

Safeguarding Children and Child Protection Policy

Newton International School, Lagoon Campus

"An International community of learners striving for excellence and celebrating success"

Last Reviewed Date: June 2026 (KCSIE 2026 + Working Together 2026 + CPOMS Update)

Reviewed by: David Strange – Headteacher & Whole School DSL / SPCO

Next Review Date: September 2026 (following final publication of KCSIE 2026)

1. Purpose

At Newton International School – Lagoon Campus (NISL), we fully recognise the responsibilities and duties placed on us to have arrangements to safeguard and to promote a culture of safeguarding and vigilance for the welfare of all pupils. We recognise that all staff employed directly by the school (e.g. teachers and support staff), indirectly by the school (e.g. security guards, canteen staff) and volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.

The policy has been developed in line with the guidance set out in *Working Together to Safeguard Children 2026 (March 2026)* and *Keeping Children Safe in Education 2026*. Additionally, this policy reflects the Data (Use and Access) Act 2025, effective January 2026. This policy is also aligned with the principles of the UN Convention on the Rights of the Child (1990) and the CIS Code of Ethics, ensuring children's rights to safety, participation, and dignity are central to all safeguarding practices at NISL.

The school will raise child protection concerns with parents/carers at the earliest opportunity, and work in partnership with them and other agencies to improve outcomes.

The school will ensure that all the staff are provided with the appropriate training in child protection issues, as set forth in UK guidelines. In particular, the designated members of staff will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.

All staff are required to read this policy carefully and be aware of their roles in these processes. Staff are also required to read *Keeping Children Safe in Education* Part 1.

This requirement applies to all staff in any capacity, including supply staff, trainee teachers, volunteers, and contractors. Mentors of trainee teachers have specific responsibility for ensuring mentees are inducted into the school's safeguarding procedures, including the use of CPOMS for logging concerns.

This policy is rooted very much in the context of Qatar and subject to Qatari law, customs and support systems. Safeguarding practice at NISL is rooted in **Islamic values and Qatari social ethics**, promoting respect, compassion, and justice. These principles guide our approach to wellbeing, behaviour management, and care for all pupils within a diverse, inclusive school community.

Child-Centred Approach and Voice of the Child

A child-centred approach is fundamental to all safeguarding and child protection work at NISL. All staff should see and speak to the child, listen to what they say, take their views seriously, and work with them and their families when deciding how to support their needs.

Staff should be aware that children may find it difficult to speak about what is happening to them. Special provision should be made to support dialogue with children who may not be able to convey their wishes and feelings as they may want to — including children with communication difficulties, those who do not speak English as a first language, and non-verbal or pre-verbal children.

Children have said they need: vigilance from adults; to be heard and understood; stable and trusting relationships with helpers; to be treated as competent; to be informed and involved in decisions; to receive explanations; to be supported in their own right; to have access to advocacy; and to be protected from all forms of abuse, exploitation, and discrimination.

The needs of unborn children should be considered where there are concerns about a pregnant pupil or where a family member's pregnancy is a relevant safeguarding factor.

2. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting the welfare of children. It refers to activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, as well as online. Effective safeguarding is anti-discriminatory. Practitioners should understand and be sensitive to factors, including economic and social circumstances and disability, which can impact children and families' lives.

(Working Together to Safeguard Children 2026, March 2026)

Safeguarding at NISL recognises that children can be harmed both within and outside the home, including in extra-familial contexts. Extra-familial harm refers to abuse, exploitation, and harm that occurs in the context of peer relationships, community settings, and online environments, including grooming, sexual exploitation, criminal exploitation, serious youth violence, and radicalisation.

All staff should understand that risks in extra-familial contexts — including online interactions, peer group dynamics, and community settings — are as significant as risks within the family home. Staff should share information with the DSL where they become aware of any extra-familial risks, including information about adults with whom a child has contact outside school. All such concerns must be logged in CPOMS.

3. Definition of Child Protection

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

4. Aims

- To support children in line with our school mission statement and values.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard all pupils and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need by providing the necessary support.
- To emphasise the need for good levels of communication between all members of staff in matters relating to child protection.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have substantial access to pupils, have been checked through references and Disclosure and Barring services (DBS).

5. Procedures – At NIS Lagoon we will ensure that:

- All international recruits must provide a police clearance from their country of residence, along with a minimum of two references including safeguarding-specific declarations.
- All members of staff understand and fulfil their responsibilities.
- We will ensure that designated staff attend training every two years and all staff are provided with refresher training every year.
- New staff will be inducted into the school's safeguarding procedures thoroughly and NQTs will have full basic awareness training.
- All staff are familiar with this school's Child Protection Policy as well as the staff code of conduct and these issues are also included in the induction for each new staff member.
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated child protection officer.
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their needs could be identified and monitored and appropriate support put in place.
- All staff are provided with a red safeguarding card that outlines the names and contact information of the DSLs and DDSs, along with key reminders for handling safeguarding concerns effectively.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the schools' Child Protection Policy on our website.

