



# **Safeguarding Children & Child Protection Policy and Procedures**

Policy Date: September 2019

Review Date: September 2021

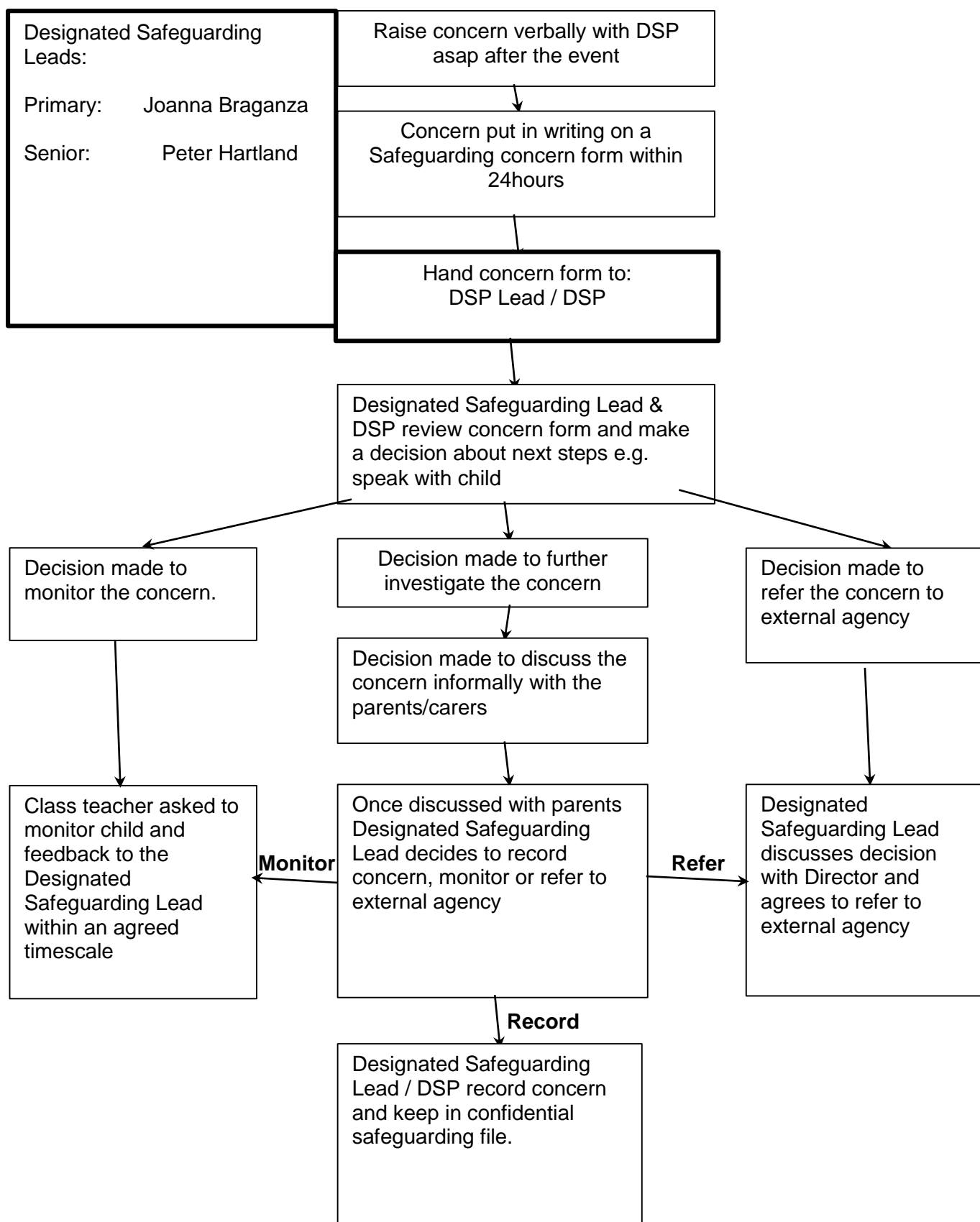
Person Responsible: Nicholas Bennett

## Contents

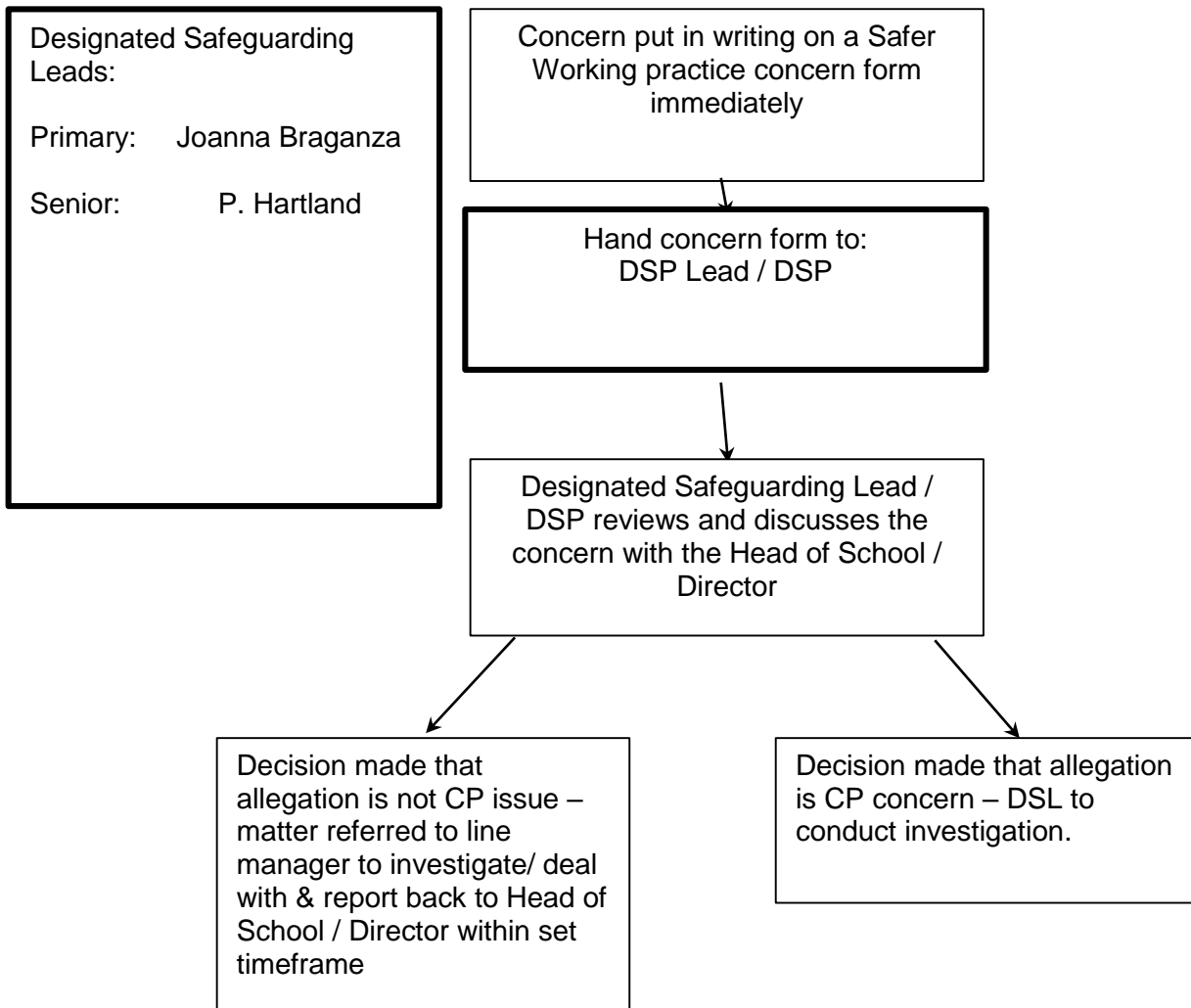
1.	Procedure 1 Reporting concerns about a child	4
2.	Procedure 2 Reporting concerns about a colleague	5
3.	Procedure 3 What do to if You suspect a pupil is at risk of harm	6
	A pupil discloses to you	6
	(See also Reporting concerns)	6
	During your conversation with the pupil staff will:	6
4.	POLICY INTRODUCTION	8
5.	POLICY STATEMENT AND PRINCIPLES*	8
	Our core safeguarding principles are:	8
	Safeguarding and Child Protection Statement	8
	Policy Principles	8
	Policy Aims	9
	Context	9
	Terminology	9
6.	THE EDUCATION ACT 2002	11
7.	OUR SCHOOL COMMITMENT	11
	Our school will therefore:	11
8.	ROLES AND RESPONSIBILITIES	12
	Early Help	12
	The Designated Safeguarding Person Lead	12
	The Designated Safeguarding Person	13
	The governing body must ensure that the school has:	13
	The Director	13
9.	GOOD PRACTICE GUIDELINES	14
10.	ABUSE OF TRUST	14
11.	CHILDREN WHO MAY BE PARTICULARLY VULNERABLE	14
	Our school will support children by:	15
	Confidentiality	15
12.	THRESHOLDS FOR REFERRING TO DSPLead / DSP	16
	Is this a Child in Need (CIN)?	16
	Is this a Child Protection Matter (CP)?	16
13.	SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE	17
14.	COMPLAINTS	18
15.	IF YOU HAVE CONCERNS ABOUT A COLLEAGUE	18
16.	ALLEGATIONS AGAINST PROFESSIONALS (STAFF AND VOLUNTEERS)	18
17.	STAFF TRAINING	20
18.	SAFER RECRUITMENT	20
19.	EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS	20

