

## VISION

To create an outstanding British international school which empowers all students to embrace learning, achieve their best, and promote their intellectual, emotional, social and physical wellbeing.



PEARLING SEASON INTERNATIONAL

## Safeguarding Policy

To create a community of learning within a safe, secure and happy environment where our children are motivated, challenged and supported in all they do. Our passion for learning and teaching will inspire our students, as will our warmth, humanity and transparency. Student achievement will be limitless, and they will leave with the confidence and capability that will equip them for every facet of adult life as a global citizen.

## MISSION

Policy Date:	October 2020
Revised:	Mrs. Rebecca Cruickshank
Review Date:	October 2021
Person Responsible:	Mr. Clive Shepherd



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## Safeguarding and Child Protection Policy

### 1. Purpose and Aims

- The purpose of Pearling Season International School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Work to ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.
  
- This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Through our safeguarding policy, we additionally aim to promote:

- A positive self-image.
- Respect for self and others.
- A caring approach to others.
- The ability to take responsibility for oneself and one's actions.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

### 2. Our Ethos

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 We work to build relationships with students by:

- Consulting with students
- Providing someone to talk to
- Providing an appropriate environment
- Supporting learning in class
- Encouraging students to have positive relationships with peers
- Building good student/teacher relationships
- Developing knowledge and understanding of students' families

2.3 The School needs to be a safe, caring environment where we:

- Actively promote the self-esteem of the children.
- Have the child at the centre of our philosophy.
- Encourage independence, self-confidence and assertiveness in the children.
- Offer a curriculum which provides the opportunity to discuss emotions and relationships, through elements of the wider curriculum.
- Establish good links with parents and other professionals working with children in our school.
- Provide a curriculum where children can solve problems and are able to make decisions and choices.
- Respect each other regardless of gender, race, creed or colour.
- Have clear policies on health education, equal opportunities, behaviour and bullying.

### **3. Safeguarding and Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) at Pearling Season International School is the Pastoral Coordinator.

### **4. Safeguarding and Child Protection Core Group**

The (DSL) will call together the Core Group, as appropriate, who will consider all, or any evidence gathered and decide on the action to be taken. The Core Group will consist of the Principal, Head of School, Pastoral Coordinator and the School Counselor.

The Pastoral Coordinator will act as clerk to these meetings. All documentation will be held in locked central storage within the Principal's office.

Where the Core Group decides to set up a sub-group to deal with a specific situation, this group might include Class Teacher/Subject Teacher as appropriate. Information gathered, and the agreed action plan will be shared with the relevant sub-group.

### **5. Confidentiality**

Staff should not give undertakings of absolute secrecy. An abused child or a person disclosing information about abuse is likely to be under severe emotional stress, and the staff member may be the only person whom the child or adult is prepared to trust. When information is offered in confidence, the member of staff will endeavour to reassure the child or adult, whilst explaining that the matter will be shared only with people who need to know about it in order to follow procedures aimed at safeguarding their welfare.

## 6. Roles and Responsibilities

### 6.1 The Role of the Pastoral Coordinator/Designated Safeguarding Lead

- To make all staff aware of the School's policy.
- To liaise with outside agencies such as counselors and psychologists.
- To liaise with other staff who offer pastoral care.
- To ensure that there is a format for the recording of incidents and that procedures are followed as well as records maintained.
- To make referrals and monitor these referrals afterwards.
- To write reports and record information as necessary.
- To attend child protection conferences.
- To raise staff awareness on an annual basis.
- To review, revise and maintain the Safeguarding and Child Protection Policy within the School.

### 6.2 The Role of the Class/Subject/Form Teacher

During the assessment, teachers may be expected to provide information about:

- Attendance
- General manner in school – attendance, moods or mood swings, appearance, etc.
- Ability and performance in work
- Social development
- Attitudes towards adults
- Behaviour
- Self-confidence
- Physical ability
- Observations of the child at play
- Any strengths or weaknesses not mentioned above
- Known behaviour, interests or unusual routines outside school
- Parents attitudes towards school
- Engagement in the wider school community
- Any other relevant information

### 6.3 The Management of Suspected Abuse

The following categories form the criteria for registration with the appropriate support agencies responsible for the safeguarding of children in education

- Neglect
- Physical injury
- Physical/Sexual abuse
- Emotional abuse
- Self-harm or abuse

***The notes in Appendix A provide guidance. If a member of staff is in doubt about signs or indications of abuse, alert the Designated Safeguarding Lead. Staff should only ask students open-ended questions in relation to suspected abuse. They should not "investigate" the matter.***

## 6.4 General Points

Information, which needs to be available to all staff, will be shared at staff meetings. Information is for “professional use” and should remain absolutely confidential outside of the school.

