



**POLICY  
19**

# Child Protection and Safeguarding Policy

*For Ta'allum Group*



<b>Child Protection and Safeguarding Policy</b>	
Short description	A policy governing students' Safeguarding at Ta'allum Academies
Relevant to	Students, Faculty, Counselling, Advising, and staff.
Authority	Child Safety Team: <ul style="list-style-type: none"> <li>➤ Designated Safeguarding Lead - Principal</li> <li>➤ Deputy Designated Safeguarding Leads (DDSL):               <ul style="list-style-type: none"> <li>• Head of Primary School</li> <li>• Head of Secondary School</li> <li>• Head of KG - EYFS Nominated Safeguarding Link</li> </ul> </li> <li>➤ School Senior Nurse</li> <li>➤ School Counsellors</li> <li>➤ SENCO/ Head of SEN</li> </ul>
Responsible office	Safeguarding Office
Date introduced	May 2014
Date(s) modified	July 2018
Next scheduled review date	September 2024
Related School documents	Behaviour policy (including bullying), e-learning (including e-safety) policy; Health and Safety policy (including medical and first aid)
Related legislation	Qatari Law/ Subject of Crimes 303

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## Ta'allum Vision, Mission and Motto

### Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

### Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

### Ta'allum Group's Motto

*"Creative learners today, our future leaders tomorrow"*

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## Ta'allum Schools Learner Outcomes

Academic Achievement and Leadership with Islamic Values are the characteristic hallmarks of our students. Here at Ta'allum schools we believe that in order to ensure all our students to achieve at the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguishes our students from other.

Our students are Academic

- ✓ They are lifelong learners
- ✓ They are creative thinkers
- ✓ They are bilingual
- ✓ They are confident
- ✓ They are innovative
- ✓ They are independent

Our students are Leaders

- ✓ They have strength of character
- ✓ They are organised
- ✓ They are confident
- ✓ They are responsible
- ✓ They are future leaders

Our students practice and exemplify Islamic values

- ✓ They adhere to the Five Pillars of Islam
- ✓ They have good morals
- ✓ They are polite
- ✓ They are considerate

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## 1. Introduction

- 1.1. This policy has been developed in accordance with the principles established by The Qatari Foundation for the Protection of Women and Children established under Act No. 8 of 1998; The United Nations Convention on the Rights of the Child (CRC) 1989; Sidra Child Advocacy Program (member of Qatar Foundation); Ta'allum Group of Schools Board; UK legislation and published guidance is referenced in this policy as good practice guidance in seeking to maintain high standards to protect students' and includes the following:

The Children Acts 1989 and 2004 and The Education Act 2002, and having regard to the guidance set out in National Minimum Standards (March 2015); Working Together to Safeguard Children (2018); Framework for the Assessment of Children in Need and their Families (2000); What to Do if You Are Worried a Child is Being Abused (March, 2015); Safeguarding Children and Safer Recruitment in Education DfES, (Jan 2007); Keeping Children Safe in Education (September, 2020); The Education (Child Information) (England) Regulations (2005).

- 1.2. The policy is applicable to Ta'allum Group of schools as an organisation and to each of its individual schools. In this document the term Ta'allum Schools is used to encompass the whole organisation and each of its schools.
- 1.3. Ta'allum Schools recognises that all adults, staff (including temporary staff) volunteers and Directors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.
- 1.4. Ta'allum Schools believe that the education setting should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. In its approach to Child Protection and Safeguarding, and in its discharge of its duties and responsibilities, Ta'allum Schools commits to acting in the best interests of the child.

## 2. The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be in need or at risk of harm, and to ensure Ta'allum Schools contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To maintain a structured procedure within Ta'allum Schools which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies that are responsible for the social care of children and families.
- To ensure that all staff working within Ta'allum Schools who have access to children and who undertake regulated activity have been checked for suitability, including verification of their identity and qualifications, and other checks including, but not limited to, The Disclosure and Barring Service (DBS) check and Sterling Backcheck. Additionally, that a central record is kept for audit.

### 3. Terminology used in this Policy

For the purpose of this policy, Ta'allum adopts the definition of safeguarding used in the Children's Act 2004, and in the government's guidance document 'Working Together to Safeguard Children' 2018. This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's mental and physical health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children and young people to have optimum life chances and to enter adulthood successfully.

**Child** includes everyone under the age of 18, or older if still a Ta'allum Group of Schools student.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering significant harm.

**Parent** includes birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Staff** refers to all those working for or on behalf of the schools, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

#### Types of Abuse and Neglect

Ta'allum Group of Schools recognises that there are multiple types of abuse and neglect. Ta'allum Group of Schools draws its understanding of the terminology used to describe these from *Keeping Children Safe in Education* (September, 2020).

### 4. Safe School, Safe Staff

- 4.1 The Board of Ta'allum Group of Schools takes seriously its responsibility under principles set out in section 2 of this policy, to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 4.2 Ta'allum Schools recognise that the schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 4.3 Through appointed Pastoral Heads and Year Leaders, the Ta'allum Schools will work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This will include regular consultation with children, e.g. through safety questionnaires, participation in anti-bullying/ friendship week, asking children to report whether they have had happy/sad lunchtimes/playtimes.

- 4.4 We will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 4.5 We will provide across the curriculum, opportunities that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-Safety, road safety, and pedestrian training.
- 4.6 Ta'allum Group commits to ensure that all members of the Ta'allum Board understand and fulfil their responsibilities, namely to:
- Recognise Ta'allum Schools duty to safeguard and protect all children in the schools, including children in need and children at risk of harm.
  - Ensure that there is a Safeguarding and Child Protection policy that is reviewed annually, and more frequently if required, and that is published internally and externally.
  - Ensure that Ta'allum Schools operate safer recruitment procedures.
  - Ensure that Ta'allum Schools has procedures for dealing with allegations of abuse against staff.
  - Ensure that Designated Safeguarding Lead (DSL) responsibilities are in place.
  - Support Principals in ensuring that DSL undertake inter-agency training and DSL training updates at least every 2 years.
  - Support Principals in ensuring that all other staff have safeguarding training annually and the Head of HR at Ta'allum Head Office undertakes safer recruitment training.
  - Support Principals in ensuring that all staff read Ta'allum Safeguarding Guidance.
  - Support Principals in ensuring that any weaknesses in Safeguarding or Child Protection are remedied as soon as possible.
  - Support Principals to ensure staff and student safety at all times, and to provide staff with training in safe physical intervention and de-escalation techniques.
- 4.7 The DSL in each school is the Principal. He/ she is supported by Deputy DSLs (DDSLs) namely the Head of Primary and Head of Secondary Schools, EYFS Nominated Safeguarding Link namely Head of EYFS, who along with School Senior Nurse, School Counsellor and SENCO/ Head of SEN form the school designated Child Safety Team.
- 4.8 All DSL and DDSLs have undertaken the compulsory training delivered to all staff through internal training/school based. This training is required at least every year.
- 4.9 The DSL and other staff involved in recruitment, including at least one member of the Ta'allum Central Office HR, will complete Safer Recruitment Training (on-line) training, to be renewed at least every 3 years.
- 4.10 All members of staff and volunteers are provided with induction training that includes: Ta'allum Schools Safeguarding and Child Protection Policy, the employee handbook naming the DSL and Deputy DSL (DDSL) and Child Safety Team.
- 4.11 All members of staff are trained in and receive regular updates in e-Safety and reporting concerns.



