



Park House
English School

Child Safeguarding Policy

Rationale

Park House English school is committed to safeguarding and promoting the welfare of pupils and expects all staff members to share this commitment.

Aims

To ensure that all members of staff know:

1. The signs and symptoms of concern;
 2. how to respond to a pupil who discloses abuse;
 3. what to do if they are concerned about a child.
- All parents/carers are made aware of the child safeguarding procedures through publication of the schools' Child Safeguarding Policy.
 - Community users organising activities for students are aware of the school's child safeguarding guidelines and procedures.
 - We will ensure that our selection and recruitment of staff meets local recruitment requirements and international best practice.

Responsibilities

At Park House English School, the Designated Child Safeguarding Officers are:

Brian Allen (Head of Primary)

Assistant: Lisa Anderson (Deputy Head of Primary)

Jim Moyes (Head of Secondary)

Assistant: Elspeth Standen (Key Stage 3 Leader)

The person with overall responsibility is the Principal

Colleagues working for our 3rd party contractor organisations can inform John Smith (Principal) of any child protection concerns.

The designated Child Safeguarding Officers are responsible for:

- Keeping written records of concerns about a child;
- ensuring that all such records are kept confidentially and securely and are separate from student records;
- ensuring that an indication of further record-keeping is marked on the student records;
- providing advice, guidance and support to staff in child protection matters;
- liaising with the Principal to inform him of any issue and ongoing investigations and to ensure that there is always cover in place for the Designated Child Safeguarding Officers;
- organising child protection training for all school staff;

- providing, the Principal with an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the Designated Child Protection Officers, and by all staff and regional manager; number and type of incidents/cases (anonymised).

Procedures

Types of abuse

| | |
|-----------|---|
| Physical | Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child. |
| Emotional | Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve overprotection and limitation of the exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. |
| Sexual | Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. This may involve non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children. |
| Neglect | Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent/carer failing to provide adequate food, clothing or shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. |

Possible signs of abuse:

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations or without medical attention
- Constantly 'put down', insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence

Remember, this list does not cover every possible type for child abuse. You may have seen other things in a child's behaviour or circumstances that worry you. Please see appendix for more comprehensive list.

How to respond to signs or suspicion of abuse:

| Things to do | Things to avoid |
|---|---|
| <ul style="list-style-type: none">Record your concern on the 'Cause for Concern' form (see appendix). This should be handwritten.Report your concern to the Child Safeguarding Officer.Re-refer and challenge if the situation does not seem to be improving. | <ul style="list-style-type: none">IgnoreDismissInvestigateExamine a childTake photographs of injuriesAttempt to resolve the situation in isolation |

It may be that there is a cause for concern but it is not thought to be child protection. A 'Cause for Concern' form should still be completed and passed to the designated Child Safeguarding Officer.

How to respond to a disclosure of abuse:

| Things to do | Things to avoid |
|--|---|
| <p>Receive:</p> <ul style="list-style-type: none">Take what you are being told seriously.Listen carefully – do not interruptAcknowledge what you have been toldReassure – tell them that they have done the right thingTell them you will have to pass the information on and who you will be telling and why <p>Record:</p> <ul style="list-style-type: none">the date, time, place and exact words usedin hand writing (may be needed for subsequent criminal investigation)Record observations and statements not interpretations or opinionsRecord all subsequent meetings with the child <p>Report:</p> <ul style="list-style-type: none">the incident to the Designated Child Protection Office | <ul style="list-style-type: none">Do not investigate or ask leading questionsDo not look shocked or distastefulDo not probeDo not speculateDo not pass an opinion about the alleged perpetratorDo not make negative commentsDo not promise to keep a secretDo not display disbeliefNever delay getting helpDo not ask to see injuriesDo not ask the child to repeat what they have already disclosedTaking notes during the disclosure (it is best to ensure you are giving the child your full attention) |

How to respond to an allegation of abuse against staff:

All school staff should adopt **safe working practices** when working with students:

- Avoid one to one situations where possible
- Be visible if you are in the situation where you are working alone with students (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
- Maintain appropriate communication with students both in and out of school – staff should be particularly careful regarding any communication with a student via mobile phone, email or social media
- Never give a personal mobile number or personal email address to a student
- Staff must not have students as 'friends' via any social media or social networking site.
- Never give an individual student a gift that is not part of the 'Rewards Policy'
- You must adopt high standards of personal conduct
- If you think you have done something that could be misinterpreted, then self-report

Allegations against a member of staff:

If such an allegation is made directly by a student to a member of staff, the member of staff receiving the allegation will immediately inform one of the designated Child Safeguarding Officers.

The designated Child Safeguarding Officer 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 Principal.

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 Human Resources Procedure. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the ISP Regional Managing Director Middle East, Bharat Mansukhani, who will then investigate the allegations.

In the event of an allegation against the Principal, the decision to suspend will be made by ISP Regional Managing Director Middle East, Bharat Mansukhani.

In all cases where the investigation establishes that a criminal offence has occurred, the Qatar police and the relevant Embassy may be informed and the case handed over to them.

Whistle blowing:

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child safeguarding, which may include the attitude or actions of colleagues. If necessary, they should speak with the Principal or the ISP Regional Managing Director Middle East, Bharat Mansukhani.

If there is concern that the student is at risk of significant harm, the Designated Child Protection Officer should report to the Principal who in turn will report to ISP Regional Managing Director Middle East.

In cases where criminal acts are involved or suspected the Principal may inform the Qatar police and the relevant Embassy.

Record keeping:

- All staff/volunteers have a responsibility to record their cause for concern or any disclosure of abuse.
- A cause for concern form (see appendix) should be used. This should be hand written and passed to the designated Child Safeguarding Officer.
- The designated Child Safeguarding Officer has responsibility to keep these in the confidentially child protection file. These are kept separate from student records.
- The Designated Child Protection Officer should then make an indication of further record-keeping on the student records.

Confidentiality:

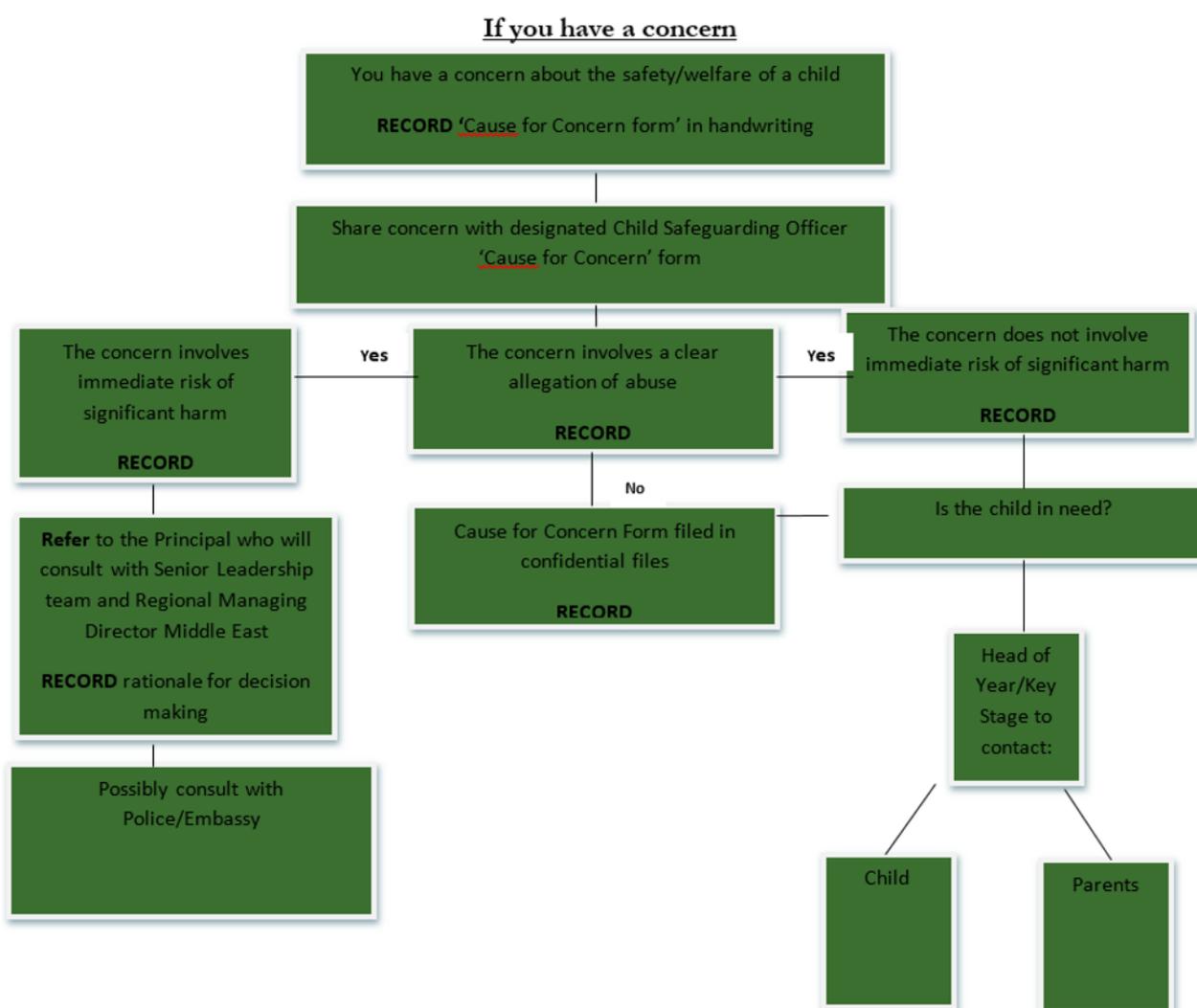
We abide by the principle that the 'welfare of the child is paramount'. Privacy and confidentiality will be respected where possible but if doing so leaves a child at risk of harm then the child's safety has to come first. It is fine to share information if someone is worried about the child.

Not everyone needs to know when a concern or worry is raised. This respects the child's / family's and/or staff rights to privacy.

Only people who need to know should be told about it. Otherwise there might be gossip and rumours.

We will always undertake to share our intention to contact the child's parents with the child before doing so.

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



Evaluation

Appendices

Appendix 1: Signs and Indicators of abuse

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

Appendix 2 – Cause

Cause for Concern Reporting Form (to be hand written)

STRICTLY CONFIDENTIAL

Pupil Name

| | | | | | | | |
|---------|--|-------|--|------|--|------|--|
| Year Gp | | Class | | Date | | Time | |
|---------|--|-------|--|------|--|------|--|

Concerns (Please state the facts not your opinion. Continue on reverse if necessary)

| | | | |
|--------------------|--|-------------|--|
| Reported by | | Role | |
| Signed | | Date | |

Action to be taken (Completed by designated Child Safeguarding Officer)

| | | | | | |
|---------------|--|-------------|--|-------------|--|
| Signed | | Date | | Role | |
|---------------|--|-------------|--|-------------|--|

Other Relevant Policies

Anti-bullying policy

Our anti bullying policy is set out in a separate document and acknowledges that all types of bullying are not tolerated. It promotes awareness of bullying and guides staff and pupils on the action to take if they experience or witness bullying.

Our **Behaviour policies**, set out in separate documents, reflects the consideration we give to the protection of our students by setting out the standards of conduct and behaviour expected of our staff.

Our **Trips and Visits policy**, set out in a separate document, reflects the consideration we give to the protection of our students when away from the school when undertaking school trips and visits.