20.	PHOTOGRAPHY AND IMAGES	21
21.	E-SAFETY	21
22.	RADICALISATION AND EXTREMISM	22
23.	RECOGNISING ABUSE	22
24.	TAKING ACTION	22
	Key Points for staff to remember for taking action are:	22
	Notifying parents	23
	Children with physically harmful behaviour	23
	Reporting directly to other agencies	23
25.	CONFIDENTIALITY AND SHARING INFORMATION	23
26.	Appendix 1 Categories of abuse	25
27.	Appendix 2 Signs of abuse	26
28.	Appendix 3 Record of Concern Form	27
29.	Appendix 5 Completing concern forms	28
30.	Appendix 6 Safer working practices	29
31.	Safer Working Practice Concern Form	33
.....		34

## 1. Procedure 1 Reporting concerns about a child



## 2. Procedure 2 Reporting concerns about a colleague



### 3. Procedure 3 What do to if

#### You suspect a pupil is at risk of harm

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, signs may be present but inconclusive (Appendix 2). In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine for staff to ask the pupil if they are OK or if they can help in any way. Staff should record these early concerns and refer them to the DSP for filing. If the member of staff remains concerned, they should discuss these with the DSP as soon as possible.

Following an initial conversation with the pupil, if the pupil does reveal that they are being harmed, staff should follow the guidance below 'If a pupil discloses to you' and follow Reporting procedures outlined in Procedure 1.

#### A pupil discloses to you

##### (See also Reporting concerns)

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is physical; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about risks to their safety or wellbeing, the staff member will need to let the **pupil know that they must pass this information on** – staff are not allowed to keep secrets. The point at which they tell the pupil is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

#### During your conversation with the pupil staff will:

- Allow them to speak freely
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm sorry this has happened', 'I want to help', 'this isn't your fault', 'you are doing the right thing in talking to me'
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as 'how many times has this happened?', 'has it happened to your sibling?', 'what does your mother/parent think about all this?'
- Tell the pupil that in order to help them the member of staff must pass the information on
- Do not automatically offer any physical touch as comfort. It may be anything but comfort to a child that has been abused
- Avoid admonishing the child for not disclosing earlier. Saying such things as 'I do wish you'd told me when it all started' or 'I can't believe what I'm hearing' may be interpreted by the child that they have done something wrong
- Tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Person (DSP) otherwise it is the duty of the member of staff to inform

the DSP of what has been discussed. If the pupil does agree to go and see the DSP, the staff member should inform the DSP that the child will be coming to see them at some point

- Report verbally to the DSP as soon as possible after the event, even if the child has promised to do it by themselves
- Write up the conversation as soon as possible on a Record Of Concern form (Appendix 4) and hand it to the designated person within hours of the event

## 4. POLICY INTRODUCTION

At Muscat International School (MIS), we aim to provide a safe and happy environment with a high quality of care to all pupils. We value the contribution each child makes to the life of the school and take account of individual's needs.

## 5. POLICY STATEMENT AND PRINCIPLES\*

This policy sets out the framework to ensure the school fulfils its duty of care towards its pupils. The policy has been developed in accordance with the principles established by the following key Legislation, *Statutory and Non-Statutory Guidance, UK Legislation: Children Acts 1989 and 2004; Education Act 2000; Working Together to Safeguard Children 2015; Keeping Children Safe in Education 2016; What to do if you're worried a child is being abused 2015; Information Sharing 2015; Safer Working Practices for Adults who work with Children and Young People in Education 2015\**; Omani Legislation: Oman Child Law (2014)

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

### Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Policy will be reviewed at least annually

### Safeguarding and Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or suffering serious harm, the school will follow, *unless otherwise stated*, UK Legislation and procedures based on best practice\*.

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

## Policy Principles

- Welfare of the child is paramount
- All children have equal rights to protection
- All staff have an equal responsibility to act swiftly on any suspicion or disclosure that may suggest a child is at risk of harm
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the physical, social and moral development of the individual child
- Pupils and staff involved in child protection issues will receive appropriate support

**Prevention:** MIS is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe.

**Protection:** All staff and volunteers are to be trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or likely to suffer, harm.

**Support:** Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupil, staff and families are supported appropriately.

At MIS, we recognise that effective safeguarding systems are those which:

- Put the child's needs first
- Provide children with a voice
- Promote identification of early help

## Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice and good levels of communication between all staff members
- To demonstrate the school's commitment with regards to child protection to pupils, parents and other partners

## Context

Unlike schools in England, Muscat International School does not have access to Child and Family Services that can support pupils and families at risk. The Ministry of Social Affairs however provides an excellent point of reference and should be involved where appropriate in an advisory capacity. Therefore, the school complies with Omani law, follows UK best practice and uses whatever resources available in Muscat in order to help protect its pupils and may seek advice and guidance from other networks depending on the issue.

## Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the



provision of safe and effective care and undertaking that role so as to enable all children to have the best outcomes. (The ethos underpinning this comes from *Working Together to Safeguard Children 2015*)

- **Child Protection** refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm. (The ethos underpinning this comes from Children Act 1989)
- **Staff** refers to those working for on behalf of the school, full or part time, in either a paid or voluntary capacity.
- **Child** refers to all children and young people who remain in education and 'on roll' at MIS
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents; foster carers and adoptive parents or legal guardians

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

## 6. THE EDUCATION ACT 2002

The school takes its responsibility to safeguard and promote the welfare of children and to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm from the ethos laid out in section 157 of the UK Education Act 2002. **\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

## 7. OUR SCHOOL COMMITMENT

MIS is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse or discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of suffering maltreatment, to thrive.

### Our school will therefore:

- i. Establish and maintain an ethos where children feel safe, secure, valued and respected, confident and are encouraged to talk, believing they will be effectively listened to
- ii. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- iii. Provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, assess the need and provide support for these children
- iv. Include, through the curriculum, activities and opportunities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about maltreatment

- v. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- vi. Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- vii. Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check, and a single central record is kept for audit
- viii. Ensure that all staff receive appropriate training

## 8. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children and keep them safe, following the 4R's will help to do this effectively:

- Recognise – unmet needs, abuse and harm
- Respond – by alerting the DSP to any concerns
- Record – any concerns on Concern Forms and ensuring these are kept up-to-date and secure
- Refer – share information and refer to external agencies, as required, to safeguard and protect children

### Early Help

Due to their day-to-day contact with pupils, staff are uniquely placed to observe changes in children's behaviour and recognise the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that staff are alert to the categories of abuse (Appendix 1) signs of abuse (Appendix 2) and understand the procedures for reporting their concerns (Procedure 1 & 2).

The school has three nominated members of staff (DSP) responsible for safeguarding in school one of whom (DSPLead) will coordinate child protection arrangements.

### The Designated Safeguarding Person Lead- P. Hartland (DSPLead)

- Is appropriately trained
- Acts as a source of support and expertise to the school community
- Keeps written records of all concerns, ensuring that all such records are kept confidentially and securely; are **separate** from pupil records until the child's 25<sup>th</sup> birthday and are copied on to the child's next school or college
- Refers cases of suspected abuse to other agencies (Royal Oman Police; relevant Embassy) as appropriate
- Ensures that when a pupil that is subject to a child protection plan leaves the school, their information is passed to their new school
- Attends and/or contributes to child protection conferences
- Coordinates the school's child protection plans
- Develops effective links with other relevant agencies
- Ensures that all staff sign to indicate that they have read and understood the child protection policy
- Ensures that the child protection policy is updated annually
- Liaises with the nominated representative (Board) and Director

- Provides an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSPs, all staff and governors; number and type of incidents/cases and number of children on the school's child protection register
- Keeps a record of staff attendance at child protection training
- Will make the child protection policy available to parents
- Ensures that the school Single Central Record (SCR) is maintained and up-to-date

### The Designated Safeguarding Person

- Is appropriately trained
- In the absence of the DSPLead, carries out those functions necessary to ensure the ongoing safety and protection of pupils.
- In the event of the long-term absence of the DSPLead, the designated person will assume all of the DSPLead functions

### The governing body must ensure that the school has:

- A DSPLead who has the 'appropriate authority' to undertake the role and who has undertaken training about their DSP role, in addition to basic child protection training
- A child protection policy and procedures that are consistent with BSO/ COBIS/ Ofsted requirements, reviewed annually and made available to parents (on the school website)
- Procedures for dealing with allegations of abuse made against a member of staff including allegations made against the Director
- Safer recruitment procedures that include the requirement for pre-employment checks
- A training strategy that ensures all staff, including the Director and nominated governor with Safeguarding responsibilities receive child protection training, at three-yearly intervals; and the DSPs receive training at two-yearly intervals, and that all receive annual refresher training
- Arrangements to ensure all temporary staff and volunteers are made aware of the school's child protection provision and are appropriately trained

The BOARD nominates a member to be responsible for Safeguarding who will liaise with the DSPLead and with the Chair of Governors and other relevant agencies in the event of an allegation being made against the Director.

For the purposes of accountability, the Governing Body will receive and scrutinise the Director's report with regards to safeguarding. This report will be signed by the Chair of Governors and any amendments accepted by the signature of the Director.

