



**Newton**

International School D-Ring Road

**An International Community striving for excellence and celebrating success**

# Safeguarding Policy

2024

## Responsible Person:

Designated Safeguarding Lead in collaboration with Safeguarding Team

## Review Date

Reviewed in August 2023

Next Review August 2024

## Published

School Website

G Drive accessible to all staff



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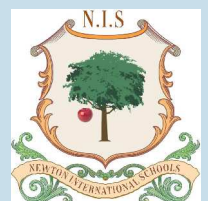
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# Intent

At Newton International School D Ring we firmly believe that the children in our school are the core of all we do. Our priority is to ensure our students are safe, secure and happy at school. Working together in partnership with our parents and community is essential and this document outlines the procedures in place to ensure all are safe within our community.

This is a necessity for all and the procedures within this policy are non negotiable to ensure the safety of our students.

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

Our Vision is underpinned by our commitment that all of our children will be able to learn and grow in the safest environment possible. Our students are empowered to make decisions for themselves and are supported in this by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe (e.g. through Philosophy for Children, Personal, Social and Health Education, Social Skills programmes or similar).

Recognition of the school's role to protect our children, awareness that eliminating risk altogether is not a possibility but putting procedures in place to provide support as well as training staff to recognise signs and follow processes in the best interest of our children. Consequently, all staff and those involved in our school community accept and adhere to these basic principles:

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture;
- All students need to be safe and feel safe in school;
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe;
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work;
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students;
- Our guiding principle throughout is ‘the best interests of the students’;
- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, and religion.



# Intent

Newton International School D Ring aims to:

- Provide a world class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues, and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.
- Ensure that children are taught about safeguarding and welfare through PSHE and through the explicit teaching of how to stay safe online.

This policy will be endorsed and adopted at the highest levels, both in our school and in the organisation. The policy will be adopted by Newton International School D-Ring and signed off by the CEO. This policy will also be applied to any partner agency with unsupervised access to children and young people through their work with Newton International School D Ring, as well as any contracted organisation working onsite.

## EQUALITY STATEMENT

Some children have an increased risk of abuse and/or neglect and may face additional barriers to disclosure. We are committed to ensuring every child remains safe and has the same level of protection. Owing to this we give special consideration to children who are categorised as vulnerable including children with additional needs, children with English as an additional language, young carers, may experience discrimination due to their race, religion, ethnicity, gender.



# Implementation

## Definitions



### Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.



### Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.



### Additional Notes

If our school's preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to being identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, the purpose of the policy is to ensure that Newton International School D Ring takes whatever measures are possible to avoid this from happening.



# Implementation

## Rationale



### Rationale

This policy sets out the principles and expectations, as well as the procedures and processes, which must be adopted by all staff within our school. The policy also describes the steps that are taken in meeting our commitment to safeguarding students.

Newton International School D Ring recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). All member states of the UN have signed up to the 1989 convention, with the exception of the United States of America.

All the UN articles can be found at the following link:

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

In addition to D Ring's commitment to the UN convention on the rights of the child, our school has used the safeguarding standards set by the international safeguarding organisation "Keeping Children Safe" to benchmark against; and the UK schools' statutory guidance 'Keeping Children Safe in Education' (September 2016). The policy is also underpinned by the UK multi-agency guidance "Working together 2015" where relevant.



### Related documents and policies

This overarching safeguarding/child protection policy should be read in conjunction with the recruitment policy, whistleblowing policy, code of conduct for all employees, health and safety policy, behavior management policy and any other related policies.

This policy has been drafted to have regard to Section 175 of the Education Act 2002. Other key legislation and guidance (this is not an exclusive list)

- Children Act (1989)
- Children Act (2004)
- Keeping Children Safe in Education (2022)
- Working Together (2018)
- Education Act (2002)
- Education (student Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (2018)
- Data Protection Act (2018)
- What to do if you're worried a child is being abused (2015)
- Searching, screening and confiscation (2018)
- Preventing and Tackling Bullying (2017)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- UN Convention on the rights of the child (UNCRC)

# Implementation

## Roles and Responsibilities



### Designated Safeguarding Team (DST)

The DST (as named in appendix 4) will:

Ensure that this policy and procedures are implemented across their school and is followed by all staff and volunteers.

Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.

Ensure that the culture of the school facilitates concerns being raised and handled sensitively.

Ensure that safeguarding is addressed through the curriculum.

Ensure the school site is secure.

Ensure that local mapping of legislation, guidance and supportive agencies is undertaken

Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.

Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.



### Designated Safeguarding Lead (DSL) and Deputy DSL

**The designated staff role is guided by two principles:**

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

**Being guided by these principles the Designated Safeguarding Lead will:**

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Senior Management Team, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.



# Implementation

## Roles and Responsibilities



### All Staff

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.



### Responsibilities on all staff (including partner organisations and contractors having unsupervised contact with children)

All staff will:

Ensure they are familiar with and follow this safeguarding policy and all other safeguarding related policies e.g. Codes of Conduct

Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).

Be alert to signs and indicators of possible abuse.

Listen to and take seriously the views and concerns of children.

Record any concerns and report these to the Designated Safeguarding Lead (DSL).

Follow the procedures outlined in this document when/if concerned about any child.

Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.

Undertake appropriate child protection/safeguarding and safe recruitment training including E-Safety (and refresher training as required).

All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the Newton Group code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.





# Implementation

## Mobile Phone Usage



### Mobile Phones use in school

All children are required to hand in mobile phones at the start and end of the day and are not permitted to use mobile phones around the school premises. All mobile phones are collected and stored securely at reception. All staff should have their phones switched off and kept in bags during school hours and are not permitted to use them in front of children. Staff are permitted to use mobile phones at break times, in staff rooms when no children are present.

Please also refer to the mobile phone use policy.



### Early Years and Mobile phone usage

The Early Years Safeguarding and Welfare Requirements state that settings should have a clear policy on the use of mobile phones and devices (para.3.4).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

All staff's personal mobile phones should be placed in the Early Years Coordinators office during school hours. Staff members are only allowed to use their devices during break times when no children are present. Any visitors visiting the school are asked to respectfully turn off and not use their mobile phones to adhere to the safeguarding policy. Photographs are only permitted to be taken using the school I-pads provided and never should be taken using personal devices of staff or visitors.



# Implementation

## Training and Support

### **Newton International School D Ring will ensure that:**

- All staff and volunteers in schools are provided with appropriate general safeguarding training on joining the organisation and then at least every two years. This training will be available through Educare and other online platforms, as well as face-to-face events.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools, as well as the Deputy Safeguarding Officer and the Principal, have appropriate, up to date knowledge and that they access appropriate additional and specialist training (This will be refreshed every two years.)
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every three years.
- Any student who has or is suffering from any form of harm will receive support.

Newton International School D Ring recognises our duty of care to our employees and where staff have been involved in reporting and responding to abuse, we recognise that this can be very difficult to deal with in isolation. Newton International School D Ring will therefore be in a position to offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue.

**Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.**



# Implementation

## Identification



**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.



**Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only in so far as they meet the needs of another person.



**Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.



**Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.

While there are broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas. Organisational and school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).



# Implementation

## Identification



### Self Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends. The feelings that these issues bring up can include: low self-esteem, low confidence, loneliness, sadness, anger, numbness and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.



### Indicators of Self Harm

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, substance abuse, or unusual eating habits and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree a course of action or referral to an organisation that may be able to support the student.



# Implementation

## E Safety and Bullying

### **E Safety**

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

Inappropriate content. This could be written online and/or in the form of inappropriate images.

Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).

Sharing personal information.

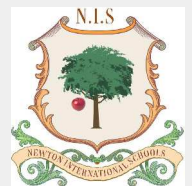
### **Cyber Bullying.**

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

Newton International School D Ring believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, social skill programmes and the teaching of online safety. Our school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

### **Anti-Bullying**

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology.



