



# 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 V Gospel [Head of EYFS/Key Stage 1]
Review Date	To be reviewed annually on 30th September

## Key Points

If you are worried that a child is being abused, neglected, or is in need of further support **immediately** speak to:

1. Madam Randa
2. Mr O'Connor [Years 7 to 12], Ms Dobbins [Years 3 to 6] & Ms Gospel [KG to Year 2]

If you are concerned that a member of staff may be abusing a child you should **immediately** speak to:

1. Stewart J Cowden, School Principal

**Everybody who comes into contact with children and their families has a role to play in safeguarding children.**

**It is the duty of all staff at The English Academy to consider at all times the best interests of the child and take action to enable all children to have the best outcomes.**

The school gives due regard to UK legislation and implements advised good practice in such matters. Without appropriate services to call upon, or to seek advice from, safeguarding and child protection incidents have to be handled both sensitively and delicately 'in-house' to a greater degree than might be expected. In the event that there are genuine concerns, the school would raise these with the Chair of Directors and seek advice from the Ministry &/or ChildProtection Hotline - 147. With many different nationalities represented in school we also have huge cultural differences and, consequently, different viewpoints on home discipline. In using the UK's guidance, we also need to retain a good degree of cultural discretion when approaching perceived issues

**If you have a concern or a child makes a disclosure DO NOT discuss with anybody else except the DSL or DDSL.**

**Use TED PIE (tell, explain, describe - precise, in detail, exactly) to question, support and record your conversation with the child.**



## Safeguarding and Child Protection

**Safeguarding** is preventative measures to promote the welfare of children, it is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensuring children grow up in safe circumstances.

**Child protection** is reactive and part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

### The purpose of this policy is to:

- afford protection for our children;
- enable staff to safeguard and promote the welfare of children;
- promote a culture which makes the school a safe place to learn.

TEA recognises that the wellbeing of the school's students is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children in its care. Directors & staff in this school should understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

### Promoting welfare involves:

- protecting children from maltreatment preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

### We will endeavour to safeguard our children by:

- valuing them, listening to and respecting them;
- involving them in decisions which affect them;
- making sure all staff are aware of and committed to the safeguarding policy and child protection procedures;
- sharing information about concerns with bodies who need to know, and involving children and their parents/carers appropriately;
- recruiting staff safely;
- banning corporal punishment and its use in a school. The prohibition applies to all 'members of staff';
- providing effective management through induction, support and training;
- dealing appropriately with allegations/concerns about staff;
- encouraging parents to inform the school of any changes to their information, and where reasonably possible, the school attempts to hold more than one emergency contact number for each student;
- teaching students how to keep themselves safe through various areas of the curriculum such as PSHE.

Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety will usually be integral to the school's ICT curriculum and can also be embedded in PSHE.



## Raising Staff Awareness

Once staff have been recruited, it is essential to ensure that they are all well informed, trained, supervised and supported, so that they are less likely to become involved in actions that can cause harm or be misunderstood. It is also essential that all members of staff undergo mandatory safeguarding training at the beginning of each academic year, in the middle of the academic year and at the end of the academic year. There are 3 identifiable opportunities for staff to be updated on Safeguarding and Child Protection matters. These training opportunities will involve both security and administration staff. In addition the Academy has recently formed a Safeguarding Committee.

The process should include the following:

### Induction

New staff will be provided with an induction pack including TEA Safeguarding & Child Protection Policy Statement and Procedure. The development and suitability of new staff will be reviewed within three months of their taking up the post. If any concerns are raised regarding International Child Protection Certificate / ACRO Police Clearance checks or previous employers references, the School Principal will take the necessary action.

### Supervision & Support

Supervision provides an opportunity for new staff to share concerns about their working environment.

Always be publicly open when working with children.

Avoid situations where individual members of staff and a child/young person are completely unobserved and/or secluded.

Individual members of staff should avoid spending excessive amounts of time with one child/young person away from others.

Staff must never restrain students, unless trained to use supportive measures of restraint.

It is not recommended by the school that teachers take part in private 1:1 tutoring for the above named reasons (staff may inadvertently place themselves at risk of allegation).

Staff must not have children on their own in a vehicle. It is recommended that should a student require transport in emergencies, that two members of staff should accompany the child/young person, having received parents' prior permission.

It is not permitted for a member of staff to photograph a student unless permission has been granted from parents. This permission is collated and recorded by the Admissions Office.

Electronic communication and feedback with regard to the student's work and progress should be professional and supportive indicating in what way students may improve the quality of their work. Employees are not allowed to 'befriend' pupils on social networks e.g. 'Facebook' (see ICT/Internet Safety Policy).

All staff should only write appropriate notes in exercise books / homework diary, emails or letters to students. Texting is not permitted.

## Child Protection Procedures

### 1) Responding to the child who makes an allegation

- Stay calm
- Listen carefully to what is said



- Find an appropriate opportunity to explain that the information will need to be shared with others - **do not promise to keep secrets**
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events
- **You do not need to find a ‘witness’**
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Think **TED!**  
**For example say, “Tell me about it,” or “Explain to me,” or “Describe what happened,”**
- Reassure the child that s/he has done the right thing in telling you
- Explain what you will do next and with whom the information will be shared
- **Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a ‘statement’**

**Then**

- Contact your DSL or DDSL as soon as you can. If such contact is not possible, contact the Headteacher.
- Complete a **Child Disclosure Form** - Think **PIE** to record what was said, including the **child’s own words** record **P**recisely, **I**n detail, and **E**xactly as soon as possible – note date, time, any names mentioned & to whom the information was given.
- Do not go to another member of staff, do not discuss with parents/carers/other staff.
- The DSL or DDSL will agree with the School Principal on the course of action.
- Where there is a safeguarding concern, we should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Children are encouraged to express their views and feelings within a safe environment. The school aims to provide care, support and guidance in order to ensure the future safety and wellbeing of the child. Ultimately, all systems and processes should operate with the best interests of the child at heart.

