



Child Protection & Safeguarding Policy 2025-2026

Our Vision

An international community of learners striving for excellence and celebrating success.

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve our Vision & Mission, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning experiences are ethical, purposeful and authentic and where every member of our school community is valued and respected.

Child Protection & Safeguarding

Child Protection is a re-active process used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

Safeguarding is the proactive actions that is taken by us in order to promote the welfare of children and protect them from harm. Protecting children from abuse and maltreatment is everyone's responsibility at this school.

We support the Qatar National Vision's belief in an effective social protection system for all Qataris that ensures their civil rights, values their contribution in developing their society, and ensures an adequate income to maintain a healthy and dignified life. This policy outlines all the measures that we take in order to ensure that we remain vigilant, identify concerns early and provide help in order to safeguard and protect our pupils.

Rationale

NIS West Bay is committed to safeguarding and promoting the welfare of pupils and expects all staff members to share this commitment.

Aim of the policy

To ensure that all members of staff know:

1. The signs and symptoms of concern;
2. How to respond to a pupil who discloses abuse;

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3. What to do if they are concerned about a child.

Purpose of Safeguarding

At Newton International School, West Bay, we aim to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty;
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating;
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships;
- Include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to the treatment of children;
- Protect children from harm and to ensure that they are taught in a way that is consistent with our values and to promote respect for all others;
- Make parents/carers aware of the school policies and practice for child protection and safeguarding to ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents in order to protect our children from harm.

Sample of activities, protocols and tasks used to safeguard our pupils:

- Clear policy that is known to all stakeholders (School staff / parents etc.)
- Designated Safeguard Lead and deputies who are known to staff, pupils and parents.
- All staff trained externally online on Safeguarding and in-school training on the school's procedures.
- Procedures to report a disclosure
- Procedures for visitors through the security gates
- Internet and online prevention strategies.
- Anti-bullying day / Online safety day and other opportunities to protect children
- Risk assessments for Trips *

Designated Safeguarding Lead (DSL)

The Head of Primary, Mr Ashley Strydom is the DSL at the Primary school and the KS1 and KS2 Coordinators, Ms. Orlaith McAteer and Ms. Seaneen Warnock are the Deputy DSLs in the primary school.

The EYFS Coordinator, Mrs. Katie Dower, is the DSL at the Kindergarten school and Ms Kim Pieters is the Deputy DSL in the kindergarten school.

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In addition, we have Ms Nawal as the DSL with regards to Arabic concerns, which she liaises with the Primary DSL. The designated safeguarding lead (and deputy) are committed to continued training to provide them with current knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead and deputy must:

- Ensure each member of staff has access to, and understands, the school's child protection And safeguarding policy and procedures;
- Ensure each member of staff understands the importance of information sharing, both within the school and with other organisations (where applicable);
- Ensure that the school maintains detailed, accurate, secure written records of concerns and referrals;
- Understand the unique risks associated with online safety and be confident that staff and parents have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEN children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- Ensure the school's child protection and safeguarding policy is known, understood and used appropriately;
- Ensure the school's child protection and safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Standardisation Office regarding this;
- Ensure the child protection and safeguarding policy is available publicly; and
- Link with the safeguarding partner to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Keep written records of concerns about a child;
- Ensure that all such records are kept confidentially and securely and are separate from student records;
- Ensure that an indication of further record-keeping is marked on the student records;
- Provide advice, guidance and support to staff in child protection matters

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Our Online Safety Rules

Key Stage 1

Think then Click!

These rules help us to stay safe on the Internet

- We only use the internet when an adult is with us
- We can click on the buttons or links when we know what they do.
- We can search the Internet with an adult.
- We always ask if we get lost on the Internet.
- We can send and open emails together.
- We can write polite and friendly emails to people that we know

Key Stage 2

Think then Click!