- 4.12 All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the Ta'allum Group of Schools Safeguarding and Child Protection Policy on the website and intranet.
- 4.13 Ta'allum Schools policies seek to ensure the suitability of adults working with children on school sites at any time.
- 4.14 Community users organising activities for children are aware of the school's safeguarding and Child Protection guidelines and procedures.
- 4.15 Safeguarding and Child Protection concerns or allegations against adults working in the school are referred to the appropriate statutory and regulatory bodies. Any member of staff found not suitable to work with children will be notified as required for consideration for barring, following resignation, dismissal, or when Ta'allum Group of Schools ceases to use their services.
- 4.16 Appropriate checks are made that no prohibition from management of independent schools' order exists for candidates to management positions.
- 4.17 Procedures are in place to be followed if a child harms another child or if a member of staff is accused of abuse or suspected of abuse.
- 4.18 Where it is suspected that a crime has been committed, the school will notify the police.
- 4.19 Ta'allum Schools procedures will be regularly reviewed and updated.
- 4.20 The name of the designated members of staff for child protection, the DSL and Deputy DSL (DDSLs), will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

## 5 Roles and Responsibilities (detailed in accompanying Appendix 9)

- 5.1 Ta'allum Schools recognise that safeguarding and child protection are every community member's responsibility. Through training, Ta'allum Schools ensure that all staff are alert to the signs of abuse and know to whom they should report any concerns or suspicions.
- 5.2 **The Principal at each academy is the DSL and is responsible for the implementation of this policy and other associated policies at their school. This responsibility includes:**
- Allocating sufficient time, training, support and resources, to enable themselves and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other meetings.
  - Ensuring 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 good practice whistleblowing procedures.
  - Ensuring that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

- Liaising with the appropriate Ministry of Education Link Officer where an allegation is made against a member of staff.
- Ensuring that anyone who has harmed a child or who may pose a risk to a child is referred to the appropriate authorities.
- **Ensuring that the Director of Education and/or CEO is notified of any Child Protection and Safeguarding challenges or issues emerging in the Academy.**

### 5.3 The Deputy Designated Safeguarding Lead (DDSL) and Child Safety Team members are appointed to support the DSL in:

- Understanding the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Being alert to those children within the school who are at risk of: domestic violence, being missing from education, child trafficking, and bullying (which includes race/hate behaviour).
- Having a working knowledge of how the Qatar authorities conduct child protection case meetings and being able to attend and contribute to these effectively when required to do so.
- Being alert to the specific needs of children in need, those with special educational needs and young carers.
- Keeping detailed, accurate, secure written records of concerns and referrals.
- Obtaining access to resources and attending any relevant or refresher training courses.
- Any protection measures taken, encourage a staff culture of listening to children, to take account of their wishes and feelings
- Link with the Local Partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### 5.4 The DSL supported by the DDSLs are responsible for:

- Making prompt contact with the responsible authorities to refer a child where there are concerns that a child may be in need of help or at risk (including possible abuse).
- Remaining aware of, and updated about changes to, local threshold criteria above which referrals must be made to the appropriate authorities.
- Making all referrals in writing following a telephone call to the appropriate agencies.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from student records, and that they are copied on to the child's next school as soon as possible but separately from the main file.
- Ensuring that where such records are stored electronically they are protected with a different password from the child's other files and accessible only by the DSL and deputies.
- Liaising with other agencies and professionals as appropriate.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.
- Ensuring that action is taken where any student with a current Child Protection Plan who is absent from the educational setting without explanation for 2 days (in some cases any absence may be a cause for concern and warrant immediate reporting).
- Providing an annual report for the Ta'allum Group of Schools Board, detailing the number and type of incidents/ cases, the number of children on the Child Protection register (anonymised), training undertaken by the DSL or other staff, areas of strength and areas identified as requiring improvement and any recommended changes to the policy and procedures.

## 6 Supporting Children

- 6.1 Ta'allum Schools recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 Ta'allum Schools recognises that the school setting may be the only stability in the lives of children who have been abused or who are in need or at risk of harm.
- 6.3 Ta'allum Schools recognise that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4 The DSL and the Child Safety Team are cognizant of the need for uniform approaches to dealing with children in need or who have been abused, and with children who are suspected of being in need or having been abused.
- 6.5 Ta'allum Schools will support all children by:
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not accepting aggression or bullying.
  - Where needed, putting in place, risk assessments to identify risks that may be posed by events or by other students and protect students against the potential for harm.
  - Promoting a caring, safe and positive environment within the school.
  - Liaising and working together with other support services and those agencies in Qatar who are involved in the safeguarding of children.
  - Notifying the appropriate bodies as soon as there is a significant concern.
  - 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.

## 7 Monitoring of Children

- 7.1 Ta'allum Schools will provide systematic means of monitoring children known or thought to be at risk of harm, and will ensure the school contributes to the assessment of need and to the support packages for those children. The school is committed to inter-agency working, which includes providing a coordinated offer of early help when the additional needs of children are identified.
- 7.2 Ta'allum Schools recognise the need for good communication between all members of staff and between the school and other agencies.

## 8. Responsibilities for the Supervision of Students in School

Ta'allum leaders and all staff are required to ensure supervision of students throughout the school day is adequate for their health, safety and welfare. The teacher has a duty of care to the students, which is based on the principle of 'loco parentis.' This can be thought of as the standard of care expected of parents in the care of their children.

For teachers to carry out their duties effectively the Head has certain responsibilities. These include: The legal responsibility to keep students safe, avoiding claims for negligence which could be brought against a member of staff. It is important to be able to show that a structured supervision plan exists, is known and understood by all involved, and that adequate care was being exercised at the time of an 'incident.' High standards of supervision must be always maintained.

An injury to a student would not in itself be grounds for a legal action against a member of staff. It is necessary to show that there has been negligence by the school which has resulted in the injury sustained by a student. Ta'allum is responsible for any negligent acts of their employees, committed in the course of their employment. However, if anything happened to a student, the cause of which could be attributed to a lapse in the standard of appropriate care, the member of staff could incur legal liability.

### Supervision Before School

- Students do not arrive simultaneously on the Academy premises. Our responsibility begins at
- 6.15am. The school will inform all parents of the starting time of the school day and indicate that no
- arrangements are made for the supervision of the children earlier than 6.15am on a school day.
- Supervision of children before school begins will form part of the school's rota of supervision.

### Responsibility During the Day:

- Students must not be allowed off site during school hours unless there is clear evidence of a request (in writing, by email, in person or by telephone) from the parents.
- **No class of students should be left unsupervised for any reason.**
- Children attending clubs and extra-curricular activities should never be left in school unattended.