- Community users organising activities for pupils are aware of the school's child protection guidelines and procedures.
- Any visiting professionals or guest speakers will be discussed at leadership level before they can present to a body of pupils. This is to ensure the suitability of the visitor and appropriateness for the age of pupils they will present to.
- Our procedures will be regularly reviewed and updated by the Safeguarding Lead and other Senior Leaders.
- Safeguarding guidance is regularly shared with parents via ClassDojo, coffee mornings, and termly safeguarding updates. Parents are consulted during policy reviews and are active partners in the school's safeguarding culture.
- The school commits to submitting an **annual safeguarding compliance report** to the *Private Schools and Kindergartens Administration (MOEHE)*. This report outlines safeguarding training, case monitoring, policy updates, and any improvement actions taken to uphold the national *Student Protection and Care Policy (2025–26)*.
- To ensure full community understanding, this policy is published and distributed in both English and Arabic. The safeguarding procedures are shared annually during staff induction, parent information sessions, and pupil awareness campaigns to reinforce a shared safeguarding culture across all stakeholders.

At NISL, we follow a lanyard system for staff and visitors, these are three colors of Green, Blue, and Red.

- **Green:** Worn by staff who work directly with pupils.
- **Blue:** Worn by staff employed by the Newton Group who do not work directly with pupils. Both Green and Blue lanyard holders must have up-to-date safeguarding training at all times.
- **Red:** Worn by all visitors. Safeguarding information is provided on their visitor pass upon arrival.
- **Yellow:** Worn by parents and school community.

6I. Responsibilities

At NIS Lagoon, the key Designated Safeguarding Lead (DSL) must have relevant training. The Designated Safeguarding Leads are responsible for:

- Overseeing the school's use of CPOMS as the designated safeguarding management system, ensuring all concerns are logged, monitored, and actioned in a timely manner
- Ensuring that CPOMS records are maintained confidentially and securely, accessed only by safeguarding-linked staff according to their designated role and phase
- Reviewing and actioning all concerns logged in CPOMS, and using CPOMS to record decisions, referrals, communications with parents, and case outcomes
- Using CPOMS's wellbeing and tracking functions to monitor pupils of concern over time, identifying patterns and escalating where appropriate
- Ensuring that CPOMS records are kept separate from general pupil records and that the safeguarding record is transferred securely when a pupil moves school
- Ensuring that CPOMS alert group memberships are kept up to date, reflecting the current DSL and DDSL structure across all phases
- Providing advice, guidance and support to staff in child protection matters.

- Organising child protection training for all school staff.

DSL Cover and CPOMS Alert Structure

NISL uses CPOMS (Child Protection Online Management System) to ensure robust and continuous safeguarding coverage. All DSL and DDSL staff are members of a collective CPOMS alert group. When a concern is logged, relevant safeguarding staff are notified automatically according to their designated phase and role.

DSL cover for periods of absence is provided through the CPOMS alert structure. Designated Safeguarding Leads and DDSLs are allocated to all phases (EYFS, Primary, Middle, and Secondary). Where the main DSL is unavailable, the next available SLT DSL-trained member of staff for the relevant phase is alerted automatically through CPOMS. The collective alert group ensures that no concern can sit unactioned due to any individual's absence.

No shared mailbox arrangement is required. CPOMS replaces all paper-based and email concern reporting. All DSL and DDSL cover arrangements are formally documented in the school's CPOMS administrator settings and reviewed annually.

- Report for the board, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DSLs, and by all staff and governors; number and type of incidents/cases.
- Senior staff across the school hold Level 3 Designated Safeguarding Lead training, ensuring wide leadership coverage and distributed safeguarding responsibility.
- The SENCO (Special Educational Needs Coordinator), School Nurse and School Counsellor will support the work of the Designated Safeguarding Leads and where appropriate support safeguarding meetings for children who are more vulnerable or have additional needs.
- The school prioritises ongoing CPD in safeguarding, child-on-child abuse, and contextual safeguarding. This includes reflective practice, upskilling for all staff, and annual refreshers that go beyond basic compliance.
- Staff will consider the broader environment where abuse may occur, including in online communities, peer groups, or private settings, recognising the cultural context of Qatar.
- In accordance with the Ministry of Education and Higher Education (MOEHE) *Student Protection and Care Policy (2025–26)*, the school has formally appointed an **accredited Student Protection and Care Officer (SPCO)**. The SPCO works alongside the Designated Safeguarding Leads to ensure compliance with all MOEHE safeguarding requirements. Details of this appointment have been submitted to the *Private Schools and Kindergartens Administration*.

SEND: Additional Vulnerability Factors

Two additional vulnerability factors for pupils with SEND should be recognised by all staff:

- Pupils with SEND may have issues over cognitive understanding — for example, being unable to distinguish fact from fiction in online content and then repeating that content or behaviour in school.
- The need for intimate care may represent an additional vulnerability factor for some pupils with SEND.

Any report of abuse involving a pupil with SEND will require close liaison between the Designated Safeguarding Lead and the SENCO. All concerns involving SEND pupils should be logged in CPOMS with SENCO involvement noted.

Trauma-Informed and Anti-Discriminatory Practice

All safeguarding practice at NISL should be informed by an understanding of the impact of adversity and trauma on children and families. Staff should seek to understand how adversity and trauma may manifest in children's behaviour, engagement, and presentation, and should adapt their responses with care and compassion.

Safeguarding at NISL is anti-discriminatory. No child or group of children should be treated less favourably in accessing effective support. Staff should recognise how factors including ethnicity, religion, disability, economic and social circumstances, and language can affect children's and families' experiences, and should adapt their approach accordingly.

Staff should be mindful of the risk of making assumptions based on cultural background or negative stereotypes, and should remain professionally curious regardless of a child's or family's circumstances.