### The Director

- Ensures that the child protection policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable DSPLead and DSPs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

- Ensures that pupils' safety and welfare is addressed through the curriculum
- Provides a signed annual report to the governing body

## 9. GOOD PRACTICE GUIDELINES

See also Appendix 6

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which ***applies to all staff***

### All staff and volunteers will:

- Treat all pupils with respect
- Treat pupils as individuals
- Put the child's welfare first
- Set a good example by conducting ourselves appropriately
- Involve pupils in decisions that affect them
- Encourage positive behaviour among pupils
- Be a good listener
- Be alert to changes in pupil's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of physicalised or derogatory language
- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Be aware of and sensitive to different cultures and different communities
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as with his/her mother tongue
- Share concerns immediately with DSPLead / DSP
- Always act in the best interest of the child or young person

## 10. ABUSE OF TRUST

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Physical activity between a member of the school staff and a pupil is a criminal offence, even if that pupil is over the age of consent. Under Omani Law it is an offence to have physical relationships outside of marriage.

## 11. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase risk,

including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur

### **Our school will support children by:**

- Encouraging self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Suffering from any form of mental health issues
- Known to be living with parents / carers suffering from any form of mental health issues
- Living in a domestically abusive situation
- Affected by parental substance misuse
- Regularly absent from school
- Frequent movers
- Vulnerable to being bullied, or engage in bullying
- Living in temporary accommodation
- Living a transient lifestyle
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or physicality. (Given the Omani culture, we support tolerance while not actively promoting religious beliefs other than Islam in accordance with cultural and legal requirements.)
- Involved directly or indirectly in inappropriate physical arrangements or child trafficking
- Speakers of another first language
- Children that are subject to a child protection plan

### **Confidentiality**

- We recognise that all matters relating to child protection are confidential
- The Director, DSPLead or DSPs will disclose any information about a child 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 other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety and wellbeing

## 12. THRESHOLDS FOR REFERRING TO DSPLead / DSP

Where a staff member should make a referral to DSPLead /DSP, there are two thresholds to be considered:

### Is this a Child in Need (CIN)?

Under section 17 (s.17.(10)) of the Children Act 1989, a child is 'in need' if:

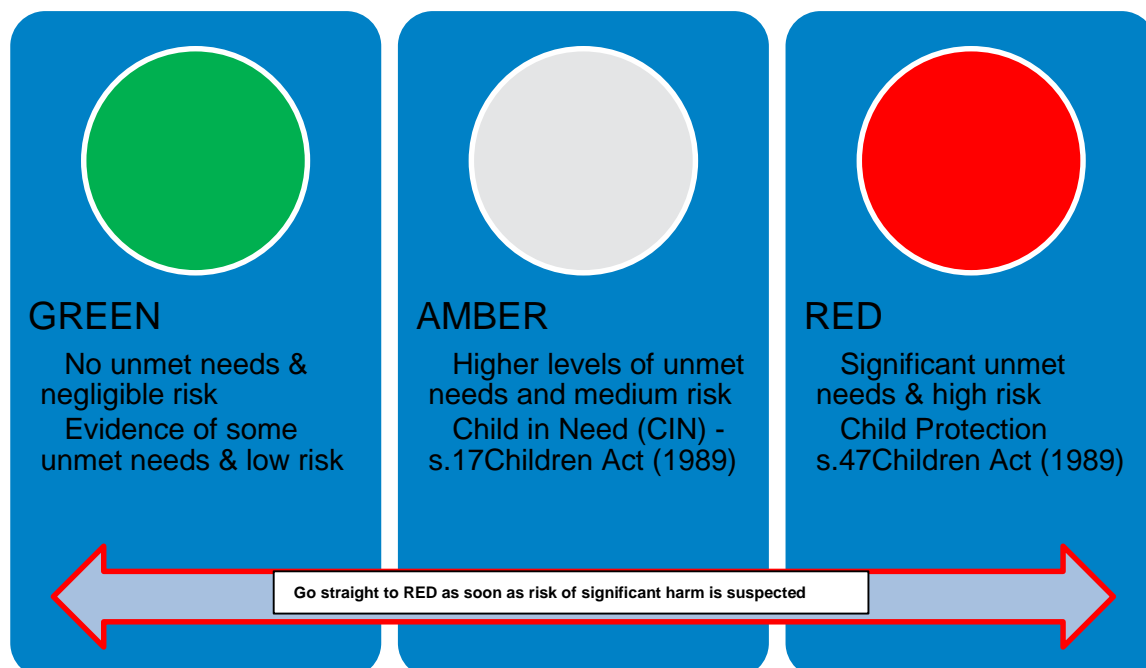
- The child is unlikely to achieve or maintain, or have the opportunity to achieve or maintain, a reasonable standard of health or development without intervention
- The child's health or development is likely impaired, or further impaired, without such intervention
- The child is disabled

### Is this a Child Protection Matter (CP)?

Under section 47(1) of the Children Act 1989, a case is considered a CP Matter if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

The following Continuum of Need Response (CoNR) Framework is the model used by all staff to identify the level of help, protection and work with families required to ensure children grow up in circumstances that enable them to achieve their best outcomes.