### Lesson Time:

- Students must always be supervised, including at the end of Lessons 3 and 6, as breaktime or the end of the school day Dismissal procedures approach.
- Children should not be left in classrooms without supervision.

## Supervision During Break times

- There must be adequate supervision both indoors and outdoors throughout school breaktimes. A duty rota for break time supervision must be displayed in the Staff Room and School Office. Duty Teachers and Admin Supervisors will “patrol” around the school.
- Part of the induction of new staff must include explanation of supervision responsibilities.
- Duty Teachers must begin supervision promptly
- Staff must leave the staff rooms promptly to supervise the children back into classes at the end of break periods.
- Particular attention should be paid to supervising children in the locker rooms or other congested areas.
- Children should not be left in classrooms during break times unless a member of staff is present.

## Break Time

- The members of staff on duty must be in the designated areas at the notified times for the start of break and remain there until the time when break ends.
- It is not possible to supervise a large number of children without active vigilance and concentration and, to this end, the members of staff on duty should not indulge in protracted conversation with other members of staff.
- At the end of break and together with other duty members of staff will ensure that all pupils are moved on promptly to lessons.

## Rigorous Dismissal Procedures after School according to Ta'allum Guidance and Expectations

Teachers and all staff must support the process of student dismissal so that all children leave the school safely and appropriately.

### Staff on Duty at Dismissal Time:

All staff members must adhere to these guidelines when supervising students' departure after school hours:

- No student will be dismissed from class without a dismissal card presented by the adult collecting the child. In the event of a lost or missing card, these people should be referred to the reception desk where a new card can be issued.
- A team of staff should be on duty after school hours at every school. Until all students have safely left the building, these staff members should remain present.
- The head of the school should ensure that all duty staff remain on duty after school hours. This extra presence will ensure that students are supervised until they leave the school grounds.
- To prevent students from remaining unsupervised after school, the school head should develop a comprehensive safety plan. In this plan, the following measures should be included:
  - It is important to identify students who are not regularly collected from school after school hours.
  - Verify that all students have left the school by implementing a system of checks and verifications.
  - Students should be escorted to designated pick-up locations.

- Establishing a system of communication among duty staff members so that no student is left unattended.

The principal and school head should be informed immediately of any deviations or concerns regarding the safe departure of students. This allows for timely intervention and corrective action. Following these guidelines can prevent accidents and incidents, ensuring that every student leaves our school premises safely.

### Lone Working and Being Alone with a Child:

Refer to the Ta'allum Health and Safety Policy pages 23 and 24 'Lone Working for full guidance of contexts where it is sensible to consider the associated risks, for example:

- Running an extra class outside the curriculum, possibly in an isolated or quiet part of the Academy building.
- Calling a child to an office for disciplinary or administrative reasons.

## 9 Confidentiality

9.1 Ta'allum Schools recognises that all matters relating to Child Protection are confidential.

9.2 The Principal (DSL) or Deputy DSL (DDSL) will disclose any information about a child to other members of staff on a need-to-know basis only.

9.3 All staff must be aware that they have a professional responsibility to listen to children who are disclosing information associated with child protection and safeguarding matters, and to share information with the DSL in order to safeguard children.

9.4 Specifically, the person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions.

9.5 Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

9.6 Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL.

9.7 All staff must be aware that they cannot promise confidentiality to a child, which might compromise the child's safety or wellbeing.

- a. Ta'allum Schools undertake to share our intention to refer a child to the appropriate authority with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the DSL will consult with the appropriate safeguarding authorities in Qatar.

- b. Any contact with parents regarding safeguarding issues must only be made by the Designated Safeguarding lead or their Deputy, after consultation with and advice from the Director of Education and if needed, the CEO.

## 10 Supporting Staff

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 who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or 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 child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

## 11 Safeguarding Students Against the Actions of Other Students

11.1 Ta'allum Schools recognises that students will on occasion display behaviours that cause concern to other students or act in ways that cause harm to other students. These behaviours may include one or more of the following (this list is not exhaustive and one to which future trends of behaviour may add).

- Grooming (where an individual seeks to gain the trust of a child in order to carry out harmful behaviour).
- Sexting (the act of sending explicit photographs or messages).
- Distribution of sexually harmful or violent literature.
- Bullying
- Coercion or intimidation.
- Initiation ceremonies or ritual misconduct.

11.2 Ta'allum Schools recognises their responsibilities with regard to the thresholds of concern associated with these behaviours, and others like them. Schools will address allegations of any such concerns with the appropriate agencies.

11.3 Ta'allum Schools declare that abuse by one or more students against another student is not tolerated, especially by those in positions of trust, including senior students.

## 12 Allegations against Staff

12.1 An allegation is any information that indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with Children

12.2 This applies to any child with whom the member of staff/volunteer has contact in their personal, professional or community life.

12.3 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL.

12.4 If staff members have concerns about another staff member, this should be referred to the Principal (the DSL). Where there are concerns about the Principal this should be referred to the Director of Education: Dr. Mohammad Saefan, or, in the absence of the Director of Education, The Chief Executive Officer: Mr. A. Mannai, the CEO of the Board of Ta'allum Group of Schools, this should be done without informing the Principal.

12.5 If an allegation is made that meets any of the three criteria set out in **11.1**, contact will always be made with the appropriate authority without delay. If it is decided that the allegation meets the threshold for safeguarding, the case will be progressed in accordance with the advice and counsel of the appropriate body in Qatar.

12.6 If, at the completion of the allegations management process, an individual is dismissed (or would have been dismissed had the individual not left first) because of the risk of harm posed by that individual to children, Ta'allum Group will make a referral to the Disclosure and Barring Service.

12.7 All staff should be aware of Ta'allum Schools Staff behaviour procedures described in the Employee Handbook and reviewed annually.

12.8 Guidance about conduct and safe practice, including safe use of mobile devices by staff and volunteers, will be given at induction.

12.9 Ta'allum Schools recognise that a student may make an allegation against a member of staff.

12.10 Ta'allum Schools will follow Ta'allum group procedures for managing allegations against staff.

12.11 Ta'allum Schools recognise that suspension of the member of staff against whom an allegation has been made, deserves and requires careful consideration. The Principal will seek advice including that of Ta'allum Head Office HR Department in making this decision. In the event of an allegation against the Principal, the decision to suspend will be made by the CEO of the Ta'allum Group of Schools Board.



### 13 Whistleblowing

- 13.1 Ta'allum Schools recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 13.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues.

### 14 Physical Intervention

- 14.1 Ta'allum Schools acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must only ever be a defensive obstruction of an assailant in order to prevent injury to another person. In order to ensure staff and student safety at all times, Ta'allum is committed to providing staff with training in safe physical intervention and de-escalation techniques.
- 14.2 Such events should be recorded and signed by a witness. These records will be retained in the log of incidents of physical restraint kept in the Principal's office.
- 14.3 Ta'allum Schools recognises that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 14.4 Ta'allum Schools recognises that touch may be appropriate in the context of working with children, and all staff are given guidance to ensure they are clear about the professional boundaries associated with this recognition.