Information might include:

- Details of actual or suspected physical abuse.
- Parental non-contact details following legal decisions.
- Mood swings, aggression and/or bad temper.
- Withdrawal by child and wanting to be on his/her own.

All staff must be aware of this policy, of the procedures outlined and where further details and guidance are stored.

Staff referrals and Child Protection records will be kept by the Child Protection Coordinator, within the school’s, under lock and key. Parents do not have a right of access to these files.

## 6.5 Key Contact Information:

<b>Role</b>	<b>Name</b>	<b>Contact details</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Rebecca Cruickshank</b>	<b>3331 6260</b>
<b>Deputy DSL</b>	<b>Myriam Atwe</b>	<b>5509 7367</b>
<b>Assistant Safeguarding Lead in cases involving students with additional learning needs</b>	<b>Elena Swaters</b>	<b>33871463</b>
<b>Panel Member and Principal</b>	<b>Clive Shepherd</b>	<b>6601 6340</b>
<b>Panel Member and Vice-Principal</b>	<b>Ahmed Al-Talib</b>	<b>7477 8989</b>
<b>Panel Member in cases involving sport and recreation</b>	<b>Joseph Pinnock</b>	<b>6640 9682</b>
<b>Nominated Senior Leader in the absence of a trained DSL – Primary, Al Gharaffa Campus</b>	<b>Linsey Edment</b>	<b>3330 5680</b>
<b>Nominated Senior Leader in the absence of a trained DSL – Secondary, Al Gharaffa Campus</b>	<b>Janet Akar</b>	<b>3307 4834</b>
<b>Nominated Senior Leader in the absence of a trained DSL – Primary, Mansoura Campus</b>	<b>Debbie Allen</b>	<b>5057 0959</b>
<b>Panel Member – Al Gharaffa Campus</b>	<b>Vahri McGeoch</b>	<b>7476 0399</b>

## Safer Recruitment and Training of Staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, we will:

- Ensure relevant background checks are performed in the country of origin of the employee, in countries where the employee has previously worked and locally if the employee is already in Qatar
- Take up references related to the employee’s work with children
- Follow safer recruitment procedures when contacting and interviewing potential employees
- Provide annual safeguarding training to our staff

## 8. Online Safety

At Pearling Season International, we recognise that it is more important than ever that we provide a safe environment for pupils, including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

A policy on the use of mobile phones and technology exists to provide further guidance and protection to our school community. This is an addendum to the Behaviour Policy and must be observed by all staff and students.

## 9. Early help

9.1 Any child may benefit from early help, but all PSI staff should be particularly alert to the potential need for early help for a child who:

- a.) is disabled and has specific additional needs
- b.) has special educational needs (even if there is no statutory Education, Health and Care Plan in place)
- c.) is a young carer
- d.) is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- e.) is frequently missing/goes missing from care or from home
- f.) is at risk of modern slavery, trafficking or exploitation
- g.) is at risk of being radicalised or exploited
- h.) is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- i.) is misusing drugs or alcohol themselves
- j.) has returned home to their family from care
- k.) is a privately fostered child

9.2 The *Assistant Safeguarding Lead* for cases involving students with *additional learning needs* must always be contacted for students in categories a.) and b.) above.



