



Safeguarding & Child Protection Policy

Designated Safeguarding Lead [DSL]:	Madam Randa [Head of Administration]
Deputy Designated Safeguarding Lead [DDSL]:	Mr D O'Connor [Head of Secondary] Ms B Dobbins [Head of Key Stage 2] Ms Vada Gospel [Head of EYFS/Key Stage 1]
Safeguarding Committee	Established & operational
Review Date	To be reviewed annually on 30th September

1. POLICY STATEMENT

The English Academy (TEA) is committed to safeguarding and promoting the welfare of every child and young person in its care.

Safeguarding is everyone's responsibility.

TEA recognises that safeguarding is broader than child protection. Safeguarding includes action to promote children's welfare, prevent impairment of their health or development, protect them from maltreatment and exploitation, and ensure that children grow up in circumstances consistent with the provision of safe and effective care.

Child protection forms part of safeguarding and concerns about abuse or neglect must be acted upon promptly.

TEA will:

- place the welfare and best interests of children at the centre of its safeguarding arrangements;
- provide a safe environment in which children can learn and develop;
- listen to children and take their wishes and feelings seriously;
- provide effective systems for identifying concerns at the earliest opportunity;
- respond appropriately to concerns, allegations and disclosures;
- provide effective safeguarding training for staff and Directors;
- recruit staff safely;
- maintain appropriate safeguarding records;
- work in partnership with parents/carers wherever this is consistent with the child's safety;
- work with appropriate external agencies and authorities where necessary;
- promote online safety and responsible digital citizenship;
- respond appropriately to concerns involving adults, including staff, volunteers and visitors;
- maintain effective safeguarding leadership and oversight;
- regularly monitor, evaluate and improve safeguarding arrangements.

The policy is designed to meet the requirements of the British Schools Overseas (BSO) standards and takes account of relevant Kuwaiti law and safeguarding arrangements. TEA also uses current UK safeguarding guidance, including Keeping Children Safe in Education, as a source of good practice where appropriate to the context of an overseas British school.

2. TEA SAFEGUARDING STRUCTURE

Designated Safeguarding Lead

Madam Randa – Head of Administration

The DSL has overall responsibility for coordinating safeguarding and child protection at TEA.

The DSL will:

- act as the central point of contact for safeguarding concerns;
- provide advice and guidance to staff;
- maintain appropriate safeguarding records;



- coordinate referrals and external contact;
- ensure that safeguarding concerns are followed up;
- ensure that children receive appropriate support;
- monitor safeguarding training;
- contribute to safer recruitment;
- oversee safeguarding audits;
- work with the Principal and Directors on safeguarding matters;
- ensure that safeguarding procedures are reviewed regularly.

Deputy Designated Safeguarding Leads

Mr D. O'Connor – Head of Secondary

Ms B. Dobbins – Head of Key Stage 2

Ms Vada Gospel – Head of EYFS/Key Stage 1

The DDSL supports the DSL and assumes safeguarding responsibilities when the DSL is unavailable.

3. RESPONSIBILITY OF THE PRINCIPAL

The School Principal has overall leadership responsibility for ensuring that safeguarding arrangements are effective.

The Principal will:

- ensure that TEA has an effective safeguarding culture;
- ensure that the DSL and DDSL have appropriate authority, time, training and access to information;
- ensure that safeguarding is regularly reported to and considered by the Directors;
- ensure that allegations concerning staff are appropriately managed;
- act as the escalation point where the DSL/DDSL is unavailable;
- ensure appropriate external advice is sought when required;
- ensure that safeguarding concerns are not dealt with solely as disciplinary or behavioural matters where a safeguarding dimension exists;
- ensure that staff understand their safeguarding responsibilities;
- ensure that safeguarding policies and procedures are reviewed annually.

4. RESPONSIBILITY OF DIRECTORS

The Directors have strategic responsibility for ensuring that TEA has effective arrangements to safeguard and promote the welfare of students.

Directors will:

- receive regular safeguarding reports;
- monitor the effectiveness of safeguarding arrangements;
- ensure appropriate resources are available;
- ensure the school has appropriate safeguarding policies;
- ensure that the Principal and DSL are appropriately supported;
- challenge leaders where necessary;
- ensure that serious safeguarding concerns are appropriately escalated;
- receive an annual safeguarding effectiveness report.

Directors should understand that safeguarding is not solely a management responsibility and that effective oversight requires regular review of systems, records, training and outcomes.