### 15 Anti-Bullying

- 15.1 The Ta'allum Schools policy on anti-bullying is set out in a separate document and acknowledges that bullying behaviour may be considered to contravene safeguarding and child protection procedures as well as anti-bullying procedures.
- 15.2 Ta'allum Schools recognise that bullying may take numerous forms including, but not restricted to, cyber, racist, and gender-related bullying. Schools maintain records of known bullying incidents.
- 15.3 Ta'allum Schools staff are aware that children with Special Educational Needs or Disability (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

### 16 Health & Safety

Ta'allum Schools Health & Safety Policy is set out in a separate document.

## 17 Early Childhood

17.1 The Child Protection and Safeguarding Policy also applies to the Early Childhood (EYFS). Each school will designate a practitioner to take lead responsibility for safeguarding children within the EYFS liaising with the DSL and Child Safety Team.

17.2 Ta'allum Schools will inform the appropriate government inspection authorities of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises as soon as is reasonably practicable.

## 18 Important note for Ta'allum Schools concerning self-harming and suicidal behaviour:

18.1 Ta'allum Schools follow the Islamic Sharea'a and adhere to the Qatari law and Constitution. Qatar Law, Subject 303 of crimes, deals with any self-harming case as a criminal act. Such cases will be handled with extreme care, recognising the sensitivity of the local community and the vulnerability of the victim and his/ her family. It is the responsibility of the School Principal to report those cases to the official authorities.

18.2 Ta'allum Schools procedure for suspected self-harming or suicidal behaviour:

- The school will deal with any certain or suspected case/s of attempted suicide and self-harming with effective and prompt action.
- Parents will be contacted and the student, will remain at home until further notice
- The case will be reported to the Qatari authorities immediately. The DSL will review the need to involve the Child Advocacy Services or Child & Adolescent Mental Health Services (CAMHS) at Sidra.
- A Child protection case cycle will begin, involving Hamad Hospital Psychiatric division, case conferences, core group meetings, professionals and other multi-agency planning meetings.

18.3 Conditions under which the student may return to school

- The school may allow the student to return to school only under the following conditions:
- A full psychiatric report from Hamad Hospital stating that the child is not at risk of attempting suicide and/ or self-harming.
- Parents sign a disclaimer absolving the school of responsibility in the event that the student puts him/ herself at risk by attempting suicide and/ or self-harming whilst at school.
- The student remains on the school CP Register and is monitored by the Child Safety Team.
- In some instances, the student who has been suspected of a self-harming or attempted suicide may not be allowed to resume school.

## 19 Mobile Phones and Photography

19.1 Ta'allum Schools recognises the ubiquity of mobile phones and similar mobile devices and acknowledges such devices have a place, but also that such devices may be misused. It is for this reason, that students are not allowed use or have mobile phones on their person during the school day.

19.2 Ta'allum Schools requires staff and community members to abide by the following safeguards:

- Use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse (for example taking personal calls during student supervision or teaching time and taking and keeping photographs of the same child or same two or three children on his/ her own phone).
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff pay regard to parental requests to exclude their children from class photographs on webpages and other forums that may be used to promote school activities.
- Ensure visitors to the school obtain permission from the Principal/ Head of School, before taking photographs.
- Ensure the use of mobile phones on outings is included in risk assessments.
- Ensure mobile phone content (for example personal telephone numbers) is kept secure.

19.3 Ta'allum Schools recognises that those in charge of children will sometimes need to use cameras and video in their daily practice. Ta'allum Schools acknowledges that although the vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons, some people abuse children through taking or using images. Ta'allum Schools commits to the following safeguards with regard to photography, video and all image capturing technology:

19.4 The school will obtain parents' and carers' consent for photographs to be taken or published (for example, on the school website or in newspapers or publications).

19.5 The school will ensure that children in photographs, video and images are appropriately dressed.

- The school will ensure that where official photographs are taken for school publicity purposes, the school's own equipment is used.
- The school will ensure that all cameras used for official photographs of the children for publicity and similar purposes are open to scrutiny.

## 20 Monitoring and Evaluation of the Policy

20.1 Ta'allum Schools commits to ensuring that an effective Child Protection and Safeguarding Policy is in place and is reviewed annually, together with the staff behaviour policy (code of conduct). Ta'allum Schools commits to providing these policies to all staff - including temporary staff and volunteers on induction and to ensuring that staff are kept up to date with changes. All staff are obligated to seek support and advice from either the DSL or appointed deputy if they have concern about the welfare of a child.

20.2 The monitoring and evaluation of the Ta'allum Schools Child Protection and Safeguarding Policy and procedures will be guided by practices including but not limited to:

- Ta'allum Team's visit to the school
- Scrutiny of school Leadership Team agenda and minutes
- School Leadership Team discussions with children and staff
- Scrutiny of attendance data
- Scrutiny of risk assessments
- Scrutiny of incident Logs
- Changes in lesson delivery models- e.g.: to online learning
- Review of parental concerns and parent questionnaires

## Appendix 1 – DSL and Child Safety Team

Name of School:

The school Designated Safeguarding Lead, Deputy Leads and The Child Safety Team

Role	Name	Contact details
Principal - School Designated Safeguarding Lead (DSL)		
Deputy Designated Safeguarding Leads (DDSL): <ul style="list-style-type: none"> <li>• Head of Primary School</li> <li>• Head of Secondary School</li> <li>• Head of KG - EYFS Nominated Safeguarding Link</li> </ul>		
School Senior Nurse		
School Counsellors		
SENCO/ Head of SEN		

## Appendix 2 – Signs of Child Abuse

### Terms Associated with Safeguarding and Child Protection:

Ta'allum Schools are guided in its policy and procedures by a common understanding of terms associated with safeguarding and child protection which are informed by *Keeping Children Safe in Education* (September, 2020) and similar publications.

In addition, Ta'allum Schools acknowledge their duty to ensure staff are aware of the specific safeguarding issues such as those listed in Part One of *Keeping Children Safe in Education* (September 2020) in particular those related to physical, emotional and sexual abuse and to neglect.

Ta'allum Schools commits to ensuring that, where such risks may be more likely, staff are guided on how to understand and act accordingly where there are concern about:

- Bullying including cyberbullying
- Children missing education Child missing from home/ care
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated/ induced illness
- Youth violence
- Gender based violence against women and girls
- Mental health

### Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute 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, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

#### Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating 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. (This used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

#### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious

bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Sexual abuse

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 or non-penetrative acts such as kissing or touching. They may also include 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Definitions taken from Keeping Children Safe in Education 2020.

### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior officer. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries.
- show signs of pain or discomfort
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- frequently miss school or arrive late

- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.
- acquire gifts such as money or a mobile phone from new ‘friends

## Risk Indicators

The factors described in this section are frequently found in cases of child abuse.

Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with DSL

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child’s episodic illnesses.
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to attend school meetings.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household, where this information is known.

## Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation that is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).

- Reluctance to give information or mention previous injuries.

## **Bruising**

Children can have accidental bruising, but the following must be considered as non - accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small children, which may indicate force-feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used, e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds that did not have appropriate treatment or adequate explanation.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non- mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.



## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- An anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of private areas
- Blood

## Appendix 3 - Code of Practice for School Staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All school staff should:

- Place the safety and welfare of children above all other considerations
- Treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- Treat each child as an individual and make adjustments to meet individual need
- Not meet with a student individually in person or on-line, for any purpose.
- Demonstrate a clear understanding of and commitment to non- discriminatory practice
- Recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Understand that school staff are in a position of trust and that inappropriate relationships with any child is an offence
- Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- Encourage all children to reach their full potential
- Never condone inappropriate behaviour by children or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school into disrepute
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

School	
Staff name	
Signature	
Date	

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## Appendix 4 – Whistle blowing procedures

### Whistle blowing relating to children and young people

#### Purpose

The school follows established Whistleblowing conventions that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of school funds
- concealing or attempting to cover up any of the above.

#### When to use

Whistle blowing may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

#### Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

#### Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but be assured, all concerns are treated in confidence and, as far as possible, and your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

### Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the Head teacher.
- If the Head teacher is the subject of your concern, speak to the Principal.
- A friend or colleague may accompany you to the meeting if you wish.
- Ensure the Head Teacher informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

The Head teacher will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred. Members of the school community may be asked to provide information or advice.

- External advice may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
  1. No poor practice or wrongdoing is established and the case is closed
  2. The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
  3. Poor practice or wrongdoing is established and disciplinary proceedings are initiated

## Appendix 5 – Confirmation of Receipt of Safeguarding and Child protection policy

### Confirmation of receipt of safeguarding children and child protection policy

Name:

Date of joining school:

Post:

Date of induction:

Name and designation of staff  
member responsible for  
induction:

*I confirm that I have received and read the school child protection policy.  
I have been made aware of my duty to safeguard and promote children's welfare.  
The procedure for reporting concerns about a child has been explained to me*

Signature

Name

Date

**Please sign and return this form to the designated senior person**

## Appendix 6 - Student Photographic Consent Form

At **[named Academy]** we take the issue of child safety very seriously, and this includes the use of images of students. Images of children in **newsletters and school brochures** can be motivating for those involved, and provide a good opportunity to promote the work of the Academy. However, the Academy has a duty of care towards children.

We ask that parents/legal guardians' consent to the Academy taking and using photographs and images of their children.

Please complete, sign and return this form to **[named person]** at the school.

I consent to photographs and digital images of the child named below, appearing in **Ta'allum and [named Academy]** printed publications, or publications produced by or the website. I understand that the images will be used only for Academy purposes and that the identity of my child will be protected unless I have agreed to the publication of my child's full name. I also acknowledge that the images may also be used in and distributed by other media, such as CD or DVD, as part of the promotional activities of the Academy.

Name of child:

Name of Parent:

Address:

Phone number:

Email:

Signature:

Date:

**Queries regarding this form should be addressed to the Head of School**

## Appendix 7 Student Safeguarding / Child Protection Concern Form

Use this form to record any concern about a child's welfare and give it to the DSL/ Your section Nominated Safeguarding Lead.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the DSL today.

Child's full name & Tutor Group:

Date of this record:

Why are you concerned about this child?

What have you observed and when?

What have you heard and when?

What have you been told and when?

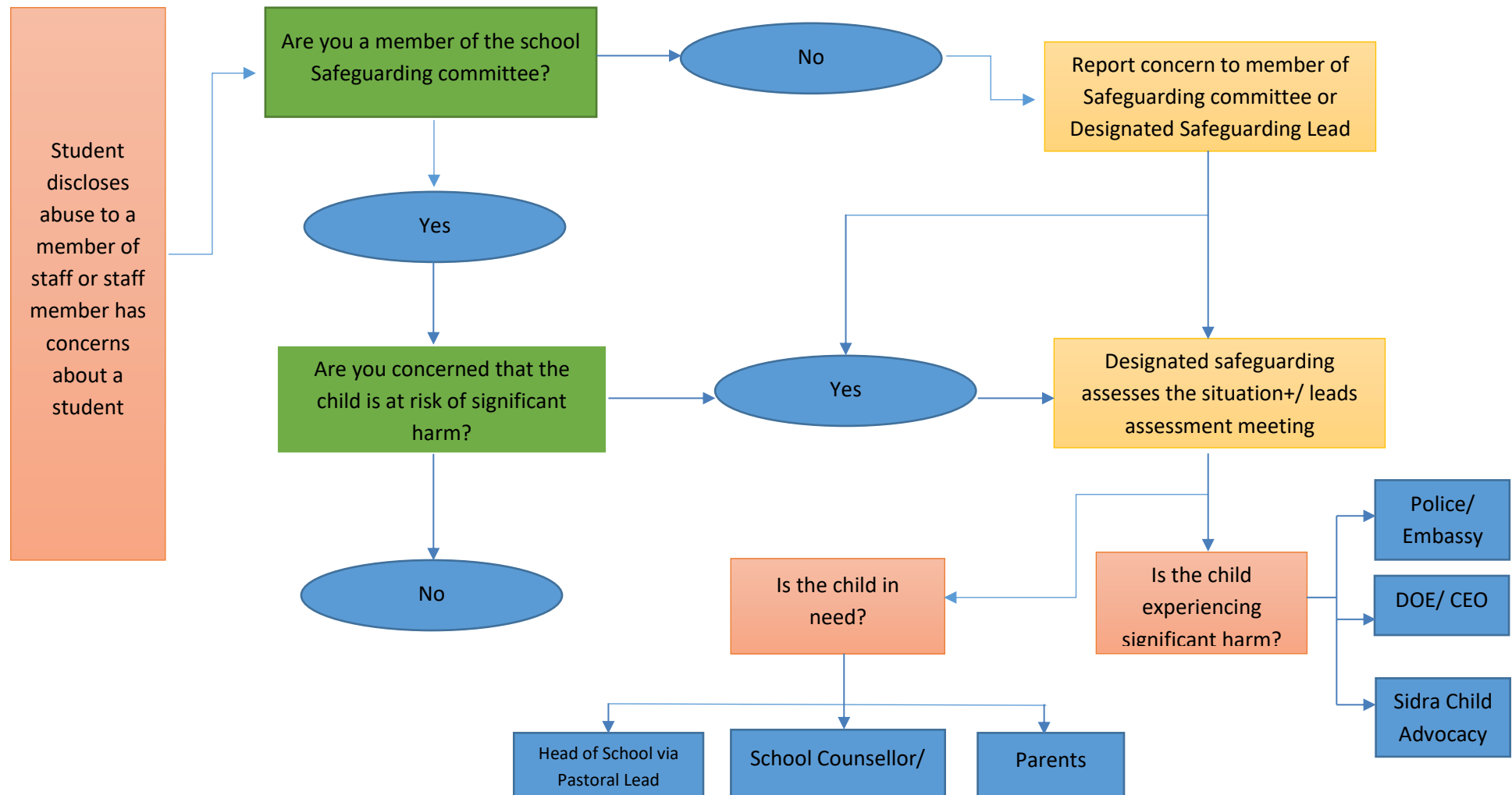
Date and time you handed this form to the designated person:

Your name and designation

Signature \_\_\_\_\_

## Appendix 8 – Flowchart

What to do if you have safeguarding concerns?