# Implementation

## Specific Safeguarding Issues

### **Children with Special Educational Needs or Disabilities**

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties, in particular, can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour.

### **Whistleblowing**

Our school recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower. Please refer to the whistle blowing policy.

### **Physical Intervention/restraint**

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice. Staff should take great care when having to do this; ensuring they are visible to others where at all possible.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

The Principal requires any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident.

Witnesses to the incident should be identified where possible.

Where intervention has been required, a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.



# Implementation

## Specific Safeguarding Issues

### Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Newton International School D Ring recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being inappropriately touched/assaulted or boys being subjected to initiation/hazing type violence).

Newton International School D Ring aims to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of
- healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Newton International School D Ring will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from the Principal and/or CEO where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.



# Implementation

## Recruitment and Allegations

### Safe Recruitment and Selection

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

Where staff are moving to new schools within the Newton Group and references are requested, the DSL/Principal must be consulted in whether those staff have had an allegation made against them at any point.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the HR Manager and Head of Recruitment.

### Allegations made against staff

Allegations against staff All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

In line with KCSiE part 4 guidelines, all employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Principal (or equivalent senior member of staff). The Principal will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold). The CEO will be contacted for all 'allegations' and the relevant guidance will be followed. If the Principal needs advice or guidance they should contact the CEO.

If the allegation is against the Principal, the person receiving the allegation will contact the HR or CEO directly. Where concerns are considered to be 'low level' by the Principal, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process. If the concern relates to the Principal, the person receiving the information will immediately inform the HR who will consult the CEO as above, without notifying the Principal first. Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the CEO and HR Consultant in making this decision. In the event of an allegation against the Principal, the decision to suspend will be made by the CEO.





# Implementation

## Disclosure, Reporting and Further Action

### **Procedures to be followed by any staff member or volunteer who is concerned about any student**

If staff suspect that any student in their care may be a victim of abuse, or is at risk of abuse or other form of harm (including peer on peer abuse), they should not try to investigate, and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator.

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body.

The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further through consultation with CEO.

It is important that a full record of all the information and decisions made are recorded and stored confidentially in a secure location.



# Implementation

## Disclosure, Reporting and Further Action

### **General Principles:**

All children attending Newton International School D Ring should feel listened to and be provided with early help. Early help is provided by our DST, class teacher, Principal, AESN team or the Deputy Head of Pastoral and, where necessary, advice and referrals to outside agencies.

*Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.*

### **The following guidance is based on five key practices for all staff:**

#### **Receive**

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say “I can’t stop now but come and see me in my office at...”. Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.

#### **Reassure**

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

#### **React**

React to what the child is saying only in as far as you need to for further information. Don’t ask leading questions. Keep questions open such as... “Is there anything else you need to tell me?” Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

#### **Record**

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well.

#### **Report**

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern (using the form at Appendix 1) should be passed to the Designated Safeguarding Lead as soon as possible.



# Implementation

## Record Keeping and confidentiality

### Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

Child protection records are stored in a secure, locked filing cabinet, accessible through the Designated Safeguarding Lead and other senior staff to ensure reasonable access.

Records of any child disclosure should be clearly dated and filed without future amendment.

Child protection records are separate to the general education file. Staff who need information about any of these records will be informed by the Designated Safeguarding Lead.

A child protection file will be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:

- If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
- If information is forwarded to the school by a previous school attended by the child.
- If the school is alerted by another agency of child protection concerns about that child.

Members of staff should make a written/typed account of any concern they have regarding the welfare or well-being of a child, using the school's pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead, but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

If any information is removed from a file for any reason, a dated note should be placed in the file indicating who has taken it, why and when.

The record pro forma should include (see Appendix 1):

- A record of the child's details: name, date of birth, address and family details.
- Date and time of the event/concern.
- The nature of the concern raised.
- The action taken and by whom: Name and position of the person making the record.