## Appendix A

### Need For Protection – Some Indicators

#### Physical Abuse

Physical Indicators	Behavioural Indicators
Unexpected bruises (in various stages of healing	Self-destructive
Welts, human bites marks, bald spots	Withdrawn or aggressive behaviour
Unexplained burns, especially cigarette or immersion burns	Uncomfortable with physical contact
Unexplained lacerations, fractures or abrasions	Arrives at school early or stays late as if afraid to be at home
	Chronic runaway
	Complaints of soreness
	Wears clothing inappropriate for the weather to cover the body

#### Neglect

Physical Indicators	Behavioural Indicators
Abandonment	Tired or listless, falls asleep in class
Consistently unattended medical needs	Steals food, begs for food from classmates
Regular hunger	Reports that there is not caretaker at home
Inappropriate dress, poor hygiene	Frequently absent or late
Lice, distended stomach, emaciated	Self-destructive

#### Sexual Abuse

Physical Indicators	Behavioural Indicators
Torn, stained or bloody underclothes	Withdrawal, chronic depression
Pain or itching of the genital area	Poor self-esteem, self-devaluation
Difficulty with walking or sitting	Lack of confidence
Bruising or bleeding	Poor peer relationships, lack of involvement
Avoidance of lessons, especially PE	Massive weight change
Frequent urinary or yeast infections	Threatened by physical contact
	Hysterical, lack of emotional control
	Sudden difficulties in school

### Common Sites for Injuries

Accidental	Non-Accidental
Forehead	Eyes – bruising, black (particularly both eyes)
Nose	Skull – fracture, bruising or bleeding under skull (from shaking)
Chin	Cheeks – bruising, finger marks
Mouth	Mouth – torn frenulum
Spine	Neck – bruising, grasp marks
Elbows	Shoulders – bruising, grasp marks
Forearm	Upper and inner arms – bruising, grasp marks
Hips	Knees – grasp marks
Knees	Thighs – grasp marks

### Commonest Forms of Physical Abuse – Indicators for Referral

Fingertip bruising or hand marks caused by the child being grabbed or slapped
Bruising to the face or head
Thumb marks under the clavicles
Bilateral mouth injuries; torn lips, gums or frenulum Bilateral black eyes
Abdominal injuries and ear injuries
Burns

### Common Indicators of Non-Accidental Injury – Circumstances Causing Suspicion

Child brought late for medical examination and treatment
Medical neglect and/or inappropriate parental reaction – abnormal affect
Child's appearance and interaction with the parents is abnormal, guarded or over defensive Complicated or convoluted history
What the child says does not tally with presentation

### Commonest Indicators of Physical Abuse

Mood changes, tantrums and aggression or
Sleep and eating disorders
Anxiety, depression and despair
School failure, truancy, disruptive to others
Lying, stealing, unexplained money
Withdrawal and secretiveness; poor peer relations
Running away from home

### Commonest Indicators of Emotional Abuse

Lack of parent/child bonding – pushes child away, child clings then gives up
Sanctions of self-esteem – endless criticism, negative all the time
Lack of special/quality time – parents' lack of time, inability to play
Sanctions of interpersonal skills – lack of befriending
Discipline and control – a big issue

## Appendix B

### Making a Start

Think of a child of whom you have concerns. Can you answer the following questions?

- Is the child average weight/height?
- Is the child clean and well kempt?
- Does the child glow with health - do you know of any health problems?
- Is attendance regular, are absences straightforward?
- Does the child concentrate well?
- Is the child achieving satisfactorily?
- Is the child withdrawn, aggressive, and moody?
- Does the child understand "taking turns"?
- Can the child use personal experiences for creative work?
- How does the child respond to adults?
- Who are the child's friends?
- Are those relationships equal?
- Does the child have irritating habits?
- What do you know about the child's home life?