## Appendix 9 – Roles and Responsibilities

Role	Responsibility
Ta'allum Board	<ul style="list-style-type: none"> <li>• Recognise Ta'allum Schools duty to safeguard and protect all children in the schools, including children in need and children at risk of harm.</li> <li>• Ensure that there is a Safeguarding and Child Protection policy that is reviewed annually, and more frequently if required, and that is published internally and externally.</li> <li>• Ensure that Ta'allum Schools operate safer recruitment procedures.</li> <li>• Ensure that Ta'allum Schools has procedures for dealing with allegations of abuse against staff.</li> <li>• Ensure that Designated Safeguarding Lead (DSL) responsibilities are in place.</li> <li>• Support Principals in ensuring that DSL undertake inter-agency training and DSL training updates at least every 2 years.</li> </ul> <p>The agreed levels of training for Ta'allum staff are as follows:</p> <p>Level 1 For all staff.            Level 2 - For Staff with Middle and Leadership responsibilities in Pastoral Teams – Achievement Leaders, Heads of House, Deputy Heads, Primary Assistant Heads.            Level 3 For the Designated Safeguarding Lead, Principals and Heads of School.</p> <ul style="list-style-type: none"> <li>• Support Principals in ensuring that all other staff have safeguarding training annually and the Head of HR at Ta'allum Head Office undertakes safer recruitment training.</li> <li>• Support Principals in ensuring that all staff read Ta'allum Safeguarding Guidance for Schools (September 2020).</li> <li>• Support Principals in ensuring that any weaknesses in Safeguarding or Child Protection are remedied as soon as possible.</li> <li>• Ensures that Ta'allum Schools procedures are regularly reviewed and updated.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Supports Principals to ensure staff and student safety at all times, and to providing staff with training in safe physical intervention and de-escalation techniques.</li> <li>• In the event of an allegation against the Principal, the decision to suspend will be made by the CEO of the Ta'allum Group of Schools Board.</li> </ul>
Head of HR (Ta'allum Head Office)	<ul style="list-style-type: none"> <li>• Completes Safer Recruitment Training (NSPCC on-line) training, to be renewed at least every 5 years. This must be kept as a dated record This training must be specific to recruitment, looking for gaps in employment history, seeking references in a timely manner, making phone calls for references, what to look for / what is not there in a reference. It will cover:  Development of safer recruitment policies and procedures for the Ta'allum organisation Preparing to recruit Selecting the right people to interview Carrying out thorough background checks Responding to concerns identified through background checks and assessing risk Responding to inappropriate behaviour and allegations of abuse.</li> <li>• Liaises with the Principal to ensure that appropriate checks are made that no prohibition from management of independent schools' order exists for candidates to management positions.</li> <li>• Ensures that Safeguarding and Child Protection concerns or allegations against adults working in the school are referred to the appropriate statutory and regulatory bodies. Any member of staff found not suitable to work with children will be notified as required for consideration for barring, following resignation, dismissal, or when Ta'allum Group of Schools ceases to use their services.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead who forms part of the Child Safety Team</li> <li>• Is responsible for the implementation of this policy and other associated policies at their school.</li> <li>• Ensures that all DSL and DDSLs have undertaken the compulsory training delivered through an approved external training provider, and will undertake other training as required, at least every 2 years.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Completes Safer Recruitment Training (NSPCC on-line) training, to be renewed every year and ensures that other members of staff involved in recruitment complete the same. This must be kept as a dated record</li> <li>• Ensures the suitability of adults working with children on school sites at any time.</li> <li>• Ensures that appropriate checks are made that no prohibition from management of independent schools' order exists for candidates to management positions.</li> <li>• Ensures that, Pastoral Heads and Year Leaders receive in-house Safeguarding training bi-annually.</li> <li>• Makes all referrals in writing following a telephone call to the appropriate agencies.</li> <li>• Acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.</li> <li>• Ensures that all members of staff and volunteers are provided with induction training that includes: Ta'allum Schools Safeguarding and Child Protection Policy, the employee handbook naming the DSL and Deputy DSL (DDSL) and Child Safety Team, we provide staff with copies of Keeping Children Safe in Education (September 2016).</li> <li>• Ensures that all members of staff are trained in and receive regular updates in eSafety and reporting concerns, including in relation to whistleblowing procedures.</li> <li>• Ensures that guidance about conduct and safe practice, including safe use of mobile devices by staff and volunteers, is given at induction.</li> <li>• Allocates sufficient time, training, support and resources, to enable themselves and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other meetings.</li> <li>• 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 good practice whistleblowing procedures.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.</li> <li>• Liaises with the appropriate Ministry of Education Link Officer where an allegation is made against a member of staff.</li> <li>• Recognises and gives the required careful consideration to allegation/s made against a member of staff.</li> <li>• <b>Ensuring that the Director of Education and/or CEO is notified of any Child Protection and Safeguarding challenges or issues emerging in the Academy.</b></li> <li>• Ensures that all parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the Ta'allum Group of Schools Safeguarding and Child Protection Policy on the website and intranet.</li> <li>• Ensures that community users organising activities for children are aware of the school's Safeguarding and Child Protection guidelines and procedures.</li> <li>• Supports Head Office HR in ensuring that Safeguarding and Child Protection concerns or allegations against adults working in the school are referred to the appropriate statutory and regulatory bodies. Any member of staff found not suitable to work with children will be notified as required for consideration for barring, following resignation, dismissal, or when Ta'allum Group of Schools ceases to use their services.</li> <li>• Ensures that the procedures in place if a child harms another child or if a member of staff is accused of abuse or suspected of abuse are followed.</li> <li>• Where it is suspected that a crime has been committed, the Principal will liaise with Ta'allum Head Office in order to notify the police.</li> <li>• Ensures that anyone who has harmed a child or who may pose a risk to a child is referred to the appropriate authorities.</li> <li>• Ensures the name of the designated members of staff for child protection, the DSL and Deputy DSL (DDSLs), are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Makes prompt contact with the responsible authorities to refer a child where there are concerns that a child may be in need of help or at risk (including possible abuse).</li> <li>• Remains aware of, and updated about changes to, local threshold criteria above which referrals must be made to the appropriate authorities.</li> <li>• Makes all referrals in writing following a telephone call to the appropriate agencies.</li> <li>• Keeps written records of concerns about a child even if there is no need to make an immediate referral.</li> <li>• Ensures that all such records are kept confidentially and securely and are separate from student records, and that they are copied on to the child's next school as soon as possible but separately from the main file.</li> <li>• Ensures that where such records are stored electronically, they are protected with a different password from the child's other files and accessible only by the DSL and deputies.</li> <li>• Liaises with other agencies and professionals as appropriate.</li> <li>• Ensures that action is taken where any student with a current Child Protection Plan who is absent from the educational setting without explanation for 2 days (in some cases any absence may be a cause for concern and warrant immediate reporting).</li> <li>• Supports by Heads of School, provides an annual report for the Ta'allum Group of Schools Board, detailing the number and type of incidents/cases, the number of children on the Child Protection register (anonymised), training undertaken by the DSL or other staff, areas of strength and areas identified as requiring improvement and any recommended changes to the policy and procedures.</li> <li>• Maintains confidentiality in regard to all matters relating to Child Protection and ensures staff are aware of and comply with this requirement.</li> <li>• Only discloses information about a child to other members of staff on a need-to-know basis.</li> <li>• Ensures staff have a clear understanding of what constitutes misuse of mobile phones (for example taking personal calls during student supervision or teaching time).</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Maintains a secure log of incidents of physical restraint.</li> <li>• Ensures that physical intervention of a nature which causes injury or distress to a child is given due consideration under child protection or disciplinary procedures.</li> <li>• Promotes awareness of the policy on anti-bullying as set out in a separate document and implements this policy making clear that bullying behaviour may be considered to contravene safeguarding and child protection procedures as well as anti-bullying procedures.</li> <li>• Ensures that written records of known bullying incidents are maintained.</li> <li>• Promotes an awareness amongst staff that children with Special Educational Needs or Disability (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.</li> <li>• Informs the appropriate government inspection authorities of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises as soon as is reasonably practicable.</li> <li>• Recognises that Ta'allum Schools follow the Islamic Sharea'a and adhere to the Qatari law and Constitution. Qatar Law, Subject 303 of crimes, deals with any self-harming case as a criminal act.</li> <li>• Ensures such cases are handled with extreme care, recognising the sensitivity of the local community and the vulnerability of the victim and his/her family. Is responsible for reporting those cases to the official authorities.</li> <li>• Deals with any certain or suspected case/s of attempted suicide and self-harming with effective and prompt action.</li> <li>• Contacts Parents to ensure the student, will remain at home until further notice.</li> <li>• Ensures that the case is reported to the Qatari authorities immediately.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Ensures that a Child Protection case cycle begins, involving Hamad Hospital Psychiatric division, case conferences, core group meetings, professionals and other multi-agency planning meetings.</li> <li>• Ensures that the student only returns to school only under the following conditions:             <ul style="list-style-type: none"> <li>○ A full psychiatric report from Hamad Hospital stating that the child is not at risk of attempting suicide and/ or self-harming.</li> <li>○ Parents sign a disclaimer absolving the school of responsibility in the event that the student puts him/ herself at risk by attempting suicide and/ or self-harming whilst at school.</li> <li>○ The student remains on the school CP Register and is monitored by the Child Safety Team.</li> </ul> </li> <li>• In instances where it is appropriate and following liaison with authorities and Ta'allum Head Office, ensures that the student who has been suspected of a self-harming or attempted suicide may not be allowed to resume school.</li> <li>• Ensures that parents' and carers' consent for photographs to be taken or published (for example, on the school website or in newspapers or publications) is gained.</li> <li>• Ensures that the school never combines a child's full name with his or her image.</li> <li>• Ensures that children in photographs, video and images are appropriately dressed.</li> <li>• Ensures that photographs, video and images of children are not transmitted by e-mail.</li> <li>• Ensures that where official photographs are taken for school publicity purposes, the school's own equipment is used.</li> <li>• Ensures that all cameras used for official photographs of the children for publicity and similar purposes are open to scrutiny.</li> <li>• Whilst recognising touch is appropriate in the context of working with children, ensures all staff are given guidance so that they are clear about the professional boundaries associated with this recognition.</li> <li>• Actively contributes to the review and evaluation of policy and procedures relating to Child Protection and Safeguarding.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Ensures staff are aware of the need not to meet with students individually in person or on-line.</li> </ul>
Head of Primary  Head of Secondary Schools  EYFS Nominated Safeguarding Link namely Head of EYFS, School Senior Nurse  School Counsellor  Head of Learning Support	<ul style="list-style-type: none"> <li>• Deputy Designated Safeguarding Leads who form part of the Child Safety Team.</li> <li>• Where DDSL are involved in recruitment, complete Safer Recruitment Training (on-line) training, to be renewed every year. In the event of leadership changes this <u>must</u> be completed by new leaders.</li> <li>• Supports the Principal in ensuring the suitability of adults working with children on school sites at any time.</li> <li>• Supports the Principal in ensuring that all members of staff and volunteers are provided with induction training that includes: Ta'allum Schools Safeguarding and Child Protection Policy, the employee handbook naming the DSL and Deputy DSL (DDSL) and Child Safety Team, we provide staff with copies of Ta'allum Safeguarding Guidance for schools (September 2020).</li> <li>• Supports the Principal in ensuring that all members of staff are trained in and receive regular updates in eSafety and reporting concerns, including in relation to whistleblowing procedures.</li> <li>• Supports the Principal in ensuring that community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.</li> <li>• Supports the Principal in ensuring that the procedures in place if a child harms another child or if a member of staff is accused of abuse or suspected of abuse are followed.</li> <li>• Seeks to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.</li> <li>• Is alert to those children within the school who are at risk of: domestic violence, being missing from education, child trafficking, and bullying (which includes race/hate behaviour).</li> </ul>