5. SAFEGUARDING COMMITTEE

TEA has established a Safeguarding Committee. The Committee provides a structured forum for:

- reviewing safeguarding concerns and trends;
- reviewing safeguarding procedures;
- monitoring staff training;
- reviewing child-on-child concerns;
- reviewing online safety;
- reviewing safer recruitment;



- reviewing safeguarding records;
- reviewing attendance and vulnerable students;
- reviewing safeguarding incidents;
- monitoring safeguarding actions;
- identifying training and development needs;
- preparing recommendations for the Principal and Directors.

Individual student cases must be discussed confidentially and only on a need-to-know basis. The Committee will maintain appropriate minutes and an action log.

6. WHOLE-SCHOOL RESPONSIBILITY

Every member of staff, including temporary staff, volunteers, contractors and those working on behalf of other organisations, has a responsibility to safeguard children.

Staff must:

- remain alert to signs of abuse, neglect and other safeguarding concerns;
- report concerns promptly;
- listen appropriately when a child speaks to them;
- never promise confidentiality;
- record concerns accurately;
- follow the school's safeguarding procedures;
- maintain professional boundaries;
- report concerns about adults working with children;
- undertake required safeguarding training.

A member of staff does not need to decide whether abuse has occurred. Their responsibility is to recognise, respond, record and report.

7. RECOGNISING ABUSE AND NEGLECT

Staff should be aware of the main forms of abuse:

Physical abuse

Physical abuse includes deliberately causing physical injury or failing to protect a child from physical harm. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating.

Emotional abuse

Emotional abuse involves persistent emotional ill-treatment that has a serious adverse effect on a child's emotional development.

It may include:

- humiliation;
- persistent criticism;
- rejection;
- intimidation;
- threats;
- frightening a child;
- making a child feel worthless or unloved;
- inappropriate expectations;
- exploitation.

Sexual abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities, whether or not the child understands what is happening. It may involve:

- physical contact;
- non-contact sexual activity;
- sexual images;
- pornography;
- grooming;
- sexualised communication;



- sexual exploitation;
- online sexual abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs. It may include failure to provide:

- adequate food;
- clothing;
- shelter;
- medical care;
- supervision;
- emotional care;
- protection from danger;
- appropriate developmental support.

8. EARLY HELP

TEA recognises the importance of identifying children who may benefit from additional support before concerns escalate.

Early help may be appropriate where a child is experiencing:

- family difficulties;
- bereavement;
- parental separation;
- domestic abuse;
- mental health difficulties;
- persistent absence;
- bullying;
- social or emotional difficulties;
- educational difficulties;
- changes in behaviour;
- online risks;
- other circumstances affecting wellbeing.

Staff should discuss emerging concerns with the DSL/DDSL at the earliest opportunity.

Early help does not replace child protection procedures where a child is suffering or likely to suffer significant harm.

9. RESPONDING TO A CHILD WHO MAKES A DISCLOSURE

When a child discloses a concern:

Staff should:

1. Stay calm.
2. Listen carefully.
3. Take the child seriously.
4. Allow the child to speak at their own pace.
5. Avoid interrupting unnecessarily.
6. Do not promise secrecy.
7. Explain that the information may need to be shared to keep them safe.
8. Reassure the child that they have done the right thing by speaking.
9. Ask only questions necessary to clarify what the child has said.
10. Avoid leading questions.
11. Explain what will happen next.
12. Report immediately to the DSL/DDSL.

TEA uses the **TED approach**:

T – Tell me

E – Explain to me

D – Describe what happened

Staff should not conduct an investigation.



Staff should not:

- ask the child to repeat the disclosure unnecessarily;
- ask the child to write a statement;
- confront an alleged perpetrator;
- investigate the allegation;
- promise an outcome;
- discuss the concern with colleagues who do not need to know.

10. RECORDING A DISCLOSURE

A **Child Disclosure Form** must be completed as soon as possible.

The record should include:

- date;
- time;
- location;
- name of child;
- name of person receiving disclosure;
- exact words used by the child wherever possible;
- relevant observations;
- names of people mentioned;
- action taken;
- person to whom the concern was reported.

TEA uses the **PIE principle**:

P – Precisely

I – In detail

E – Exactly

Records should distinguish clearly between fact, observation and opinion.

11. RESPONDING TO CONCERNS OR SUSPICIONS

Any member of staff who has a concern that a child may be suffering or may be at risk of suffering harm must act.

