Newton British Academy
Barwa City

Child Protection Policy

Policy Date: June 2021 – June 2024
Review Date: June 2022

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

Introduction

NBA has a primary responsibility for the care, welfare and safety of the students at the school, and this duty is carried out through pastoral care guidelines, which aim to provide a caring, supportive and safe environment. Any concerns regarding abuse or its types will not be ignored by anyone who works at the school.

Aim

The aim of the Child Protection Policy is to make explicit the roles and responsibilities of all stakeholders in the safeguarding of all students and reporting of child protection concerns.

- All staff have been subject to appropriate background checks and have signed a document outlining clear duties and responsibilities with regards to safeguarding
- The purpose of the following procedures on child protection is to protect our students by ensuring that everyone who works in our school – teachers, non-teaching staff, parents and volunteers – have clear guidance on the action which is required where abuse or neglect of a child is suspected
- Staff will liaise with parents to ensure that there is trust and understanding of any situation. Parents are encouraged to contact our staff if they have any concerns about the safety of their child or any other child in our care

Principles of Child Protection

- Creating a 'child safe' and 'child friendly' organisation- in relation to environmental safety as well as protection against forms of abuse
- The welfare of children is of paramount importance
- A proper balance must be struck between protecting children and respecting the rights and needs of parents, carers and families
- Children have a right to be heard, listened to and taken seriously

Definition of the terms

- **Child**: Refers to any human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier. (UNICEF)
- **Child protection**: According to UNICEF, Child Protection refers to preventing and responding to violence, exploitation and abuse against children
- **Child Protection Policy**: A broad term which encompasses philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm

What counts as a Child Protection concern?

The types of significant harm students may experience are classified as abuse by adults, abuse by peers and self-harm.

- **Abuse by adults**: this includes the different forms of abuse such as physical abuse, emotional abuse and neglect.
- **Physical abuse**: physical injury to a child, whether deliberately inflicted or knowingly not prevented, which includes physical punishment, beating, hitting, slapping, punching or others.
- **Emotional abuse** happens when a child's needs for affection, approval, consistency and security are not met. Examples include being shouted at, being critical of and having inappropriate expectations of a child.
- **Neglect** can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, and/or medical care.
- **Abuse by Peers** refers to physical abuse among peers, gang violence and bullying. This can include taunting, name calling, cyber bullying, blackmailing, etc. At NBA any form of abuse amongst peers is not acceptable and is immediately investigated. Parents of all children involved will be personally contacted immediately after the behaviour is identified. A parent making a complaint about bullying will have a personal response from the designated teacher within 2 days of making the complaint, indicating the investigation which has been carried out and the action being taken. Any complaint by a parent will be fully investigated by the designated teacher/member of SMT for child protection, and team action will be taken to protect the child.
- **Domestic Violence:** Although a child may not be physically abused, they can experience significant harm in other forms. A child can experience emotional abuse by overhearing or witnessing adults fighting. This can have a huge emotional and psychological impact on a child. Children are most affected, and it results in anxiety, low–self-esteem, anger or depression. Children love and look up to their parent's and when their loved ones become verbal or physical towards one another within the domestic setup, this is called domestic violence. This impacts the child's stability, affects their self-esteem, their self-confidence, they may become aggressive or have temper tantrums. Some children internalise their worries and become reclusive or turn to self-harming or develop eating disorders. The most common behaviours linked to hostile home environments are anger, anxieties and depression in children.
- **Radicalisation and Extremism:** a process by which children come to support forms of extremism such as terrorism. Young people are vulnerable to being radicalised or groomed as they begin to develop their identities. As young people go through a process of testing and developing their identity, they may be particularly vulnerable to being groomed or radicalised, either face-to-face or online. Staff should identify children who may be vulnerable to radicalisation and report their concerns to the Designated Safeguarding Lead.
- **Children missing from education:** missing school for no good reason is a potential indicator of abuse or neglect. It is in every child's best interest that they attend school every day. Parents need to be made aware that allowing a child to miss school is depriving them of a better education. Every effort should be made by staff to communicate with parents where the child's attendance in school is less than satisfactory.
- **Self–Abuse:** deliberately causing harm to oneself such as self-harming using objects to cut/ hurt self, deliberately refusing to eat or consuming substances which can be harmful to the body. Children who experience any form of abuse at home or by peers take up to harming themselves as a means to release

their pain. Staff must report such behaviour to the Designated Safeguarding Lead. Students must always be encouraged to speak to their class teacher/school counsellor if they are experiencing or in fear of experiencing any form of abuse. If parents are concerned for the wellbeing of their children, they can inform the class teacher or make an appointment directly with the school counsellors.

Note: *NBA respects the culture and customs of Qatar. It also recognises the limitations in addressing child protection issues while governed by Qatari law and support systems. The school shall be guided by the advice of the Ministry of Education in all serious cases of abuse.*

Staff Training

Staff will receive regular training in the principles of Child Protection based on the best practices as outlined by the UK Department for Education. Training may involve:

- Online courses
- Professional Development workshops
- Mentoring and one-on-one coaching

Procedures

Important: In all cases of concern the relevant school section safeguarding lead and Principal of the school must be informed within 24 hours.