Role	Responsibility
	<ul style="list-style-type: none"> <li>• Seeks to have a working knowledge of how the Qatar authorities conduct child protection case meetings and being able to attend and contribute to these effectively when required to do so.</li> <li>• Is alert to the specific needs of children in need, those with special educational needs and young carers.</li> <li>• Keeps detailed, accurate, secure written records of concerns and referrals and any protection measures taken. See Appendix 7.</li> <li>• Obtains access to resources and attends any relevant or refresher training courses in the areas of Safeguarding, safer recruitment, and cyber safety.</li> <li>• Encourages a staff culture of listening to children, to take account of their wishes and feelings</li> <li>• Links with the Local Partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding.</li> <li>• Seeks direct advice from the Principal in order to make prompt contact with the responsible authorities to refer a child where there are concerns that a child may be in need of help or at risk (including possible abuse).</li> <li>• Remains aware of, and updated about changes to, local threshold criteria above which referrals must be made to the appropriate authorities.</li> <li>• Keeps written records of concerns about a child even if there is no need to make an immediate referral.</li> <li>• Ensures that all such records are kept confidentially and securely and are separate from student records, and that they are copied on to the child's next school as soon as possible but separately from the main file.</li> <li>• Ensures that where such records are stored electronically they are protected with a different password from the child's other files and accessible only by the DSL and deputies.</li> <li>• Liaises with other agencies and professionals as appropriate.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.</li> <li>• Ensures that action is taken where any student with a current Child Protection Plan who is absent from the educational setting without explanation for 2 days (in some cases any absence may be a cause for concern and warrant immediate reporting).</li> <li>• Supports the Principal in providing an annual report for the Ta'allum Group of Schools Board, detailing the number and type of incidents/cases, the number of children on the Child Protection register (anonymised), training undertaken by the DSL or other staff, areas of strength and areas identified as requiring improvement and any recommended changes to the policy and procedures.</li> <li>• Only discloses information about a child to other members of staff on a need-to-know basis.</li> <li>• Ensures staff have a clear understanding of what constitutes misuse of mobile phones (for example taking personal calls during student supervision or teaching time).</li> <li>• Maintains a secure log of incidents of physical restraint.</li> <li>• Ensures that physical intervention of a nature which causes injury or distress to a child is given due consideration under child protection or disciplinary procedures.</li> <li>• Promotes awareness of the policy on anti-bullying as set out in a separate document and implements this policy making clear that bullying behaviour may be considered to contravene safeguarding and child protection procedures as well as anti-bullying procedures.</li> <li>• Ensures that written records of known bullying incidents are maintained.</li> <li>• Promotes an awareness amongst staff that children with Special Educational Needs or Disability (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.</li> <li>• Informs the appropriate government inspection authorities of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises as soon as is reasonably practicable.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Recognises that Ta'allum Schools follow the Islamic Sharea'a and adhere to the Qatari law and Constitution. Qatar Law, Subject 303 of crimes, deals with any self-harming case as a criminal act.</li> <li>• Ensures such cases are handled with extreme care, recognising the sensitivity of the local community and the vulnerability of the victim and his/ her family. Is responsible for reporting those cases to the official authorities.</li> <li>• Deals with any certain or suspected case/s of attempted suicide and self- harming with effective and prompt action.</li> <li>• Liaises with the Principal to contacts parents to ensure the student, will remain at home until further notice.</li> <li>• Liaises with the Principal to ensure that the case is reported to the Qatari authorities immediately.</li> <li>• Liaises with the Principal to ensure that a Child protection case cycle begins, involving Hamad Hospital Psychiatric division, case conferences, core group meetings, professionals and other multi-agency planning meetings.</li> <li>• Consults with the Principal in ensuring that the student only returns to school only under the following conditions:             <ul style="list-style-type: none"> <li>○ A full psychiatric report from Hamad Hospital stating that the child is not at risk of attempting suicide and/ or self-harming.</li> <li>○ Parents sign a disclaimer absolving the school of responsibility in the event that the student puts him/ herself at risk by attempting suicide and/ or self-harming whilst at school.</li> <li>○ The student remains on the school CP Register and is monitored by the Child Safety Team.</li> </ul> </li> <li>• Supports the Principal so that in instances where it is appropriate and following liaison with authorities and Ta'allum Head Office, the student who has been suspected of a self-harming or attempted suicide may not be allowed to resume school.</li> <li>• Ensures that parents' and carers' consent for photographs to be taken or published (for example, on the school website or in newspapers or publications) is gained.</li> <li>• Ensures that children in photographs, video and images are appropriately dressed.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Ensures that where official photographs are taken for school publicity purposes, the school's own equipment is used.</li> <li>• Ensures that all cameras used for official photographs of the children for publicity and similar purposes are open to scrutiny.</li> <li>• Whilst recognising touch is appropriate in the context of working with children, ensures all staff are given guidance so that they are clear about the professional boundaries associated with this recognition.</li> <li>• Actively contributes to the review and evaluation of policy and procedures relating to Child Protection and Safeguarding.</li> <li>• Supports the Principal in ensuring staff compliance with duties outlined in the Safeguarding and child protection policy.</li> <li>• Any contact with parents regarding safeguarding issues must only be made by the Designated Safeguarding lead or their Deputy. No member of support staff. e.g Counsellors, should not make direct contact with a parent</li> <li>• Ensures staff are aware of the need not to meet with students individually in person or on-line.</li> </ul>
VLE Coordinators	<ul style="list-style-type: none"> <li>• Supports the Principal in ensuring that parents' and carers' consent for photographs to be taken or published (for example, on the school website or in newspapers or publications) is gained.</li> <li>• Supports the Principal in ensuring that the school never combines a child's full name with his or her image.</li> <li>• Supports the Principal in ensuring that children in photographs, video and images are appropriately dressed.</li> <li>• Supports the Principal in ensuring that photographs, video, and images of children are not transmitted by e-mail.</li> <li>• Supports the Principal in ensuring that where official photographs are taken for school publicity purposes, the school's own equipment is used.</li> <li>• Supports the Principal in ensuring that all cameras used for official photographs of the children for publicity and similar purposes are open to scrutiny.</li> <li>• Supports the Principal in ensuring that staff are aware of how to maintain student safety on-line and leaders and Head Office management can carry out unannounced checks of on-line learning easily.</li> </ul>