Concerns must be reported without delay to the DSL/DDSL.

A **Cause for Concern Form** should be completed.

Where the DSL/DDSL is unavailable, the concern must be reported to the Principal.

If there is an immediate risk to life or serious injury, emergency assistance must be sought without waiting for normal school procedures.

12. CHILDREN'S WISHES AND FEELINGS

TEA recognises that children should be listened to and involved in decisions affecting them wherever this is appropriate and safe.

The wishes and feelings of the child should be considered when determining:

- what support is required;
- who should be informed;
- what action should be taken;
- how the child should be supported following an incident.

However, the child's wishes cannot prevent the school from taking action where safeguarding requires it.

The best interests of the child remain paramount.

13. CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding information is confidential and must be shared only with those who need the information to protect or support a child.

Staff must understand that confidentiality does not mean secrecy.

A child must never be promised that information will remain confidential. Information may need to be shared with:

- the DSL/DDSL;



- the Principal;
- relevant members of the safeguarding team;
- parents/carers where appropriate;
- medical professionals;
- police;
- Kuwait child protection authorities;
- other appropriate external agencies.

Where a decision is made to share or not to share information, the decision and rationale should be recorded.

14. SAFEGUARDING RECORDS

Safeguarding records must be:

- accurate;
- factual;
- dated;
- securely stored;
- confidential;
- accessible only to authorised personnel.

Records should contain:

- the original concern;
- subsequent actions;
- discussions;
- decisions;
- rationale;
- referrals;
- advice received;
- outcomes;
- follow-up actions.

Safeguarding records should be maintained separately from general student records where appropriate.

When a student transfers to another school, relevant safeguarding information must be transferred securely where this is necessary to safeguard the child.

15. CHILD-ON-CHILD ABUSE

TEA recognises that children can abuse other children. Child-on-child abuse can occur between pupils of any age and may include:

- bullying;
- cyberbullying;
- physical assault;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- coercion;
- intimidation;
- discriminatory abuse;
- sharing sexual images;
- unwanted sexualised communication;
- initiation or hazing;
- exploitation;
- relationship abuse.

Such behaviour must never be dismissed as:

- "just banter";
- "just teasing";
- "boys being boys";



- "girls being girls";
- "part of growing up".

Concerns must be reported to the DSL.

The Academy will consider:

- the safety and wellbeing of the victim;
- the needs of the alleged perpetrator;
- the risk to other pupils;
- whether the behaviour indicates a wider safeguarding concern;
- appropriate parental involvement;
- appropriate external referral;
- support and monitoring.

16. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

TEA will respond promptly to reports or concerns involving sexual violence or sexual harassment.

This includes:

- unwanted sexual comments;
- sexualised jokes;
- sexual touching;
- pressure to engage in sexual activity;
- sharing sexual images;
- requesting sexual images;
- online sexual harassment;
- sexualised threats;
- coercive behaviour.

All concerns must be reported to the DSL.

The Academy will:

1. Listen to the child.
2. Ensure immediate safety.
3. Record the concern.
4. Assess risk.
5. Consider the wishes and feelings of the child.
6. Determine appropriate action.
7. Consider whether external advice/referral is required.
8. Inform parents/carers where appropriate and safe.
9. Provide appropriate support.
10. Monitor and review.

17. HARMFUL SEXUAL BEHAVIOUR

TEA recognises that some sexualised behaviour may indicate a safeguarding concern. Where behaviour is developmentally inappropriate, coercive, harmful or involves an imbalance of power, the matter must be referred to the DSL.

The Academy will consider both safeguarding and educational/support needs.

18. BULLYING AND CYBERBULLYING

Bullying is a safeguarding concern where it causes or is likely to cause significant harm or distress. TEA will respond to:

- physical bullying;
- verbal bullying;
- relational bullying;
- discriminatory bullying;
- cyberbullying;
- sexualised bullying;
- intimidation;
- threats.



Cyberbullying may include:

- threats;
- sexual harassment;
- grooming;
- sexual images;
- exploitation;
- discriminatory abuse;
- serious emotional harm;
- threats of violence or self-harm.

Bullying procedures should be read alongside the TEA Anti-Bullying Policy.