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**



The table below defines the three levels of the framework

Level	Risk & Need	Definition of the Level
Green	No unmet needs and negligible risk  Evidence of some unmet needs and low risk	Low level pastoral concern  Step Down from Amber
Amber	Higher levels of unmet needs and medium risk	<b>Child in Need (CIN) – s.17 Children Act 1989</b>  Child is unlikely to meet developmental milestones without intervention  Child has a variety of unmet needs and ‘underlying risk factors’ that are not being addressed, making the child vulnerable and unlikely to achieve good outcomes  Step Down from Red
Red	Significant unmet needs and high risk	<b>Child Protection (CP)</b>  Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm ( <b>s.47 Children Act (1989)</b> )  Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

### 13. SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (DSP) who will keep all parties informed and be the central point of contact
- Nominating separate link people for the child and member of staff for time out to deal with stress and anxiety

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Cooperate fully with other relevant agencies

## 14. COMPLAINTS

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Director and governors.

Complaints from staff are dealt with under the school's complaints, disciplinary and grievance procedures.

## 15. IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil(s) are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the DSPLead.

***All concerns about poor practice or possible abuse by colleagues should be reported to the Director. Concerns about the Director should be reported to the nominated BOARD representative with safeguarding responsibilities.***

## 16. ALLEGATIONS AGAINST PROFESSIONALS (STAFF AND VOLUNTEERS)

When an allegation is made against a member of staff, set procedures must be followed (Procedure 2). It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Director. Allegations against the Director should be reported to the nominated BOARD member with safeguarding responsibilities.



The procedures for dealing with allegations against staff can be found in Appendix 3 and in the staff handbook.

## 17. STAFF TRAINING

It is important that all staff have appropriate training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training during their induction. All staff, including the Director will receive updated training at least every three years and the DSPs will receive training updated at least every two years. All staff will receive annual refresher training.

Supply staff and other visiting staff will be given the school's Staff Handbook.

The Governing body, via the Director, must be satisfied that every member of staff has received, read, and understood the guidance, with a signed declaration agreeing to operate in line with best practice.

## 18. SAFER RECRUITMENT

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the UK guidance in Keeping Children Safe in Education (2016) (p.22-39) and the school's individual procedures. In addition to this we have established links with British Schools in the Middle East (BSME) and with the Council of British International Schools (COBIS). This enables us to maintain current with procedures relevant to international schools.

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their protection training needs.

All staff sign to confirm they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

## 19. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities (Enrichment; trips; visits) are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place. If we are not sure whether this is the case then we must consult with the DSL.

## 20. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking images, so we must ensure that we have some safeguards in place.

***Staff will not use their own devices to photograph children.***

*To protect pupils we will:*

- *seek their consent for photographs to be taken or published (for example on our website or in newspapers or publications)*
- *seek parental consent*
- *we will not use the pupil's name with any images*
- *ensure pupils are appropriately dressed*
- *encourage pupils to tell us if they are worried about any photographs that are taken of them*

## 21. E-SAFETY

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in physically harmful conversations online; inappropriate/ indecent webcam filming and photography, face-to-face meetings.

***The school will train all staff and offer training to parents in regard of all aspects of E-Safety.***

Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our behaviour procedures.

## 22. RADICALISATION AND EXTREMISM in Education

**Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. MIS will ensure that this does not happen.

**Extremism** is defined as the holding of extreme political or religious views.

MIS is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

The school has a zero tolerance approach to extremist behaviour for all school community members and will rely on the school's strong values to steer work and ensure the pastoral care of our children protects them from exposure to negative influences.

The school, through its training cycle, is aware that the internet and in particular social media is being used as a channel to influence and, in extreme cases, radicalise children and young people. Furthermore the school is aware that vulnerable children can be exploited and 'groomed' by older young people and adults and will:

- Consider and discuss the threats from radicalisation and extremism
- Ensure that radicalisation is effectively embedded in safeguarding practice
- Consider how the threat of radicalisation through the internet and social media is being addressed
- Review e-safety education in the light of these widening and extreme risks

## 23. RECOGNISING ABUSE

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitutes abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, by failing to act to prevent harm, by leaving a small child home alone.

## 24. TAKING ACTION

**Key Points for staff to remember for taking action are:**

- Report your concern to the DSPLead / DSP by the end of the working day
- Complete a record of concern form
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed.