# Implementation

## Record Keeping and Confidentiality

### **In the case of disclosure, remember the record you make should include:**

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

### **Confidentiality**

Our school should regard all information relating to individual Safeguarding/child protection issues as confidential, and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Designated Safeguarding Lead and this should always be based on the need to know.

All records relating to child protection should be secured appropriately. Contemporaneous notes should be scanned and kept in original format.



# Implementation

## External Agencies



### Protection and Social Rehabilitation Center (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

Child Adolescent Mental Health Services (CAMHS) Hamad Co-operation

Email : [camhs@hmc.org.qa](mailto:camhs@hmc.org.qa) Tel: +974 66912020



# Impact



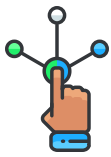
## Empowerment

Encouraging and inspiring the vulnerable to speak for themselves and take decisions on their own



## Prevention

Proactively safeguard the individuals under their care. In order to achieve this, they must spread awareness, identify the risk, and introduce the signs of harm to the employees and personnel.



## Proportionality

Ensures the actions that need to be taken on account of the risk. You will get to know about – what intrusive methods we are using, how the investigation is going, and what kind of action we are taking to safeguard the vulnerable. However, to implement this principle, monitoring and identifying the risk is also important.



## Protection

Protect adults, children and the vulnerable from harm, abuse and neglect. It ensures the welfare of every individual.



## Partnership

Collaboration between the different organisations and the local community. Many organisations are working with the vulnerable and ensuring their safety and well-being. A local community can keep contact with them to maintain the safety of the children and vulnerable.



## Accountability

Whenever you witness any maltreatment or abuse, you need the courage to speak for each other and report that to the authorities. This will ensure the safety of the vulnerable people.



# Appendix I

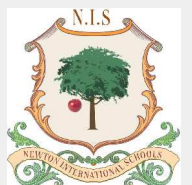
## Record of concern form

<b>Pupil's Name:</b>		
<b>Pupil's Address:</b>		
<b>DOB:</b>		
<b>Is the Pupil aware this form is being completed</b>	Yes	No
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>If not, why not?</b>		
<b>If yes, pupil reaction</b>		
<b>Your Name:</b>		
<b>Date:</b>		
<b>Time:</b>		

<b>Signature:</b>		
<b>Concern:</b>	<b>Date:</b>	
<b>Signed:</b>	<b>Date:</b>	
<b>Initial Actions:</b>	<b>Date:</b>	
<b>Signed:</b>	<b>Date:</b>	

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<b>Follow up:</b>	<b>Date:</b>	
<b>Signed:</b>	<b>Date:</b>	
<b>Conclusions/Outcome:</b>	<b>Date:</b>	
<b>Signed:</b>	<input type="text"/>	
	<b>Date:</b>	



# Appendix II

## Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. These should be drawn up and sent to the Designated Safeguarding Lead at the same time as completing the record of concern form at appendix 1. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries. A copy of the body map should be kept on the child's concern/confidential file.

Always use a pen (never a pencil) or type the document and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used. If you notice an injury to a child, try to record as much of the following as possible in respect of all the injuries you can see:

Exact site of injury on the body, e.g. upper outer arm/left cheek.

- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date of the recording must be noted as well as the name and designation of the person making the record. Add any further comments as required.

Where any child has any form of injury that requires attention please ensure that first aid is applied where necessary.

Name of the person completing the body map: ..... Role of the person completing the body map: .....

Date of injury and form being completed:

.....