6II. Role of the Student Protection and Care Officer (SPCO)

The SPCO serves as both the school's *trainer* and *monitor* for safeguarding, in accordance with Article 3.1.10 of the *MOEHE Student Protection and Care Policy (2025–26)*. The SPCO is responsible for delivering and coordinating child protection training for all staff, leading awareness sessions for parents and pupils, and ensuring ongoing compliance through termly monitoring of safeguarding practice and case management. The SPCO maintains a central safeguarding register, oversees reporting to the Private Schools and Kindergartens Administration, and ensures that any recommendations from MOEHE reviews or inspections are fully implemented. The SPCO also liaises directly with the MOEHE Student Protection and Care Department to ensure the school's practices remain up to date with national standards.

The SPCO reports directly to the **Principal** for all safeguarding matters and has authority to liaise independently with MOEHE.

7I. Our school will support all pupils by:

- Pupils may find it hard to disclose abuse. Newton International School Lagoon recognises its responsibility in providing a safe environment in which pupils can feel safe to approach adults with concerns.
- Providing the best pastoral care for all pupils – ensuring that pupils know their rights, know the difference between right and wrong and the difference between a good and bad secret.
- Recognising that the needs of the pupils are paramount and underpin all our child protection work and pastoral care.
- Encouraging development of self-esteem and self-assertiveness, through the curriculum as well as our relationships through the school's core values and ethos, whilst not condoning aggression or bullying.
- Liaising and working together recognising that we all have a duty to safeguard and promote the welfare of pupils.

- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.
- Pupil voice is actively promoted through structured systems such as the Wellbeing Council and termly surveys. Pupils are empowered to influence safeguarding culture and promote peer-led initiatives that foster a safe and inclusive environment.
- The school will engage pupils in safeguarding education through PSHE, Assemblies, Special Events, Distributed Materials and Support Resources, Pupil Council input, and the promotion of pupil safeguarding champions.

7II. Integration of Wellbeing and Safeguarding

- Wellbeing and safeguarding at NISL are strategically aligned. Counsellors provide not only reactive but preventative support, including resilience-building programmes, affirmations, calm zones, and pupil mentoring. Emotional wellbeing indicators inform safeguarding risk assessments and casework.

Mental health concerns are recognised as a safeguarding issue and not solely a pastoral one. Staff are aware that mental health difficulties — including eating disorders, self-harm, and suicidal ideation — may be indicators of abuse, neglect, or significant harm, and any such concern must be referred to the Designated Safeguarding Lead for consideration of whether a safeguarding duty has been triggered. All mental health-related safeguarding concerns are logged in CPOMS.

Where a pupil requires non-emergency mental health support, staff should refer to the school's contracted clinical support pathway (School Counsellors) or the PHCC/Hamad Medical Corporation referral route, as appropriate to the circumstances.

- The school has been accredited with the Wellbeing Award for Schools, and has a purposeful, proactive, and free from stigma approach to supporting physical and mental wellbeing as a core aspect of the safeguarding commitment of the school and school community.
- The school actively monitors attendance and investigates any instances of pupils **missing from education**. Repeated absences or unexplained withdrawals will trigger a welfare review and, where necessary, notification to the *Private Schools and Kindergartens Administration*, in line with Article 3.11 of the *Student Protection and Care Policy (2025–26)*.

CPOMS Wellbeing and Monitoring

NISL uses CPOMS to record and monitor pupil wellbeing concerns alongside safeguarding concerns. This enables the safeguarding team to identify patterns over time — including cumulative low-level concerns that may not individually meet the threshold for a safeguarding referral but which, together, indicate a child in need of support.

CPOMS wellbeing records are reviewed regularly by the DSL and relevant DDSLs. Pupils with multiple logged concerns are subject to enhanced monitoring. The CPOMS alert and notification system ensures that relevant safeguarding-linked staff are automatically informed when a concern is logged for a pupil within their phase.

Partnership with Medical and Social Services

NISL works in accordance with national frameworks provided by Hamad Medical Corporation, Sidra Medicine, PHCC, and the Sidra Child Protection Program (S-CAP). Where cases require medical, psychological, or social intervention, referrals will be made to the appropriate agency. The school ensures full cooperation with external professionals to safeguard pupils' health and safety.

Aman Centre Support

NISL recognises the Aman Centre as a national authority for protection and social rehabilitation. In cases requiring specialist support for victims of abuse, the school will liaise with Aman Centre in line with MOEHE guidance, ensuring pupils receive professional, culturally appropriate care and protection.

Pupils Absent from Education

In accordance with the Compulsory Education Law, NISL monitors daily attendance and must report prolonged, repeated, or unexplained absences to the MOEHE Private Schools and Kindergartens Administration. Persistent absenteeism will trigger a welfare review and may result in referral to external safeguarding authorities.

8. Confidentiality

We recognise that all matters relating to child protection are confidential. The DSLs will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with the DSLs in order to safeguard pupils. All staff must be aware that they cannot promise a pupil to keep secrets, which might compromise their safety or wellbeing.

We will always aim to share our intention to contact the pupil's parents with the pupil before doing so. We will always aim to share our intention to contact the Police in suspected criminal cases with the pupil's parents unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation.

All safeguarding documentation and records at NISL are maintained in full compliance with Qatar Law No. 13 of 2016 on the Protection of Personal Data and in accordance with data protection laws including the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025 where applicable to internationally operating schools. All safeguarding records are held securely within CPOMS, the school's designated safeguarding management system.