**Remember**

It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth.

**2) Responding to concerns or suspicions of abuse**

All staff should be aware of the need for early intervention and prepared to identify children who may benefit from early help. Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on. **Doing nothing is not an option.** Any suspicion or concerns should be discussed without delay with the DSL or DDSL.

A careful record should be made using the **Cause for Concern Form** of what you have seen/heard that has led to your concerns and the date, time, location and people who were present, Think **PIE!** As far as possible, record verbatim what was said and by whom. Where physical injuries have been observed, these should be carefully noted **but should not be photographed.**

Do not ask to see injuries that are said to be on an intimate part of the child’s body.

In the unlikely event that the DSL or DDSL are not available you should discuss your concerns with the School Principal.

The DSL/DDSL should liaise with the School Principal regarding the way forward. The DSL/DDSL should keep a record of the conversation with the School Principal, noting what actions will be taken and by whom, giving the date and time of the discussion. If it is decided to contact a medical doctor, the police or an embassy, a note should be made of the agreed course of action. The Chairman of the Board of Directors should also be consulted at this stage.



### 3) Responding to allegations or concerns about staff

The school adheres to the Safer Recruitment Policy. All expatriate residents of Kuwait must provide the equivalent of Disclosure Scotland, relevant to their country of origin, proving that they do not have any criminal record. Kuwaiti employees, similarly, must provide the same documentary evidence. As a result it is less likely that we might encounter such an allegation, but not impossible.

#### All concerns must be reported straight away to the School Principal.

Reports of allegations at TEA will normally go to the School Principal, but the designated safeguarding lead (DSL) may be identified to receive referrals if the School Principal is kept informed. The chair of Directors, or equivalent, should be informed in the absence of the School Principal. In cases where the School Principal is the subject of the allegation or concern, referral to the Chair of the Directors should be made without including the School Principal first.

It is recognised that TEA may not have the same level of support available in the UK but the Academy should seek to emulate this approach in terms of the gravity, efficiency and efficacy of its response. In the case of allegations against staff, including the head, timely risk-based decisions should be made concerning whether to suspend, supervise or otherwise manage the person who is the focus of the allegations. Such decisions should be made with the input of appropriate external advice, where available in the host country. External agencies may be contacted e.g. Kuwait Child Protection Team, embassies, the local police, UK (or other national) police.

TEA may consider making referrals on a voluntary basis where appropriate, for example, where there are concerns about a British teacher. The referral criteria are that the person has been dismissed, as above, and it may be appropriate for the TRA to consider prohibiting them from teaching in England. The reasons a prohibition order would be considered by the TRA are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

### 4) Support to a victim reporting an allegation

- Provide opportunities for the child to talk and to feel they are listened to
- Record events
- Safeguarding team discuss the concern and decide the best course of action
- If appropriate discuss with the parent
- Respond and put systems in place to monitor the situation and the child
- Regular review and follow-up

### 4) Safer recruitment / Safer Working Practice

All adults who come into contact with children at TEA should behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made against them.

TEA ensures that, where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This could include (for example) checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check) and these are taken into account before confirming the appointment.

TEA will cease to use the services of any employee who is deemed to be unsuitable to work with children and will, where appropriate, making reports to relevant authorities within the host country where appropriate (such as the police), the Disclosure and Barring Service (DBS) or Teaching Regulation Agency (TRA) in the UK in appropriate cases (such as concerns about British staff) and pre-recruitment checks.



Whilst it is impossible to guarantee that appropriate child protection checks and procedures apply to any member of staff employed by another organisation and who is working with the school's students on another site, all expatriate workers will have had to produce their equivalent of ACRO Criminal Records Office - police certificates.



## APPENDIX A: types of abuse

There are four main categories of abuse:

### Physical Abuse

Physical abuse is deliberate physical injury to a child, or the wilful or neglectful failure to prevent a child's physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. 'Munchausen's syndrome by proxy' is an illness whereby a parent or carer feigns the symptoms of, or deliberately causes ill health in a child, and this too may amount to physical abuse. For children with disabilities, physical abuse may include confinement to a room or cot or giving drugs incorrectly to control behaviour.

### Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child, having severe and persistent adverse effects on the child's emotional development. It may involve making children feel they are worthless or unloved, inadequate, or only valued for what they can do for another person. Emotional abuse may also involve causing children frequently to feel frightened or in danger, or exploiting or corrupting them. For children with disabilities, this type of abuse may include over protection or, conversely, failing to acknowledge or understand a child's disability, thus having unrealistic expectations. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

### Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs and is likely to seriously impair the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, shelter or clothing; failing to protect a child from physical harm or danger; failing to ensure that the child receives appropriate medical care or treatment; lack of stimulation; or lack of supervision. It may also include neglecting a child's basic emotional needs.

Bullying is another form of abuse - please refer to the school's policy on Bullying.



## **APPENDIX B: Recording Form for Safeguarding Concerns or Casualties**

**TEA staff are required to complete the appropriate Google Form:**

- **Child Disclosure Form**
- **Cause for Concern Form**