When and if there are Child Protection allegations the following must happen:

- The SMT arranges to meet the parents and they will speak with them to find out as much as possible about the situation. This will be minuted and a record will be kept in the students file. There needs to be a documented signed agreement and commitment from parents that they will not physically or mentally harm their child in the future. If this is not adhered to and further allegations or evidence of neglect or physical/ mental harm are made apparent, the police will be informed
- If parents fail to properly and appropriately collaborate, the school will contact the Protection and Social Rehabilitation Centre (AMAN) or the school will advise the student to open a file with AMAN by calling or sending an email. Full disclosure will be conducted by the school with the Ministry of Interior (the Social Police) to protect the student. This will be minuted and a record will be kept in the students file

AMAN contact details: Tel: 919 (24hrs) or (+974) 44090999
Website: http://www.aman.org.qa/Ar/Pages/Home.aspx with email contact

Contact Details of Designated Safeguarding Leads in each school section:

EYFS:
Kathy Lockyer - Early Years Foundation Stage coordinator
klockyer@nbabarwa.com

Ana Sofia Lopes Monteiro – Primary School Counsellor
amonteiro@nbabarwa.com

Primary:
Tatum Julies – Deputy Head of Primary (Pastoral)
tjulies@nbabarwa.com

Ana Sofia Lopes Monteiro – Primary School Counsellor
amonteiro@nbabarwa.com

Secondary:
Marie Miles – Head of Pastoral (Secondary)
mmiles@nbabarwa.com

Branca Pereira – Secondary School Counsellor
bpereira@nbabarwa.com

External Agencies

- Protection and Social Rehabilitation Centre (AMAN) - Tel :(+974) 44090999 Hotline: 919
- 'Help' App - AMAN provides a free mobile application produced in-house, helping children that are/ were subject to violence
- Sidra Child Advocacy Program (S-CAP) - 4003 7227/ 4003 4000
- Child Adolescent Mental Health Services (CAMHS) Hamad Co-operation – CAMHS cater to providing mental health services and therapy for both parents and child
- Email : camhs@hmc.org.qa Tel: +974 66912020

Appendix 1

Procedure for reporting disclosed (or suspected) child abuse

Teacher/ Form Tutor records the information on the reporting form; shares the information with Designated Safeguarding Lead (DSL) and Principal of the school within 24 hours.

DSL and Principal will assess the situation and if allegation is of serious concern then the information is passed on to

EYFS: Lead Coordinator
Primary: HO Pastoral/ SMT
Secondary: HO Pastoral / SMT

SMT to decide on action plan which will be reviewed and monitored. Parents to be informed and called in for a meeting.

Relevant staff informed and action plan is reviewed.

If child is at serious risk of harm, CEO to be informed.

Appendix 2

Guidelines for recording disclosed information

If a child makes a disclosure to a teacher or other member of staff which gives rise to concerns about possible abuse, or if a member of staff has concerns about a child, the member of staff must act promptly. The teacher's prime responsibility is to help the child keep away from experiencing more harm. Hence teachers can recommend that the student remove himself/ herself from the situation.

Remind the child that the situation at home is not their fault, the child is not to blame. If the situation is at school, immediate action should be taken to protect the child.

When a student speaks to a teacher about his concern the teacher must:

- Listen carefully and let the child tell you what happened in his/her own time.
- Not use probing or leading questions that are led by assumptions. Use short open-ended questions that the child can expand on.
- Reassure the child that he/she is not to blame for what happened (or is happening).
- Let the child know he/she is very brave to tell you about it. They will feel better for simply talking.
- Try to stay calm and not let the child see if you are shocked.
- Inform the child what action as a teacher you will do next. (follow the procedure for reporting information)

Record keeping

Suspicions and allegations of harm made by students will be recorded by staff and noted in their pastorals. This information will be passed on to the School Counsellor who will maintain detailed notes in their pastorals and counselling notes. Minutes of all meetings with the parents will be kept for future reference and will be shared with the parents.

Appendix 3

Principles to child protection and safeguarding students on campus:

1. ***Principle of Best Interest for children*** - to protect children's welfare, all school decisions must be made keeping children as primary importance.
2. ***Principle of safety -*** no to abuse, neglect, punishment.
3. ***Principle of equality and non-discrimination*** - staff members should provide an equal opportunity to each and every child and should not disregard any child on the basis of creed or colour.
4. **Principle of participation -** staff have to involve every child within a class set up or for school functions to ensure participation for school programs and events.
5. ***Principle of confidentiality -*** staff need to respect the privacy of a child, especially in cases of abuse or neglect and **MUST** not discuss such cases amongst other staff members. Such disclosures have to be taken seriously and teachers must make children aware that if the subject matter is serious, the teacher is obliged to report it to concerned personnel. Staff MUST not promise to keep secrets.

Associated Policies & Documents

- Child Protection Policy
- Data Protection Policy