19. ONLINE SAFETY

Online safety forms an integral part of safeguarding at TEA. The Academy recognises risks associated with:

- social media;
- messaging applications;
- gaming;
- online grooming;
- pornography;
- exploitation;
- cyberbullying;
- image sharing;
- inappropriate content;
- online radicalisation;
- scams;
- AI-generated content;
- deepfakes;
- inappropriate use of generative AI.

Staff must report online safeguarding concerns to the DSL.

TEA will provide age-appropriate online safety education through the curriculum, PSHE and other appropriate programmes.

Online safety arrangements should be read alongside the TEA Online Safety / ICT Policy.

The Academy will maintain appropriate filtering and monitoring arrangements and review their effectiveness regularly.

20. ARTIFICIAL INTELLIGENCE AND SAFEGUARDING

As TEA develops as a Google School and prepares students and staff for responsible use of AI, safeguarding considerations will be incorporated into AI provision.

Potential safeguarding risks include:

- generation of inappropriate content;
- manipulated or fabricated images;
- deepfakes;
- impersonation;
- sexualised images;
- cyberbullying;
- privacy breaches;
- sharing personal information;
- inappropriate interaction with AI systems.

Concerns involving AI-generated or AI-assisted harm must be reported through normal safeguarding procedures.

21. SPECIFIC SAFEGUARDING RISKS

TEA recognises that safeguarding concerns may include:

- domestic abuse;
- child sexual exploitation;
- child criminal exploitation;



- trafficking;
- forced marriage;
- honour-based abuse;
- female genital mutilation;
- radicalisation and extremism;
- self-harm;
- suicidal ideation;
- substance misuse;
- mental health concerns;
- children missing from education;
- online exploitation;
- discrimination;
- abuse of children with learning needs;
- abuse of particularly vulnerable children.

Staff should report concerns to the DSL rather than attempting to determine independently whether a particular threshold has been met.

22. RADICALISATION AND EXTREMISM

TEA recognises that children may be vulnerable to radicalisation through:

- online activity;
- social media;
- peer influence;
- extremist material;
- manipulation or grooming.

Staff should report concerns to the DSL.

The Academy will consider:

- the child's vulnerability;
- the nature of the concern;
- online activity;
- changes in behaviour;
- relevant contextual factors;
- whether external advice or referral is required.

TEA will promote respect, tolerance, individual liberty, democracy and the rule of law through the curriculum and wider school life.

23. MENTAL HEALTH, SELF-HARM AND SUICIDAL IDEATION

Mental health concerns can sometimes be indicators of safeguarding risk. Staff should report significant concerns where a child:

- expresses an intention to self-harm;
- expresses suicidal thoughts;
- demonstrates unexplained self-harm;
- displays significant behavioural change;
- appears at immediate risk.

Immediate danger requires immediate action. The Academy will provide appropriate pastoral support and, where necessary, seek appropriate medical or external professional advice.

24. VULNERABLE CHILDREN

TEA recognises that children with vulnerabilities may face additional safeguarding risks. Staff should consider:

- communication difficulties;
- dependence on adults;
- difficulty recognising inappropriate behaviour;
- social isolation;
- increased vulnerability to bullying;



- exploitation;
- difficulty reporting abuse.

Reasonable adjustments should be made to ensure that children can report concerns and participate in safeguarding processes.

25. SAFEGUARDING IN EYFS

TEA recognises the particular safeguarding needs of younger children. Staff working with EYFS and KS1 pupils must be alert to:

- changes in behaviour;
- unexplained injuries;
- changes in toileting;
- emotional changes;
- developmental concerns;
- signs of neglect;
- inappropriate adult behaviour;
- collection and supervision arrangements;
- concerns expressed through play or behaviour.

Young children may communicate concerns indirectly and staff must remain attentive to changes in presentation.

26. ALLEGATIONS AGAINST STAFF, VOLUNTEERS OR OTHER ADULTS

All allegations or concerns that an adult working with children may have:

- harmed a child;
- behaved in a way that may have harmed a child;
- possibly committed a criminal offence against a child;
- behaved towards a child in a way indicating that they may pose a risk of harm;

must be reported immediately to the School Principal.

The person receiving the allegation must not investigate it.

The Principal will ensure that:

- the concern is recorded;
- immediate safeguarding risks are considered;
- appropriate advice is obtained;
- appropriate external agencies are contacted where necessary;
- the child is supported;
- the adult is managed fairly and appropriately;
- confidentiality is maintained.

Where suspension, supervision, restricted duties or another management arrangement is considered necessary, a risk-based decision will be made with appropriate advice.