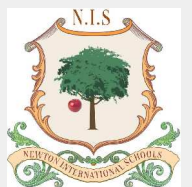
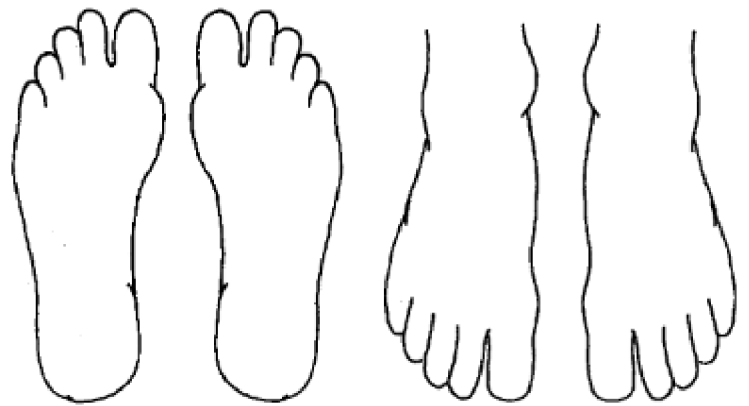
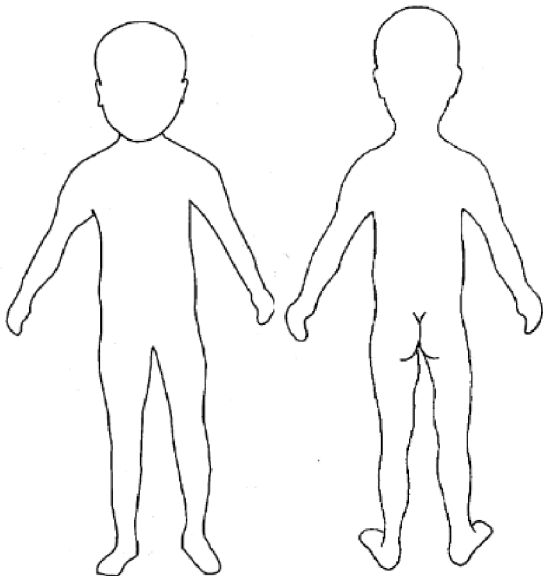
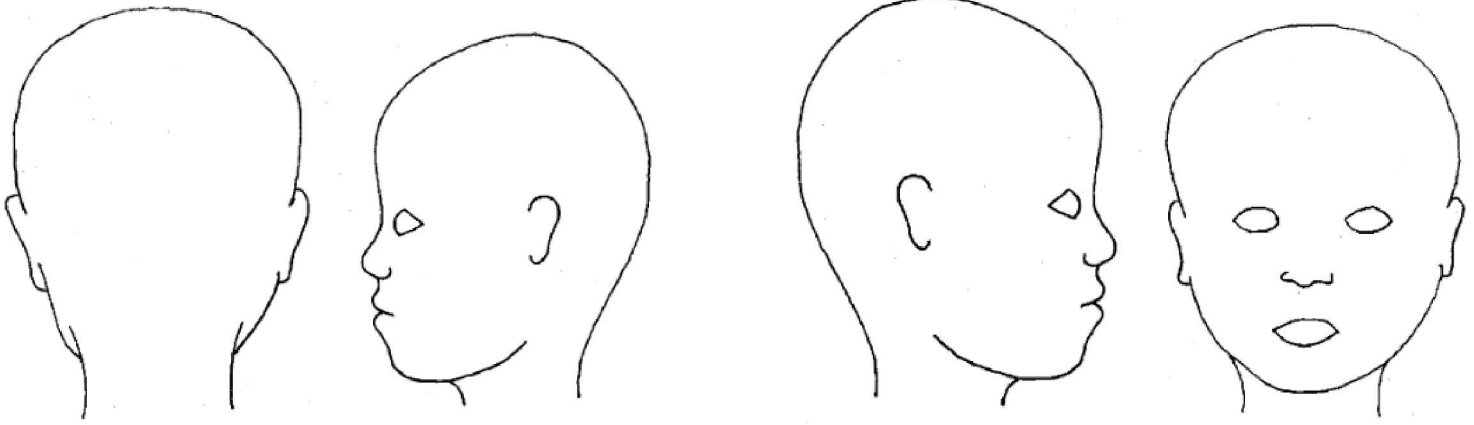
Date this form was completed and returned to DSL (if different): .....