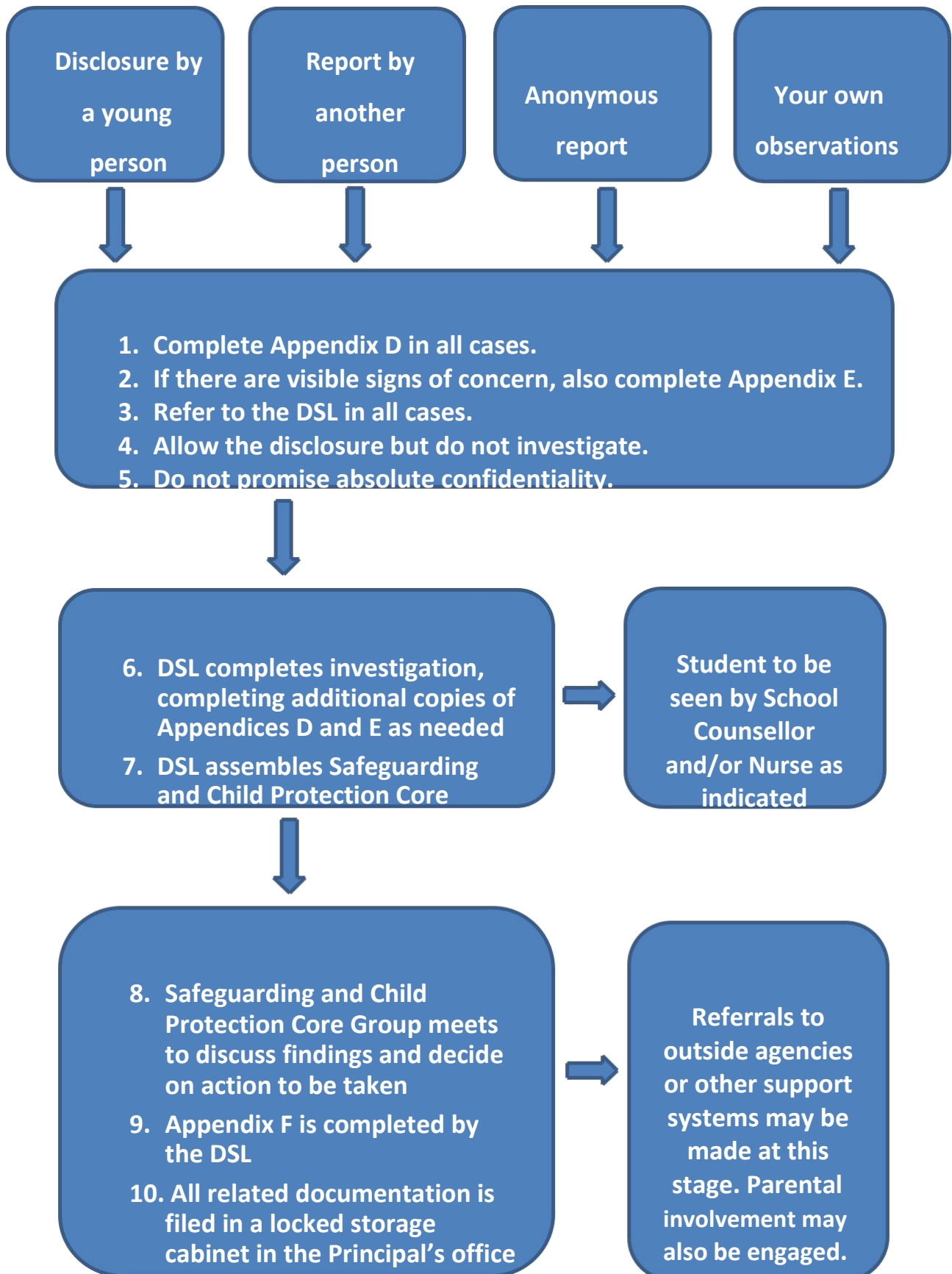
**If you have concerns about a student, you should complete the form in Appendix D and Appendix E if there are visible signs of concern. Both forms should then be passed on to the DSL.**

#### **Remember:**

- Ask open-ended questions
- Do not investigate
- Record, date and sign observations
- Try to identify patterns