### Notifying parents

The school will normally seek to discuss any concerns about a pupil with the parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believe that notifying the parents could increase the risk to the child or exacerbate the problem, advice will first be sought from an external agency.

### Children with physically harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's behaviour policy where necessary. However,

there will be occasions when a pupil's behaviour warrants a response under child protection rather than behavioural procedures.

The care of children and young people with physically harmful behaviour is complex and the school will work to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### Reporting directly to other agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with ROP / relevant Embassy if

- the DSPLead / DSP / Director consider it to be beneficial or relevant
- the situation is an emergency and the DSPLead / DSP, the Director, nominated governor with safeguarding responsibility are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety

## 25. CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSP, Director or nominated governor with safeguarding responsibility (depending on who is the subject of the concern). That person **will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.**

Child protection information will be stored securely. Information is:

- Processed for limited purposes
- Accurate, adequate, relevant and not excessive
- Secure
- Kept no longer than necessary
- Processed in accordance with the data subject's rights

Record of concern forms and other written information will be stored in a locked facility and any associated electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by their nature of portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff requires a request from a pupil or parent to see child protection records, they will refer the request to the Director or DSPLead.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

## 26. Appendix 1 Categories of abuse

### Harmful

A form of abuse which causes physical harm to a child

May also be caused when a parent fabricates or deliberately induces illness in a child

### Emotional

When persistent emotional maltreatment causes adverse affects on the child's emotional development

Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone

### 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

### Physical

Involves forcing or enticing a child or young person to take part in inappropriate physical activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

May involve non-contact activities such as involving the child or young person in looking at, in the production of inappropriate images, watching

## 27. Appendix 2 Signs of abuse

### Physical indicators

- Bruising; Bite Marks; Burns / scalds
- Fractures in non-mobile children
- Injuries in unusual areas (e.g. soles of feet) or with defined edges
- Old injuries / scars
- Inconsistent explanations
- Refusal to discuss injuries
- Arms & legs kept covered (not normally covered)
- Reluctance to remove clothing for PE
- Inadequate clothing for weather / child size
- Underweight for age / stage / erratic growth patterns
- Poor / lack of muscle tone
- Frequent school absences
- Poor health / unattended medical or dental problems
- Lack of energy / unexplained lethargy
- Persistent body odour

### Behavioural Indicators

- Behaviour inconsistent with age & stage of development
- Developmental delay (including bed wetting)
- Aggression
- Withdrawn
- Low self-esteem
- Lack of confidence
- Self harm including eating disorder
- Change in handwriting / Drawings of a physically explicit nature
- Inappropriate physicalised conduct
- Physically explicit behaviour
- Reluctance to remove clothing in PE / participate in PE
- Flinching when touched
- Emotionally needy / attention seeking
- Has difficulty forming & maintaining relationships
- Abnormal attachment to parent / carer
- Inappropriate emotional response
- Reluctant to go home / for school to contact parents
- Stealing or begging from others
- Parents uninterested in progress /

## 28. Appendix 3 Record of Concern Form

### Concern Form

Please complete this form if you have any concerns about a pupil

Pupil Name			
Day/Date/Time		DoB	
Member(s) of staff noting concern			

Concern (Please describe as fully as possible, use an additional sheet as necessary)

Signature:

Date:

Actions Taken			
Date	Person taking action	Action	Signature
		Form passed to DSP	
		Form Received by DSP	
		Concern discussed with 2 <sup>nd</sup> DSP	

Would you like feedback about this concern?  Yes  No Date Given

*Please pass this form to the Designated Safeguarding Lead when completed*

## 29. Appendix 4 Completing concern forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Enter all the admin details, including child's date of birth
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in investigations as primary documents, so they must be complete and accurate.
- Make sure you use an AMBER Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available, please:
  - Download and print from staff drive
  - Contact a DSP – Joana Braganza, Peter Hartland
- **Do not use email to send your concern**, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be handed directly to one of the DSPs named above
- Please alert a DSP to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

## 30. Appendix 5 Safer working practices

### Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.



Whether working in a paid or voluntary capacity, staff have a duty to keep children and young people safe and to protect them from physical, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

## UK Legislation Guidance (to reference for further reading)

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2010
- Keeping Children Safe in Education 2016 (DfE).