Information Sharing and Parental Consent

NISL is committed to proactive and proportionate information sharing as an essential component of effective safeguarding. Information should be shared as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children.

Fears about sharing information must not be allowed to stand in the way of safeguarding and promoting the welfare of children. Data protection law does not prohibit the sharing of personal information for safeguarding purposes, but provides a framework to ensure that information is shared appropriately. Consent is not required to share information where there is a lawful basis to do so and where sharing is necessary to protect a child.

Staff should not assume that someone else will pass on information that they think may be critical to keeping a child safe. Any concern — however minor it appears — should be

logged in CPOMS without delay. The CPOMS collective alert group will notify the relevant DSL or DDSL immediately.

Information will be shared with professionals and agencies on a need-to-know basis. Families will be informed that information is being shared wherever it is safe to do so. This aligns with Qatar Law No. 13 of 2016 on the Protection of Personal Data and applicable UK GDPR principles.

Use of Photography and Multimedia

NISL complies fully with State of Qatar laws governing the use of photography, videography, and digital media within school settings. No images or video of pupils may be taken, stored, or shared without prior consent in line with MOEHE and Qatari Penal Code requirements relating to privacy and defamation. Staff must follow the school's media-consent procedures, and any breach of these regulations will be treated as a safeguarding concern.

9. Supporting Staff

We recognise that staff working in the school, who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with one of the DSLs and to seek further support as appropriate.

10. Online Safety

NISL maintains appropriate filtering and monitoring systems on all internet-connected devices in all relevant locations across the school. These systems are reviewed for effectiveness at least once every academic year. Reviews include checks that filtering is working appropriately across all devices and locations, and a written record is kept of these checks. The Designated Safeguarding Lead holds lead responsibility for oversight of filtering and monitoring. Online safety concerns identified through filtering and monitoring are logged in CPOMS and tracked by the DSL.

Where staff are interacting with children online, they will continue to follow our existing professional code of conduct.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out below.

We will continue to make sure children know how to report any concerns they have back to our school.

Online Risk Categories

Online risks to which pupils may be exposed include, but are not limited to: content risks such as pornography, racism, misogyny and misandrist content, self-harm, suicide, antisemitism, and AI-generated content including deepfakes; contact risks including grooming and online sexual exploitation; and conduct risks including the creation or sharing of self-generated intimate images and/or videos. Any such risk identified must be logged in CPOMS and escalated to the DSL.

Compliance with Qatar Cybercrime Law

Online safeguarding at NISL is aligned with Qatar Cybercrime Law No. 14 of 2014. Any online incident involving extortion, harassment, exploitation, or illegal content will be reported immediately to relevant authorities. The school uses monitoring, filtering, and reporting systems to prevent and respond to all forms of online abuse.

Electronic Communication Between Staff and Pupils

Staff must not communicate with pupils through personal devices, private messaging platforms, or social media under any circumstances. All communication must occur only through approved school systems. Any breach may result in disciplinary action and referral to MOEHE.

Generative AI and Online Risk

NISL recognises that the use of Generative AI in education settings carries both educational potential and safeguarding risk. Staff and pupils are educated about the risks from AI-generated content, including deepfakes, misinformation, and misogynistic content from AI-simulated influencers. The school's filtering and monitoring requirements apply to Generative AI tools and platforms, not solely general internet use. The school has regard to the DfE guidance Generative AI: product safety expectations when selecting and using AI tools in educational settings.

The consensual and non-consensual sharing of self-generated intimate images and/or videos — including those generated using AI — is explicitly recognised as a safeguarding concern. Pupils are educated about the legal and personal consequences of creating, sharing, or possessing such material. Any concern of this nature should be logged in CPOMS immediately and referred to the DSL.

Mobile Phone Policy

NISL operates as a mobile phone-free environment by default. Pupils must not have access to their personal mobile phone throughout the school day, including during breaks and lunch. The school's approach to mobile phones is set out in the NISL Acceptable Use Policy. Any exception requires explicit approval from the Senior Leadership Team.

Any incident involving a pupil's mobile phone that raises a safeguarding concern — including inappropriate use, images, or communications — must be logged in CPOMS and referred to the DSL.

Wearable Technology and Recording Devices

NISL prohibits the use of wearable technology and any digital equipment that is designed or capable of video recording, image capture, or audio recording on school premises. This prohibition applies to all persons on school premises, including staff, pupils, visitors, contractors, and volunteers.

The school does not permit active or passive digital recording by any person on school premises. This includes, but is not limited to, fitness trackers, body cameras, earbuds with recording capability, glasses with integrated cameras, and any other wearable or portable device capable of capturing audio, video, or still images.

Smartwatches are not prohibited for day-to-day wearing on school premises, provided they are not used for any mobile communication or digital recording purpose whilst worn. The wearing of smartwatches is, however, prohibited at key times including formal examinations

and assessments. The school may, at its discretion, extend this prohibition to other assessment contexts or specific school events where there is a safeguarding or assessment integrity rationale for doing so.

Any exception to this prohibition must be requested in advance and granted in writing by the School Principal. Permission will only be given where there is a clear and legitimate purpose, and any approved recording will be subject to conditions specified at the time of granting permission.

Any breach of this policy, or any incident where unauthorised recording is suspected or confirmed, must be reported immediately to the DSL and logged in CPOMS. Where a recording involves a pupil, the incident will be treated as a safeguarding concern and managed accordingly. The school reserves the right to require the surrender and inspection of any device where a breach is suspected, in accordance with relevant Qatar law and school policy.