These rules help us to stay safe on the Internet

- We ask permission before using the Internet.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use Internet chat rooms. If you felt uncomfortable about anything you saw, or if anybody asked you for your personal details such as your address on the internet would you know where to go for help

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Indicators of abuse and neglect

Abuse: 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. 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 by another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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. 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 adults; sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic needs.

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Signs and Indicators of abuse

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> -Tired/listless -Poor hygiene -Untreated medical conditions -Medical appointments missed -Constantly hungry or stealing food -Over eats when food is available -Poor growth -Poor/late attendance -Being regularly left alone or unsupervised -Dressed inappropriately for the weather condition -Having few friends and/or being withdrawn -Ill equipped for school 	<ul style="list-style-type: none"> -Failure to thrive -Attention seeking -Over ready to relate to others -Low self esteem -Apathy -Depression/self- harm -Drink/drug/solvent abuse -Persistently being over protective 	<ul style="list-style-type: none"> -Unexplained injuries -Injuries on certain parts of the body -Injuries in various stages of healing -Injuries that reflect an article used -Flinching when approached -Reluctant to change -Crying/instability -Afraid of home -Behavioural extremes -Apathy/depression -Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> -Age inappropriate sexual behaviour/knowledge/ promiscuity -Wary of adults/running away from home -Eating disorders/depression/ self-harm -Unexplained gifts/ Money -Stomach pains when walking or sitting -Bedwetting -Recurrent genital discharge -Sexually transmitted diseases

Professional Confidentiality

- A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Principal or Head of Primary.

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- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need-to-know-basis' only. Any information shared with a member of staff in this way must be held confidentially.

Records and Monitoring

Well-kept records are essential to good child protection and safeguarding practice. Our school is clear about the need to record any concern held about a child or children within our school.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen putting the event in context, and giving the date, time and location. Where possible, a member of staff should use the Safeguarding Form 1 (appendix A). All records will be dated and signed and will include the action taken. This should be presented in person to the DSL (or Deputy DSL if DSL is not present in school) who will then decide on appropriate action and if the second form is needed.

Any file notes and documents are kept in a confidential file in alphabetical order (which is separate to pupil files) and stored in a secure place in the Principal's office. All child protection records are stored securely and confidentially.

Professional Development

At Newton International School, West Bay, we provide our staff with:

- Access to current publications and useful websites e.g. Keeping Children Safe in Education (DFE September 2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/824617/Keeping-children-safe-in-education-2023.pdf)
- Opportunities to discuss significant safeguarding issues on weekly agendas
- Regular updates and training
- Access to online training through our EduCare subscription

Staff Recruitment

At Newton International School, West Bay we have developed a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

Our Principal has received Safer Recruitment Training and together with our HR department we carry out rigorous checks of work history including following up on references and ensuring that certificates of service are provided to support a candidate's work history. Professional qualifications are also robustly authenticated in accordance with Qatar Law.

Parents & Visitors

Parents and visitors must present a picture ID to security where their QID number is recorded before entering the school site. They will be expected to wear a visitor's badge (Yellow Lanyard) at all times whilst on the school site and they must report to the admin team in Villa 3 immediately after security clearance. Teaching staff must check

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before handing children over to adults collecting them at the end of the day and always remain vigilant and follow-up with SLT if there is any uncertainty, before releasing a child(ren).

Any adult collecting children early must present a pass to security, obtained in Villa 3, in order to be given clearance to leave.

Review date: June 2025

Next review date: June 2026

Reviewed by:

Head of Primary	EYFS Coordinator

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Safeguarding Form 1 (pink form)

Safeguarding Concern Form

Professional Confidentiality

Confidentiality is essential, do not discuss the content of this concern or disclosure unless you are seeking advice first from a more senior member of staff. **Remember if there is any doubt, note it and pass it on to the Principal or Head of Primary.**

Records and Monitoring

All records will be dated and signed and will include the action taken. This should be presented in person to the Principal (or Head of Primary) who will then decide on appropriate action.