**\*It is important to note that the UK guidelines set out in this legislation form the basis of our ethos at MIS and in no way undermine or go against Omani law and cultural beliefs.**

## What should staff do?

### Duty of care

- You must understand the responsibilities which are part of your employment, and be aware that sanctions will be applied if these provisions are breached.
- Always act, and be seen to act, in the child's best interests.
- Avoid any conduct which would lead any reasonable person to question your motivation and intentions.
- Take responsibility for your own actions and behaviour.
- Ensure MIS's safeguarding and child protection policies and procedures are adopted, implemented and monitored.
- Ensure that codes of conduct and practices are continually monitored and reviewed.
- Ensure that where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures.
- Foster a culture of openness and support.
- Ensure that systems are in place for concerns to be raised.
- Ensure that there are effective recording systems in place which confirm discussions, decisions and the outcomes of any actions taken.
- Ensure that adults are not placed in situations which render them particularly vulnerable.
- Ensure all adults have access to and understand this guidance and related policies and procedures.
- Ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care.

### Conduct/responsibility/dress and behaviour

*You should wear clothing which promotes a positive and professional image*

You should not:

- Behave in a manner which would lead any reasonable person to question your suitability to work with children or act as a role model.
- Fail to report any indications (verbal, written or physical) that suggest a pupil may be forming an inappropriate interest in a member of staff
- Make physical remarks to, or about, a pupil (including email, text message, phone or letter)
- Discuss personal aspects of relationships with or in the presence of pupils
- Discuss a pupil's relationships in an inappropriate setting or context
- Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate or which might be interpreted as such.
- Wear clothing which is inappropriate to your role
- Wear clothing which is likely to be viewed as offensive, revealing, or physically provocative
- Wear clothing which distracts, causes embarrassment or gives rise to misunderstanding
- Wear clothing which is considered to be discriminatory or culturally insensitive
- Wear clothing which promotes any political or otherwise contentious slogans

### Gifts rewards, favouritism and exclusion

- Ensure gifts received or given in situations which may be misconstrued are declared
- Gifts given to an individual pupil are part of the school's agreed reward system
- Ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff

### Social contact

You should:

- Consider the appropriateness of social contact according to your role and nature of your work.
- Advise senior leadership of any social contact you have with a child or a parent with whom you work, which may give rise to concern.
- Report and record any situation which may place a child at risk or which may compromise the organisation or your own professional standing.
- Understand that some communications may be called into question and need to be justified.

### Physical contact

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child in a way which may be considered over-familiar.
- Always be prepared to report and explain actions and accept that all physical contact will be open to scrutiny.
- Do not indulge in 'horseplay' (play-fighting etc.)
- Always encourage children, where possible, to undertake self-care tasks independently.
- Understand that physical contact in some circumstances can be easily misinterpreted.

### Trips and outings

- Always have another adult present in out-of- workplace activities, unless otherwise agreed with a senior manager.
- Undertake **risk assessments** in line with the organisation's policy where applicable.
- Have parental consent to the activity.

- Ensure that your behaviour remains professional at all times.
- Do not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with a senior manager, parents, children and young people.

### One-to-one situations

- Ensure that when lone working is an integral part of your role, full and appropriate risk assessments have been conducted and agreed.
- Avoid meetings with a child or young person in a remote or secluded area.
- Always inform other colleagues and/or parents or carers about contacts beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry to a senior colleague.
- Carefully consider the needs and circumstances of the child/children when in one-to-one situations.

### Photography and videos

- Avoid making images in one-to-one situations or which show a single child with no surrounding context.
- Parental permission to be sought where appropriate.
- Having made use of images/videos (Class forums/shared with admin for Year book etc.), please delete from your device immediately. **Please note: this is under review.**

### Whistle blowing

- Ensure that appropriate whistle-blowing policies are in place.
- Ensure that there are clear procedures for dealing with allegations against staff which are in-line with the School's Safeguarding Policy (See Staff handbook)
- Report any behaviour by colleagues that raises concerns regardless of source.

### Sharing concerns and recording incidents

- You should be familiar with MIS's system for recording concerns.
- MIS has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.

### Use of technology

- If you use social media make sure details are not shared with children and young people.
- Privacy settings must be set at a maximum.
- You should only use school based platforms to communicate with a child or young person.
- You should not use personal mobile or mobile apps to engage in dialogue with children and young people
- You should not give your personal contact details to children or young people, including your mobile telephone number and details of any blogs or personal websites.

## 31. Appendix 6 Safer Working Practice Concern Form

### Safer Working Practice Concern Form

Please complete this form if you have any concerns about a colleague

Staff Name			
Day/Date/Time			
Member(s) of staff noting concern			

Concern (Please describe as fully as possible, use an additional sheet as necessary)

Signature:

Date:

Actions Taken			
Date	Person taking action	Action	Signature
		Form passed to DSL	
		Form Received by DSL	
		Concern discussed with Director	
		Decision made in regard of next steps in accordance with policy (p5. Safeguarding Children & Child Protection Policy and Procedures)	

### Useful Contacts

If in doubt, please contact:

Designated Lead for Safeguarding in Senior: Peter Hartland

Designated Lead for Safeguarding in Primary: Joana Braganza