11. Dealing with Disclosure of Abuse

If a pupil discloses abuse to a member of staff, the member of staff must do the following:

- Explain that if you are concerned about what they have disclosed then you have to report it (no secrets).
- Reassure them that you are doing this to help and support them and that you are taking what they are telling you seriously.
- Allow the pupil to speak and listen to what they are telling you without interrupting.
- Do not press for details or ask leading questions.
- Only ask the minimum number of clarifying questions necessary to establish understanding of the concerns.
- Do not ask to see any injuries.
- If you can, write brief notes of what they are telling you, while they are speaking. These may help later, if you have to remember exactly what was said. Keep your original notes, however rough they are. It is what you write at the time that may be important later, not a tidier and improved version you write up afterwards.
- Do record date, time, place and exact words used.
- Write facts and record what the pupil said; do not write your opinion or professional judgement. If you feel you must comment, ensure that it is clear that you are giving your opinion and not stating a fact.
- Record all subsequent meetings with the pupil.

If you are concerned that a child is at risk of, or has possibly been subject to any form of abuse or neglect, log a concern in CPOMS immediately. Do not delay: concerns should be logged before the end of the working day at the latest, and immediately where risk is urgent.

When logging a concern in CPOMS:

- Record the date, time, and location of the disclosure or observation
- Record the child's exact words where possible — do not paraphrase or interpret
- Record facts only — not your opinion or professional judgement. If you feel you must comment, clearly mark it as your opinion
- Include context — where you were, who was present, what prompted the disclosure or concern
- Attach any relevant documentation, body map, or photograph where appropriate

Once submitted in CPOMS, the relevant DSL or DDSL for your phase will be automatically notified via the CPOMS collective alert group. You do not need to email separately or hand a form to anyone. However, if the concern is urgent or indicates immediate risk of harm, also speak directly to the DSL or available DDSL in person or by phone without delay.

The responsibility of the reporting member of staff ends once the concern has been logged in CPOMS and, where urgent, verbally communicated to a DSL or DDSL.

The Safeguarding Team at NISL

Designated Safeguarding Lead (DSL) (Whole School) & Accredited Student Protection and Care Officer

Headteacher – David Strange

Deputy Designated Safeguarding Leads (DDSL)

Deputy Principal – Andrew Hardy

Secondary Counsellor – Aleksandra Romana Brzezinksa

Primary Counsellor – Ena Rafferty

Primary Deputy Head of Pastoral – Jonathan Kingham

EYFS Coordinator – Cindy Hannocks

Head of Primary School – Christopher Hyndman

Middle School Deputy Head of Pastoral – Hugo Queiros

Head of Upper School – Jimmy Haidar

Principal – Patrick Salvage

Both the SEND Coordinator and school nurses collaborate with the safeguarding team to ensure the school's safeguarding framework is inclusive, proactive, and responsive to the needs of all pupils. Their expertise and vigilance are essential in promoting a culture of safety and well-being.

SEND Coordinator – Michael Callan

School Nurses – EYFS: Nesalin Suji | Primary: Sonia Joseph | Secondary: Fatma Sobhy Saad Ebrahim and Fancy Joju

In cases where criminal acts are involved or suspected the Headteacher will decide upon the relevant action. The options available in Qatar are:

- Phone hotline – 919 – to ensure this is solved amicably
- Contact capital police – formal investigation – 44521111
- Phone paediatric social worker – 66667725
- Investigation through the paediatric care centre on Al Saad – legally not required to get the parent's permission
- Sidra S-CAP – 40037227 – Child Advocacy and Advice Line 24/7
- Aman Centre – 44090999 – Protection and Social Rehabilitation Center
- Social workers at Family Therapy First Tel: 4456 5800 | Fax: 4466 6607 | Email: h.alchegab@Qfpsr.qa

12. Allegations Against Staff

- All school staff should adopt safe working practices when working with pupils.
- Avoid one to one situations where possible.
- Be visible if you are in the situation where you are working alone with pupils (let someone know where you are, who you are with and why, and for how long).
- Avoid unnecessary physical contact.
- Ensure all contact during lessons is appropriate, visible and in context.
- Adopt discretion with distressed pupils.
- Maintain appropriate communication with pupils both in and out of school.
- Staff must not have pupils as 'friends' via any social media or social networking site.
- In Qatar, male staff should deal with male pupils and female staff with female pupils whenever 1:1 conversations are required. This may not always be possible, but in cases where it is not possible ensure that the safest working practices are in place.
- Where an allegation is made against the Principal, this should be reported directly to the Group CEO or HR Lead.
- In line with MOEHE procedures, all **allegations of abuse or misconduct by staff** that may constitute a safeguarding or protection concern will be reported promptly to the *Private Schools and Kindergartens Administration*, in addition to internal investigations and any referrals to the police or other agencies.

This section applies equally to supply staff, trainee teachers, volunteers, and contractors. Where a concern or allegation relates to a trainee teacher, the procedure set out in Part 4 of KCSIE 2026 should be followed and the relevant training provider notified. All such concerns must be logged in CPOMS.

If an allegation relevant to this policy is made against a member of staff directly by a pupil to a staff member, the staff receiving the allegation will immediately inform the key Designated Safeguarding Lead (Whole School).

The Designated Safeguarding Leads will then investigate the allegations to establish:

- Who made the allegation?
- The nature of the allegation
- Where and when the alleged incident took place
- Who was involved?
- Whether there were any witnesses
- All allegations made against members of staff will be reported to the Headteacher.
- The member of staff against whom the allegations have been made, may be suspended (with pay) pending investigation, in order to protect all parties involved.