27. ALLEGATIONS AGAINST THE SCHOOL PRINCIPAL

Where an allegation or concern relates to the School Principal, the concern must be reported directly to the **Chair of Directors**. The Principal must not be informed before the Chair of Directors has been contacted.

The Chair of Directors will determine the appropriate next steps and seek external advice where necessary. The same principle applies to concerns involving a Director where the normal reporting route would create a conflict of interest.

28. LOW-LEVEL CONCERNS ABOUT ADULTS

A low-level concern is any concern, however small, that an adult working with children may have acted in a way that is inconsistent with the school's professional expectations or code of conduct but does not meet the threshold for an allegation of abuse.

Examples may include:

- inappropriate language;
- unnecessary physical contact;
- over-familiarity;
- inappropriate communication;
- favouritism;



- repeated boundary issues;
- inappropriate use of social media;
- unnecessary one-to-one situations.

Low-level concerns must be reported to the Principal or DSL.

TEA will:

- record the concern;
- discuss it with the relevant adult where appropriate;
- determine whether further action is necessary;
- monitor for patterns;
- escalate the concern if further information indicates a safeguarding threshold may have been met.

Records of low-level concerns will be treated confidentially.

29. WHISTLEBLOWING

All staff are encouraged to raise safeguarding concerns.

A staff member who believes that safeguarding arrangements are not being followed, or that a concern has not been appropriately addressed, should escalate the concern.

The normal escalation route is:

DSL → DDSL → Principal → Chair of Directors → appropriate external authority.

Where the concern involves one of the individuals in the normal reporting route, the concern should bypass that person and be reported to the next appropriate level.

No employee should suffer detriment for raising a genuine safeguarding concern in good faith.

30. SAFER RECRUITMENT

TEA recognises that safer recruitment is fundamental to safeguarding.

Before appointment, the school will undertake appropriate checks to establish an individual's identity, qualifications, employment history, suitability and eligibility to work.

Where relevant, checks will include:

- identity;
- qualifications;
- employment history;
- references;
- criminal-record checks;
- overseas police certificates;
- appropriate host-country checks;
- relevant UK checks;
- International Child Protection Certificate (ICPC), where applicable;
- right-to-work checks;
- professional registration where relevant.

Where a person has worked or currently works in the UK, TEA will follow the applicable BSO requirements concerning an International Child Protection Certificate and other appropriate checks. Checks will be completed before employment begins wherever practicable.

Where a check cannot be completed before appointment, the Academy will implement appropriate risk-management arrangements and document the decision.

31. SAFER WORKING PRACTICE

All adults working with children must maintain professional boundaries.

Staff should:

- work openly wherever possible;
- avoid unnecessary secluded one-to-one situations;
- avoid inappropriate physical contact;
- maintain professional communication;
- use school-approved communication systems;
- avoid private social-media relationships with pupils;



- follow school procedures for photography and recording;
- follow transport procedures;
- report concerns about their own professional boundaries.

32. PHYSICAL CONTACT AND RESTRAINT

Staff should avoid unnecessary physical contact.

Physical restraint must only be used where necessary, proportionate and lawful to protect a child or others from immediate harm, and by staff appropriately trained where such training is required.

All incidents must be reported and recorded.

33. TRANSPORTING STUDENTS

Staff should not normally transport an individual student alone.

Where emergency transport is necessary:

- the Principal or appropriate senior leader should authorise it;
- parental permission should be obtained where practicable;
- two adults should accompany the child wherever practicable;
- the journey should be recorded;
- safeguarding considerations must be taken into account.

34. PHOTOGRAPHY, VIDEO AND DIGITAL COMMUNICATION

Photographs and recordings of students must be taken only in accordance with TEA procedures and appropriate parental permissions. Staff must not:

- use personal devices inappropriately;
- store student images outside approved systems;
- share images through personal social media;
- communicate privately with students through personal accounts.

All electronic communication with students must be professional and undertaken through approved school systems.

35. STAFF TRAINING

All staff must receive safeguarding training:

- on joining TEA;
- at the beginning of each academic year;
- through appropriate refresher opportunities during the year;
- whenever significant changes to safeguarding procedures occur.

Training should include:

- recognising abuse;
- responding to disclosures;
- recording concerns;
- child-on-child abuse;
- online safety;
- safer working practices;
- allegations against adults;
- low-level concerns;
- whistleblowing;
- specific safeguarding risks.