# Appendix II

## Body Map Guidance for Schools

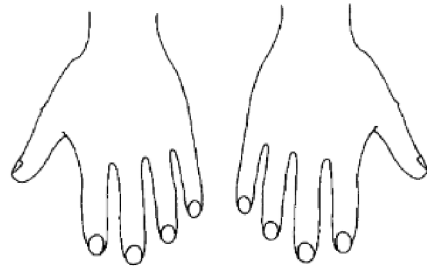


# Appendix II

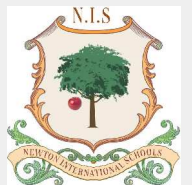
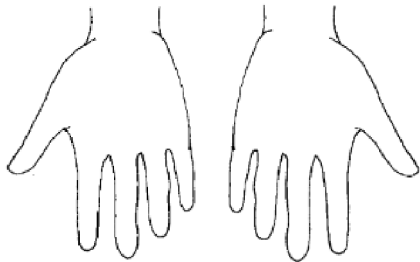
## Body Map Guidance for Schools



Left



top of hand



# Appendix IV

## DST - Who do I inform?

### **Designated Safeguarding Lead (Acting)**

Pauline Penney – Principal  
ppenney@nisdring.com  
70547635

### **Safeguarding Team**

Nathan Unwin - Deputy Head of Primary Pastoral  
nunwin@nisdring.com  
50583774

Aubrey Aquino – School nurse  
aaquino@nisdring.com

Menna Younis – Parent Liaison Officer  
mennareception@nisdring.com

Ciara Lynch - EYFS Co-ordinator  
clynch@nisdring.com

Jake Booth - KS3 Coordinator  
jbooth@nisdring.com

**Note:** *The overall responsibility for leading Safeguarding at Newton International School D Ring lays with the CEO. The CEO is responsible for approving all Child Protection and Safeguarding policies and procedures and is responsible for the duties laid out in this policy. The CEO can be contacted through the Designated Safeguarding Lead, the Principal or the school HR at: [hr@nisdring.com](mailto:hr@nisdring.com).*

### **Procedure for reporting suspected cases**

Class teacher record the information; shares the information with Year Leader and Head of Pastoral

Head of Pastoral to assess situation and if allegation is of serious concern then the information is passed on to DSL and Safeguarding Team

Safeguarding team to investigate and decide on an action plan which will be reviewed and monitored. Parents are contacted and informed at this stage.

Relevant staff informed and action plan is reviewed. If ineffective then information passed to the Principal.

If a child is at serious risk of harm. Principal to inform the CEO.



# Appendix V

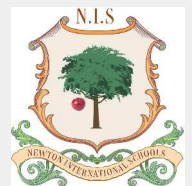
## Acknowledgement Statement

### Acknowledgement Statement of Safeguarding Policy

I, \_\_\_\_\_ (please print name,) have received and read a copy of the Safeguarding Policy of Newton International School . I have familiarised myself with the contents of this policy and understand procedures I need to follow. My signature below indicates that I acknowledge, understand, accept and agree to comply with the information contained in this policy.

\_\_\_\_\_ Date: \_\_\_\_\_ (Employee signature)

All employees should return this statement to Ms Zoe Hardman.



# Appendix VI

## Volunteers

### **VOLUNTEER AGREEMENT**

Thank you for offering your services at Newton International School D Ring. Your offer of help is greatly appreciated and we hope that you will gain much from your experience here. Please read and sign this Volunteer Agreement Sheet and hand it in at school. You will receive a copy of it for your records.

I have received a copy of the Visitor and volunteer expectation form.

I agree to treat information I learn from being a Volunteer in School as confidential

I understand that I am required to undergo a Criminal Record Bureau check to advise the school of my suitability as a volunteer. If you already have a CRB Certificate, please hand it to the school and a copy will be made for the school records.

I agree to complete the online child Protection training as required by the school.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for taking time to complete this Volunteer Information Sheet.

Please hand a hard copy of this to the Safeguarding Designated Lead, Ms Zoe Hardman.

Your offer of help is appreciated and we will be in touch shortly.