If the outcome of the investigation establishes that abuse has occurred, due to failure to meet applicable professional standards, the member of staff involved shall be dealt with through the school's Disciplinary Policy.

Abuse of Trust and Professional Conduct

All staff at NISL must maintain professional boundaries at all times. Favouritism, overly personal relationships, or any conduct that could be perceived as grooming or a misuse of authority is strictly prohibited. Any breach will be treated as a safeguarding concern and referred to the Private Schools and Kindergartens Administration.

Administrative Investigations

In line with MOEHE Circular No. 4 (2023), all allegations of abuse or misconduct by staff will be investigated by the school's internal complaints committee. All steps, interviews, and outcomes will be documented and reported to the MOEHE Private Schools and Kindergartens Administration. Cases with potential criminal elements will be referred to the police or S-CAP following MOEHE approval.

13I. Whistleblowing (Confidential Reporting)

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Principal or Deputy Principal.

13II. Safeguarding Complaints and Appeals

Pupils and parents have the right to raise any safeguarding-related concern or complaint through the school's established Complaints Policy (2025–26). In the first instance, concerns should be raised with the relevant Class Teacher or a member of the Senior Leadership Team. If the matter is not resolved informally, parents may submit a formal complaint to the Principal, who will investigate in line with the school's staged procedure. Should the concern remain unresolved, it will be reviewed by the CEO of Newton Group, as outlined in the school policy.

Where a complaint specifically relates to child protection or pupil safety, it will be treated as a priority safeguarding matter and immediately referred to the Designated Safeguarding Lead (DSL) or Student Protection and Care Officer (SPCO). If the complainant remains dissatisfied following the internal process, they may escalate the concern to the Private Schools and Kindergartens Administration (MOEHE) in accordance with Article 6 of the Student Protection and Care Policy (2025–26).

All complaints will be handled promptly, fairly, and confidentially. No pupil or parent will ever be penalised for raising a safeguarding concern in good faith.

14. Anti-Bullying and Cyberbullying Policy

Our Anti-Bullying and cyberbullying policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This includes racist bullying, misogynistic and misandrist bullying, faith-based bullying, and bullying related to gender or other personal characteristics. Misogynistic language, attitudes, and behaviour will be treated as bullying or recorded as a low-level concern and will not be minimised or dismissed as normal behaviour. All such concerns are recorded in CPOMS.

The school delivers a zero tolerance approach to all forms of bullying including verbal, physical and cyber.

15. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to.
- Ensure that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include opportunities, across the curriculum, including and particularly within PSHE education, which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Staff will be deployed in duty areas at key times of the day such as arrival, breaks and dismissal so that children are adequately supervised and that staff presence is visible for pupil safety and wellbeing.

Help, Support and Protection Framework

NISL recognises that effective safeguarding operates across a range of levels of help and support, as set out in *Working Together to Safeguard Children 2026*:

- **Universal services and community-based early help:** support available to all pupils and families through education, health, and community services, including the school itself.
- **Targeted early help (Family Help):** more focused, multi-disciplinary support for children and families with multiple or complex needs. In Qatar, this is delivered through the school's counselling services, in partnership with PHCC, Hamad Medical Corporation, S-CAP, and the Aman Centre where appropriate.
- **Statutory child protection:** action taken where a child is suffering or likely to suffer significant harm. In Qatar, this is delivered through S-CAP, the Ministry of Interior, and other relevant authorities in line with Qatari law and MOEHE procedures.

School staff should not wait for concerns to escalate before referring to the DSL. All concerns across this spectrum should be logged in CPOMS.

15A. Violence Against Women and Girls (VAWG), Misogyny and Harmful Behaviours

NISL recognises misogyny and misandry as named safeguarding concerns. A culture that tolerates low-level misogynistic language, attitudes, or behaviour creates the conditions for escalation to more serious harmful sexual behaviour. Such behaviour will always be challenged and addressed.

Staff should be alert to misogynistic language and behaviour and record it as a low-level concern in CPOMS. The dismissal of such behaviour as 'banter' or normal conduct is unacceptable.

NISL recognises that harmful sexual behaviour exists on a continuum — from misogyny and harassment through to sexual violence — and that early intervention is essential. The school's PSHE programme addresses misogyny, harmful online influencers, and the development of respectful relationships at age-appropriate stages.

Preventative education at NISL seeks to create a culture of zero tolerance for sexism, misogyny/misandry, derogatory behaviour, and all forms of physical or sexual violence and harassment.

15B. Young Carers

NISL recognises that some pupils may have significant caring responsibilities at home. Young carers are a potentially vulnerable group, and their caring responsibilities can impact attendance, attainment, behaviour, and wellbeing.

Early identification of young carers is essential. Where attendance, attainment, or behaviour concerns arise, staff should consider whether caring responsibilities may be a contributing factor and raise this with the DSL or school counsellor. Concerns should be logged in CPOMS.

Where a pupil is identified as a young carer, appropriate support will be put in place, which may include referral to the school counsellor, liaison with parents, or referral to external support services available within Qatar.

15C. Safeguarding Children with Medical Conditions

Having a medical condition (including allergies and conditions requiring delegated healthcare tasks) is not in itself an indicator that a child is at greater safeguarding risk.

