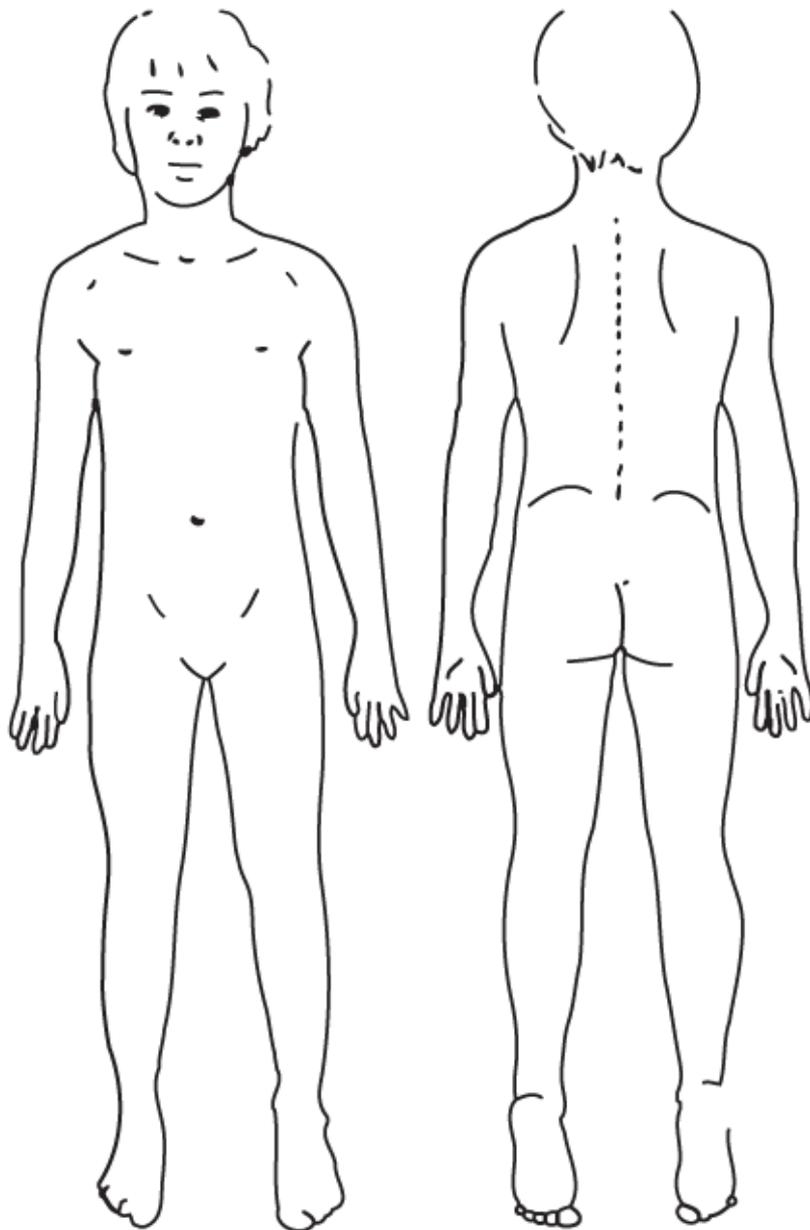
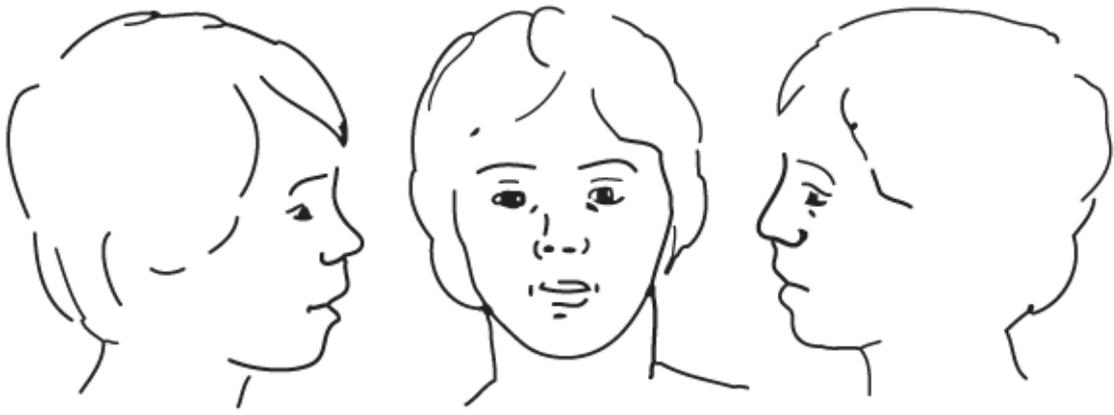
Name _____

Date _____

Signature _____

Time _____

Body Map



APPENDIX 8: Child Protection Contacts

Name and role:	Address, telephone and email address:
School's Designated Safeguarding Lead	Mr. Michael Thomasson Michael.thomasson@unitedschool.qa
School's Deputy Designated Safeguarding Lead	Danielle Mckenna Ian Temple
School's Principal	Mr. Ian Temple
Orbital Education RHoS	Mr. Michael W Clack michael@orbital.education Tel: +44 161 485 7091
Helpline	Tel: 919 www.aman.or.qa

PREPARED/UPDATED BY: Ian Temple_21/ 07 / 2022

APPROVED BY: Executive Principal –

REVIEWED BY: Michael W Clack, Regional Head of Schools

This Policy is to be reviewed **annually** and updated as and when changes occur.