## Appendix C

### Raising a Safeguarding Concern – Procedures for All Staff



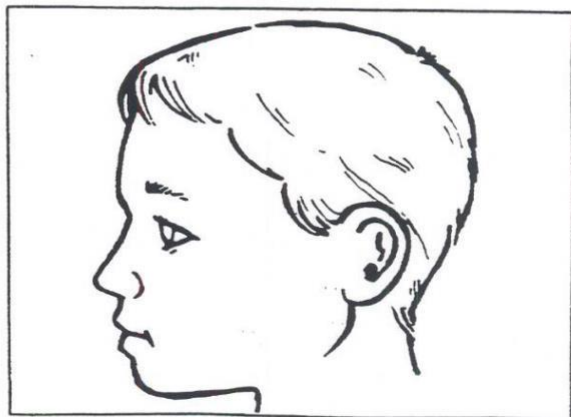
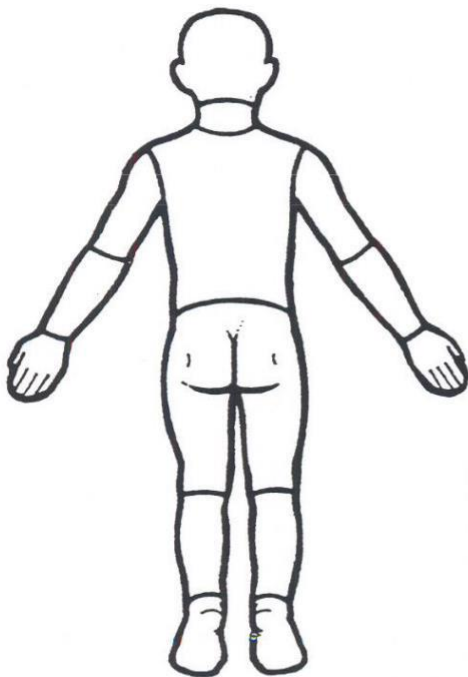
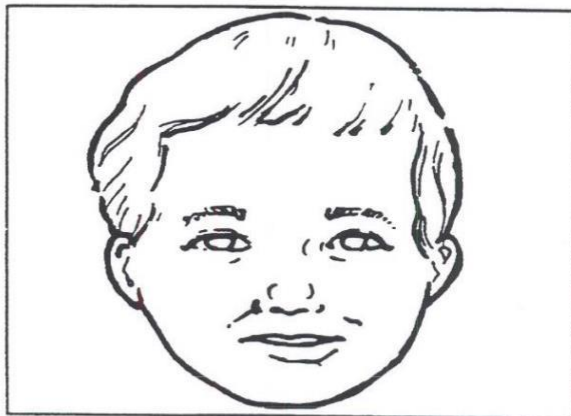
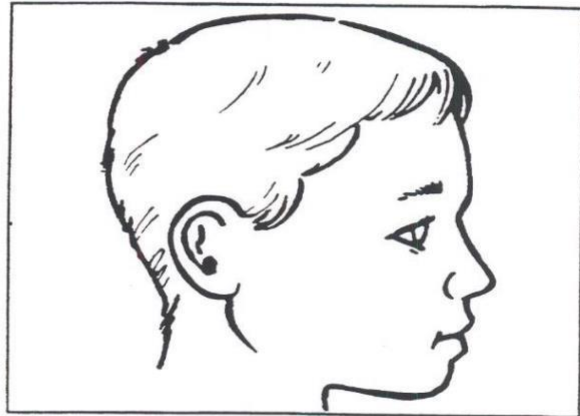
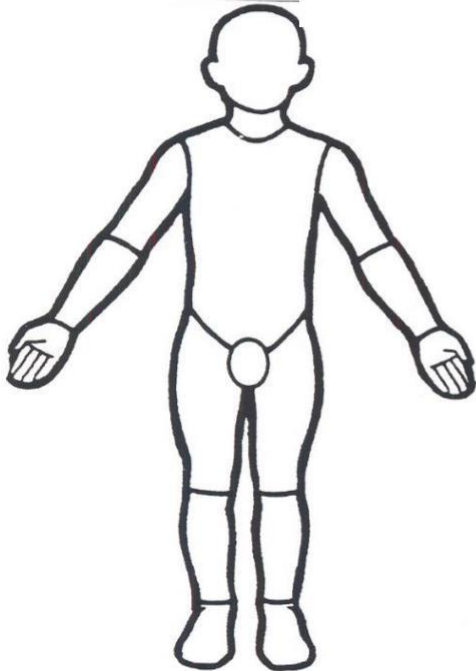


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Date Opened:  Time Opened:	Person Reporting:	Signed:
To Whom Reported:	DSL:	Date Closed:

Appendix E

Marks On A Child That Raise Suspicion.



Indicate clearly where the injury was seen and attach this to the Recording Form