However, where a clinical incident takes place in school, the responsible healthcare professional (School Nurse), in conjunction with the Designated Safeguarding Lead, should consider whether any safeguarding duty has been triggered and whether further action is required, based on the nature of the incident. Any such incident should be logged in CPOMS.

This section should be read in conjunction with the school's First Aid Policy and Health and Safety Policy.

16. Critical Incidents and Safeguarding Responsibilities

NISL recognises that certain emergencies and critical incidents may pose immediate risks to the safety, wellbeing or protection of pupils. In line with MOEHE Circular No. 15 (2025), safeguarding duties remain active throughout any crisis.

During any critical incident — such as fire, intruder, bomb threat, civil disturbance, hazardous material release, serious accident, medical outbreak, missing pupil, or any situation compromising pupil safety — the Principal, as the superior decision-maker, will lead the school's response.

The Principal, supported by the Designated Safeguarding Lead (DSL) and the School Incident Response Team (IRT), will ensure that safeguarding is embedded into all emergency actions. Their responsibilities include:

- Ensuring pupils are supervised, accounted for, and protected from further harm.
- Assessing safeguarding and welfare risks arising from the incident.
- Supporting pupil wellbeing, including vulnerable pupils and those with SEND.
- Coordinating with external agencies (Police, Civil Defense, HMC, S-CAP, Aman Centre) where required.
- Ensuring that all safeguarding-related actions and decisions are accurately recorded.
- Overseeing safe pupil–parent reunification, communication, and post-incident follow-up.
- Providing or arranging appropriate aftercare, monitoring, and referrals once the incident has concluded.

All staff must follow the NISL Crisis Management Policy and Lockdown Addendum. Safeguarding considerations must underpin evacuation, shelter-in-place procedures, communication with parents, media handling, and overall pupil protection throughout an incident.

This policy must be read in conjunction with the NISL Crisis Management Policy and Crisis Management Lockdown Addendum, under which the Principal leads all emergency response decision-making with safeguarding oversight provided by the DSL.

17. Appendix 1 – Types of Abuse

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Abuse is broadly divided into four categories:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

A child can be at risk from any combination of the four categories.

18. Physical Abuse

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

19. Typical Signs of Physical Abuse

- Bruises and abrasions — especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child.
- Slap marks — these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks — can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- Bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away.
- Gripping bruises on arm or trunk can be associated with shaking a child. Grip marks can also be indicative of sexual abuse.
- Black eyes — are most commonly caused by an object such as a fist coming into contact with the eye socket.
- Damage to the mouth — e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks, poisoning and other misuse of drugs — e.g. overuse of sedatives.
- Burns and/or scalds — a round red burn on tender, non-protruding parts will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern.

20. Sexual Abuse

Involves forcing or enticing a child or a young person 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 (e.g. rape) or non-penetrative acts. They may include non-contact activities or encouraging children to behave in sexually inappropriate ways.

21. Typical Signs of Sexual Abuse

- A detailed sexual knowledge inappropriate for the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult.
- A fear of medical examinations.
- A fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc.
- A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- Excessive masturbation.
- Promiscuity.
- Unusually explicit or detailed sex play in young children.
- Sexual approaches or assaults — on other children or adults.
- Pregnancy, urinary tract infections (UTIs), sexually transmitted infections (STIs) are all cause for immediate concern in young children.
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas.
- Discomfort or pain particularly in the genital or anal areas.
- The drawing of pornographic or sexually explicit images.

22. 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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. It may involve 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 ill treatment of a child although it may occur alone.

Children are recognised as victims of domestic abuse in their own right when they see, hear, or experience the effects of domestic abuse and are related to either the victim or perpetrator, or either the victim or perpetrator has parental responsibility for that child. Domestic abuse causes direct harm to children as victims, not merely as secondary witnesses.

Staff should be alert to the indicators that a child may be living in a household affected by domestic abuse, including: unexplained changes in behaviour or emotional state; signs of anxiety, fear, or withdrawal; disclosures about parental conflict; and signs of physical harm. Any such concerns should be referred to the DSL without delay and logged in CPOMS.

Domestic abuse may include controlling and coercive behaviour, economic abuse, honour-based abuse, and faith- or belief-based abuse, in addition to physical violence.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviours towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' — difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

23. 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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

24. Typical Signs of Neglect

Underweight: a child may be frequently hungry or preoccupied with food or in the habit of stealing food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip.

Inadequately clothed where the lack of care is preventing the child from thriving.

Neglect may also take other forms. For example, a child may have all that he or she wishes for in a materialistic sense but may be neglected of love and affection from parents or caregivers.

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. It may be appropriate to invoke Child Protection Procedures in the case of Neglect where the child's development is being adversely affected.

25. The Symptoms of Stress and Distress

When a child is suffering from any one or more of the previous four categories of abuse, or if that child is ‘at risk’, they will nearly always display signs of stress and distress, including:

- A lack of concentration and a fall-off in school performance.
- Aggressive or hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g. thumb sucking.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy.

Parental Signs of Child Abuse

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child’s behaviour as bad or naughty.
- Leaving children unsupervised when they are too young to be left unattended.

26. Child-on-Child Abuse (Including Harassment and Violence)

All staff have a responsibility to recognise that children can harm other children.

NISL recognises that the absence of reported abuse does not mean that it is not happening; staff should be vigilant in their duty to identify and report concerns.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children; inappropriate behaviours that may be passed off as ‘jokes’ or ‘banter’ will be challenged. NISL remains committed to creating a culture that is respectful and will not normalise unacceptable behaviour.