Pupil's name:	Staff name:
Pupil's class:	Time & Date:

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If you are sharing a **concern**, please briefly describe it below:

If a child has made a **disclosure** try to gather the following information: Welfare – Is the child ok?
What happened?

Who else was involved? When

did it happen?

Has something like this ever happened before? Where did

it happen?

Never ask leading questions or ask the question 'Why?'. Only note the child's words as quickly and accurately as possible.

Thank you for taking responsibility for our children's safety and welfare.

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DSL Follow-up Form 2 (pink form)

Safeguarding Concern Form – DSL Follow-up

Professional Confidentiality - Confidentiality is essential, do not discuss the content of this concern or disclosure unless you are seeking advice first from a more senior member of staff. **Remember if there is any doubt, note it and pass it on to the Principal or HOP (Designated Safeguard Lead).**

Records and Monitoring - All records will be dated and signed and will include the action taken. This should be presented in person to the Principal (or Head of Primary) who will then decide on appropriate action.

Has a Pink form been filled out by the teacher concerned? ☐

Pupil's name:	Staff name:
Pupil's class:	Time & Date:

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Safeguarding Flow Chart

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Safeguarding Poster

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SAFEGUARDING



DON'T THINK
'WHAT IF I'M
WRONG' THINK
'WHAT IF I'M
RIGHT'

ALWAYS HAVE THE SAFEGUARDING OF CHILDREN IN
THE BACK OF YOUR MIND AND TALK TO ONE OF OUR
SAFEGUARDING LEADS IF YOU HAVE ANY
CONCERNS



ARABIC

MS NAWAL YOUSEF



PRIMARY

MR ASHLEY STRYDOM



EYFS

MS KATIE DOWER

DESIGNATED SAFEGUARD LEADS

DEPUTY SAFEGUARD LEADS



PRIMARY

MS SEANEEN WARNOCK



PRIMARY

MS ORLAITH MCATEER



EYFS

MS KIM PIETERSE

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Actioned Points for Policy Amendment: General Items

1. Ensure Compliance with Ministerial Regulations

- Adhere to the Minister of Education and Higher Education's Decision No. 14 of 2024.
- Implement the safety, health, and security requirements in nurseries, private schools, and kindergartens.
- Protect and care for students at all times in alignment with these regulations.

2. Establish Student/Child Protection Procedures

- Develop procedures to ensure the protection of students/children during their presence in the institution.
- Implement safety measures for transportation to and from the institution when using school/kindergarten transportation.
- Align these procedures with Goal No. 3 of the Sustainable Development Goals.

3. Implement Non-Discriminatory Treatment Procedures

- Create and enforce procedures that prevent discrimination based on race, religion, gender, disability, social status, age, or other differences.
- Define and address undesirable behaviors indicating discrimination, harassment, bullying, or harm.

4. Address Discrimination and Harassment

- Develop clear, detailed procedures to manage cases of discrimination and harassment.
- Ensure that no classroom or extracurricular activities involve any form of discrimination.
- Protect students/children from threats, insults, verbal, physical, sexual, or moral harm, in accordance with Goal No. 3 of the Sustainable Development Goals.

5. Implement Anti-Bullying Procedures

- Establish specific procedures to address all forms of bullying between students/children and from staff towards students/children.

6. Ensure Health and Safety

- Create procedures to protect students from diseases and provide basic and preventive health care.
- Develop controls for supporting students with chronic/non-chronic medical conditions, including potential collaboration with Hamad Medical Corporation.

7. Develop Complaints Procedures

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- Establish detailed procedures for students/children and parents to file complaints.
- Maintain confidentiality of all case-related facts and keep documented records of all incidents.




8. Create a Safe School Environment

- Implement measures to create a safe and reassuring environment for students/children, ensuring their confidence and well-being in the educational setting.

Reviewed Date: August 2025

Next Review Date: June 2026

Reviewed by: M Stuart; A Strydom; K Dower

Principal's Signature	Head of Primary's Signature	EYFS Coordinator
		

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