DSLs and other staff with designated safeguarding responsibilities will receive appropriate enhanced training.

Directors should receive appropriate safeguarding awareness/training to enable effective oversight.

36. INDUCTION

New staff will receive safeguarding induction before or at the commencement of employment. The induction will include:

- Safeguarding & Child Protection Policy;
- staff code of conduct;
- reporting procedures;



- DSL/DDSL contacts;
- online safety expectations;
- professional boundaries;
- emergency safeguarding arrangements;
- whistleblowing;
- allegations against adults;
- local safeguarding arrangements.

The development and suitability of new staff will be reviewed during probation.

37. SAFEGUARDING CONTACTS – KUWAIT

Where a concern requires external intervention, TEA will seek appropriate advice and assistance from relevant Kuwaiti authorities.

Kuwait Child Protection Hotline

147

The Kuwait Government confirms that the Child Protection Hotline receives complaints and reports concerning violations of children's rights and abuse and operates on a confidential basis.

Emergency Services

112

Police, ambulance and fire emergency services.

Where appropriate, TEA may also seek advice from:

- relevant Ministry of Health/child protection services;
- police;
- juvenile protection authorities;
- medical professionals;
- other competent Kuwaiti authorities;
- relevant embassy/consular services where appropriate.

The DSL/Principal should maintain an annually verified list of relevant local safeguarding contacts.

38. PARENTAL INVOLVEMENT

TEA recognises parents and carers as important partners in safeguarding.

Parents/carers will normally be informed when a safeguarding concern has been identified where this is appropriate and safe.

However, the Academy may delay or withhold parental notification where informing a parent/carers could:

- place the child at greater risk;
- compromise an investigation;
- place another person at risk;
- otherwise prejudice safeguarding action.

The DSL/Principal will make such decisions based on the circumstances and record the rationale.

39. CHILDREN'S SAFEGUARDING EDUCATION

TEA will teach children how to keep themselves safe through:

- PSHE;
- ICT and computing;
- online safety education;
- pastoral programmes;
- assemblies;
- curriculum opportunities.

Children should know:

- who they can speak to;
- how to report a concern;
- how to seek help;
- how to stay safe online;
- that they will be listened to.



DSL and safeguarding contacts should be clearly communicated to students.

40. VISITORS, VOLUNTEERS AND CONTRACTORS

Visitors and volunteers must comply with TEA safeguarding arrangements.

Depending upon the nature of their role, appropriate checks and supervision will be applied. Visitors must:

- sign in;
- wear appropriate identification;
- remain supervised where required;
- comply with safeguarding expectations;
- report concerns to the DSL or appropriate senior member of staff.

Contractors working regularly with pupils will be subject to appropriate safeguarding checks and controls.

41. ATTENDANCE AND CHILDREN MISSING FROM EDUCATION

Attendance can be an important safeguarding indicator. Staff should report unexplained or concerning patterns of absence.

The school will monitor:

- persistent absence;
- unexplained absence;
- repeated lateness;
- sudden withdrawal;
- unexplained changes in attendance;
- prolonged absence.

Where attendance concerns indicate possible safeguarding risk, the matter must be referred to the DSL.

42. SAFEGUARDING AND SCHOOL TRIPS / ACTIVITIES

Safeguarding must be considered in all off-site activities. Risk assessments should consider:

- supervision;
- accommodation;
- transport;
- staff-to-pupil ratios;
- medical needs;
- vulnerable pupils;
- communication;
- emergency contacts;
- online/digital access;
- safeguarding reporting arrangements.

43. SAFEGUARDING AND FIRST AID / MEDICAL CARE

Staff must follow the First Aid and Medical Policies. Safeguarding concerns may arise where:

- injuries are unexplained;
- injuries are inconsistent with explanations;
- medical treatment is repeatedly missed;
- a child appears medically neglected;
- a child reports abuse during medical care.

Such concerns must be reported to the DSL.

44. CORPORAL PUNISHMENT

Corporal punishment is prohibited at TEA.

No member of staff may use corporal punishment as a disciplinary measure.

Concerns about inappropriate physical punishment must be reported immediately.

45. CULTURAL SENSITIVITY

TEA is an international school with children and staff from many different cultural and national backgrounds.

Staff should demonstrate cultural awareness and sensitivity. However, cultural differences must never be used to justify:

- abuse;
- neglect;



- violence;
- harmful practices;
- exploitation;
- discrimination.