Role	Responsibility
All members of staff	<ul style="list-style-type: none"> <li>• Has a professional responsibility to listen to children who are disclosing information associated with Child Protection and Safeguarding matters, and to share information with the DSL in order to safeguard children.</li> <li>• If they are the person to whom an allegation is first reported takes the matter seriously and keeps an open mind.</li> <li>• Does not investigate or ask leading questions if seeking clarification. Does not make assumptions.</li> <li>• Does not promise confidentiality. Advises the discloser that the concern will be shared on a 'need to know' basis only.</li> <li>• Makes an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL.</li> <li>• Does not promise confidentiality to a child, which might compromise the child's safety or wellbeing.</li> <li>• Is alert to protecting students against the actions of other students.</li> <li>• Takes seriously any concern reported to them regarding another member of staff's behaviour or any member of staff who has behaved in a way that has, or may have harmed a child. This applies to any child with whom the member of staff/volunteer has contact in their personal, professional or community life.</li> <li>• Where s/he has concerns about another staff member, this should be referred to the Principal (the DSL). Where there are concerns about the Principal this should be referred to the Director of Education: Dr. Mohammad Saefan, or, in the absence of the Director of Education, The Chief Executive Officer: Mr. A. Mannai, the CEO of the Board of Ta'allum Group of Schools; this should be done without informing the Principal.</li> <li>• Makes him/herself aware of Ta'allum Schools Staff behaviour procedures described in the Employee Handbook and reviewed annually.</li> </ul>

Role	Responsibility
	<ul style="list-style-type: none"> <li>• Has a duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues.</li> <li>• Uses mobile phones appropriately, and seeks to understand what constitutes misuse (for example taking personal calls during student supervision or teaching time).</li> <li>• Does not use mobile phone so as to detract from the quality of supervision and care of children.</li> <li>• Complies with the policy that all mobile phone use is open to scrutiny.</li> <li>• Pays regard to parental requests to exclude their children from class photographs on webpages and other forums that may be used to promote school activities.</li> <li>• Ensure visitors to the school obtain permission from the Principal/ Head of School, before taking photographs.</li> <li>• Ensure the use of mobile phones on outings is included in risk assessments.</li> <li>• Ensure mobile phone content (for example personal telephone numbers) is kept secure.</li> <li>• Only ever uses physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.</li> <li>• Writes a record signed by a witness of any such physical intervention</li> <li>• Is obligated to seek support and advice from either the DSL or appointed deputy if they have concern about the welfare of a child.</li> <li>• Ensures that s/he does not meet with a student individually – in person or on-line.</li> <li>• Ensures that s/he knows how to maintain student safety on-line.</li> </ul>