Downplaying certain behaviours — for example, dismissing sexual harassment as ‘just banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ — can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children, and in worst-case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. Child-on-child abuse is preventable. Timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI (e.g. deepfakes)
- serious physical assault and harm, or the threat of harm with a weapon
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

Modern Slavery and Criminal Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) may constitute modern slavery. Where a potential victim of CCE or CSE is identified, a relevant child protection referral and a modern slavery referral should be completed simultaneously.

Children can be forced or manipulated into transporting drugs or money (including through county lines — where children are exploited to transport drugs using dedicated mobile phone lines or deal lines over county boundaries), working in cannabis factories, shoplifting, or committing vehicle crime. These children are victims and should be treated as such.

Victims may have been criminalised for actions taken under coercion. This must be recognised and reflected in the school's response to any child who discloses such involvement. It is not possible for a child to give informed consent to engage in criminal or exploitative activity. All concerns of this nature must be logged in CPOMS immediately.

27. MOEHE Compliance

In line with the Ministry of Education and Higher Education (MOEHE) Student Protection and Care Policy (2025–26), Newton International School Lagoon has appointed an accredited Student Protection and Care Officer, whose details have been submitted to the MOEHE. The school commits to annual reporting of safeguarding compliance to the Private Schools and Kindergartens Administration. All data handling and record-keeping are conducted in accordance with Qatar Law No. 13 of 2016 on data protection and privacy. The school's safeguarding culture is guided by Islamic values and Qatari social ethics, ensuring that respect, justice, and compassion underpin all practices. Parents and pupils have the right to raise formal grievances or appeals regarding safeguarding decisions via the school's Senior Leadership Team, with escalation routes available through the MOEHE as stipulated in Article 6 of the national policy. The policy is published in both English and Arabic, and shared through parental briefings and staff induction sessions to ensure full community awareness.

2.6 Appendix 2 – Note of Concern: Confidential Safeguarding Concern Form

IMPORTANT: NISL uses CPOMS as its primary safeguarding recording system. This paper form is retained as a contingency only, for use in the event that CPOMS is temporarily unavailable. Under normal circumstances, all safeguarding concerns must be logged in CPOMS.

If this paper form is used as a contingency:

- Complete it in full and hand it directly and in person to the DSL or an available DDSL immediately
- Do not leave it on a desk, in a pigeon hole, or with another member of staff for onward delivery
- The receiving DSL or DDSL must transfer the concern into CPOMS as soon as the system is available
- The paper form must then be retained securely in the confidential safeguarding file until transferred

Use this form to record the initial concern/disclosure and the circumstances in which it arose. Attach any relevant correspondence and pass to the Designated Safeguarding Lead (DSL) immediately. (This form should be physically passed to the DSL.)

REPORTER DETAILS	
Reporter's Name:	Profession:
Other Staff Involved:	Profession:
PUPIL DETAILS	
Pupil Full Name:	Year and Class:
Other Pupils Involved: Year and Class:	
Tutor's Name:	Head of Year Name:
DETAILED REPORT	
Date of disclosure or Initial concern: Location:	
Time of disclosure or Initial concern:	
Initial Concern/Disclosure:	
Additional Information: (context of concern/disclosure)	

2.7 Appendix – KCSIE 2026 – Which Sections Should I Read and Understand?

Note: Page number references below will be updated following final publication of KCSIE 2026 in September 2026. Annex references have been updated to reflect the 2026 structure.

Section	Content	Who Must Read
Summary	All Staff	All Staff
Part 1	Safeguarding Information for all staff	All staff working directly with children, Principal & SLT
Part 2	The management of safeguarding	Principal, SLT, School Nurses, DSL and DDSLs, SENDCo
Part 3	Safer recruitment	Principal, SLT, DSL, HR (and any staff involved in interviewing)
Part 4	Allegations of abuse made against teachers and other staff, including supply teachers, trainee teachers, and volunteers	Principal, SLT, DSL and DDSLs, HR
Part 5	Child-on-Child Sexual Violence and Sexual Harassment	All staff in direct contact with Pupils, Principal & SLT
Annex A	Further Information (formerly Annex B)	All staff working directly with children, Principal & SLT
Annex B	Role of the Designated Safeguarding Lead (formerly Annex C)	Principal, DSL, DDSLs, SLT, HR
Annex C	Regulated Activity – children (formerly Annex E)	Principal, DSL, DDSLs, SLT, Trip leaders if applicable
Annex D	Summary of Changes (replaces former Annex F)	DSL, DDSLs & Principal

2.8 Safeguarding and Child Protection Declaration

- I confirm that I have read and understood the information contained in the Safeguarding and Child Protection Policy.
- I confirm that I will follow this guidance, and I confirm that I will ask for more information from the Designated Safeguarding Lead if I have any questions, or do not understand anything.

- I am aware that a signed copy of this declaration will be placed in the Safeguarding training file.

Signature

Name – (Block Capitals)

Department or Team

Date

2.9 Child Protection Body Map

[Body map diagram retained as per original policy]

Document prepared by: David Strange, Headteacher and Whole School DSL, Newton International School Lagoon Campus | Revised: June 2026

Based on: KCSIE 2026 (Draft for Consultation, February 2026) + Working Together to Safeguard Children 2026 (March 2026) + CPOMS Implementation

Review against final KCSIE 2026 (expected September 2026) required before finalising.