The welfare and safety of the child remain paramount.

TEA will comply with applicable Kuwaiti law and will seek appropriate professional or external advice where required.

46. SAFEGUARDING MONITORING AND QUALITY ASSURANCE

The effectiveness of safeguarding will be monitored through:

- safeguarding committee meetings;
- case-record audits;
- training audits;
- safer-recruitment audits;
- low-level concern reviews;
- pupil voice;
- staff safeguarding surveys;
- online-safety reviews;
- attendance monitoring;
- behaviour and bullying analysis;
- review of safeguarding referrals;
- DSL/DDSL review;
- Principal monitoring;
- Directors' oversight.

The Academy will seek to identify trends and use findings to improve provision.

47. ANNUAL SAFEGUARDING REVIEW

At least annually, TEA will review:

1. Safeguarding policy.
2. DSL arrangements.
3. Staff training.
4. Safer recruitment.
5. Safeguarding records.
6. Child-on-child concerns.
7. Online safety.
8. Attendance concerns.
9. Allegations against adults.
10. Low-level concerns.
11. Whistleblowing.
12. Student awareness.
13. Staff awareness.
14. External referrals.
15. Safeguarding Committee effectiveness.
16. Directors' oversight.

The review will identify priorities for the following academic year.

48. KEY SAFEGUARDING DOCUMENTS AND POLICIES

This policy should be read alongside:

- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety / ICT Policy;
- Staff Code of Conduct;
- Safer Recruitment Policy;



- First Aid / Medical Policy;
- PSHE Policy;
- Additional Learning Needs Policy;
- Complaints Policy;
- Whistleblowing Policy;
- Educational Visits Policy;
- Health & Safety Policy;
- Emergency Evacuation procedures.

49. SAFEGUARDING REPORTING FLOWCHART

Concern about a pupil

Concern / disclosure



Listen – reassure – do not investigate



Report immediately to DSL/DDSL



Complete Cause for Concern / Disclosure Form

↓ [Please click here in order to access the Cause of Concern](#)

[Please click here in order to access the Disclosure Form](#)

DSL assesses concern



Is the child at immediate risk?

YES → Immediate protective action / emergency or external referral

NO → Determine appropriate safeguarding / early-help response



Record decision and rationale



Inform relevant people on a need-to-know basis



Provide support



Monitor



Review

50. ALLEGATION AGAINST AN ADULT FLOWCHART

Concern/allegation about adult



Do not investigate



Report immediately to Principal



If allegation concerns Principal → Chair of Directors



Record concern



Immediate risk assessment



- ↓
Seek appropriate external advice where required
↓
Determine appropriate management arrangements
↓
Support child
↓
Maintain confidentiality
↓
Record decisions and rationale
↓
Monitor and review

51. STAFF SAFEGUARDING REMINDER

All staff should remember:

If you are worried about a child: [REPORT IT](#).

If a child tells you something: [LISTEN](#).

If you are unsure: [ASK THE DSL](#).

If you think the DSL has not acted appropriately: [ESCALATE THE CONCERN](#).

If the concern involves the Principal: [CONTACT THE CHAIR OF DIRECTORS](#).

If a child is in immediate danger: [TAKE IMMEDIATE ACTION AND CONTACT THE APPROPRIATE EMERGENCY SERVICE](#).

APPENDIX A – SAFEGUARDING CONTACTS

Role / Service	Contact
Designated Safeguarding Lead	Madam Randa – Head of Administration
Deputy DSL	Mr D. O'Connor – Head of Secondary
Primary Safeguarding Lead	Ms B. Dobbins – Head of Key Stage 2
EYFS/KS1 Safeguarding Lead	Ms Vada Gospel – Head of EYFS/KS1
School Principal	Stewart J. Cowden
Chair of Directors	Mrs Al Sayer / Mrs Al-Mudhaf
Kuwait Child Protection Hotline	147
Kuwait Emergency Services	112
Police	112
Ambulance	112
Fire	112



APPENDIX B – SAFEGUARDING RECORDING PRINCIPLES

When recording a concern:

P – Precise

Record accurately.

I – In detail

Include relevant circumstances, observations and context.

E – Exactly

Use the child's own words wherever possible.

Always include:

- date;
- time;
- location;
- people present;
- what was seen/heard;
- child's exact words where possible;
- action taken;
- person informed;
- subsequent decisions.