

CAPITAL SCHOOL



Safeguarding and Child Protection Policy

Capital School Policies & Procedures

Safeguarding and Child Protection Policy



The School fully recognises its responsibilities for safeguarding and promoting pupils' welfare. This Policy applies to all staff and volunteers working in the School and the Board.

In addition, to comply with the requirements of the MoE, we will ensure the review, implementation and enforcement of all policies that provide protection for all students under our care.

Principles

The School recognises its legal and moral duty to promote the well-being of pupils, protect them from harm, and respond to child abuse.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that result in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. All members of staff (including volunteers and the Board) in this School will act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The School adopts an open and accepting attitude towards pupils as part of their responsibility for pastoral care. The School hopes that parents/carers and pupils will feel free to talk about any concerns.

Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the student's welfare. In the School, if we have suspicions that a pupils' physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action.

As a consequence, we will:

- Assert that teachers and other members of staff (including volunteers) in the School are an integral part of the child safeguarding process;
- Recognise that safeguarding pupils in this School is a responsibility for all staff, including volunteers and the Board;
- Ensure through training and supervision that all staff and volunteers in the School are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;

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- Designate a senior member of staff to lead on child protection concerns. He or she will act as a source of expertise and advice, and will be responsible for coordinating action within the School and liaising with other agencies;
- Ensure (through the designated member of staff) that staff receives appropriate training.
- Share our concerns as required with other appropriate bodies and assist in any referral.
- Safeguard the welfare of pupils whilst in the School, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs;
- Ensure through our recruitment and selection procedures that all volunteers and paid employees who work in our School are suitable to work with pupils;
- Act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a pupil, harmed a pupil, or acted in a way that calls into question their suitability for working with pupils.

Designated Member of Staff

The designated senior member of staff for child protection in this School is:

MS. NICOLA MATTHEWS
(Principal)

In their absence, these matters will be dealt with by:

Michelle Hadley (primary) Walaa Haiki (secondary)

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues.

The School recognises that the designated person:

- Need not be a teacher but must have the status and authority within the School management structure to carry out the duties of the post - they must therefore be a senior member of staff in the School and their role must be made known to all members of staff (including volunteers);
- Will act as a source of advice and coordinate action within the School over child protection cases;
- Will need to liaise with other agencies and build good working relationships with colleagues from these agencies;
- Should possess skills in recognising and dealing with child welfare concerns;
- Has received appropriate training;

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- Is the first person to whom members of staff should report concerns;
- Ensures that this Policy is updated and reviewed annually
- Keeps detailed accurate written records of referrals/concerns and ensures these are held in a secure place;
- Ensure parents are aware of the child protection policy and alert them to the fact that the School may need to make referrals;
- When pupils leave the School, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.

Recruitment

In order to ensure that pupils are protected whilst at this School, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the School:

- Identity and criminal record checks are made;
- Academic qualifications are checked, to ensure that qualifications are genuine;
- Professional and character references are taken up prior to offering employment;
- The applicant satisfies conditions as to health and physical capacity;
- Previous employment history is examined and any gaps accounted for.

Volunteers

Any volunteers in the School, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he or she will only work under the direct supervision of a member of staff, and at no time have one-to-one contact with pupils.

However, if a parent or other volunteer is to be in the School regularly or over a longer period then they will be checked to ensure their suitability to work with pupils.

Induction and Training

All new members of staff will receive induction training, which includes an overview of child protection and safeguarding procedures, including identifying and reporting abuse, and confidentiality issues.

All new staff at the School (including volunteers) will receive child protection information and a copy of this Policy within one week of starting their work at the School.

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All staff will be expected to attend training on safeguarding to enable them to fulfill their responsibilities in respect of child protection effectively.

Dealing with Concerns

Members of staff and volunteers are not required by the School to investigate suspicions; if somebody believes that a pupil may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person.

To this end, volunteers and staff will follow the procedures below:

Upon the receipt of any information from a pupil, or

- If any person has suspicions that a pupil may be at risk of harm. Or
- If anyone observes injuries that appear to be non-accidental, or
- A pupil makes a direct allegation or implies that they have been abused, or
- Pupil makes an allegation against a member of staff, allegation that the member of staff has harmed a student, committed an offence against a pupil, or behaved in a way that questions their suitability to work with pupils.

They must record what they have seen, heard or know accurately at the time the event occurred, and share their concerns with the designated person who will determine what action to take. For this purpose a copy of a disclosure form is kept on staff share – this should be completed in full and passed on to the DDSL/DSL without delay.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Safeguarding within the School

As well as ensuring that we address child protection concerns, we will also ensure that students who attend the School are kept safe from harm whilst they are in our charge. To this end, this policy must be read alongside policies on:

- Prevention of Bullying;
- Staff Recruitment;
- Discipline and Behaviour Management;
- ICT Use code for staff;
- Health and Safety.

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Photographing

We understand that parents like to take photos of or video-record their child in events such as the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this, for example the use of flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a School activity without the parents'/ carers' permission.

We will not allow images of students to be used on School websites, publicity, or press releases, without express permission from the parent/carers, and if we do obtain such permission, we will not identify individual pupils by name.

The School cannot however be held accountable for photographs or video footage taken by parents or members of the public at School functions.

Confidentiality

The School, and all members of staff at the School, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Pupils have a right to information that could make life better and safer for them. The School will ensure they have information about how and with whom, they can share their concerns, complaints and anxieties.

When sharing information, staff will be sensitive to the level of understanding and maturity of the people with whom they are sharing.

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Conduct of staff

The School is committed to creating a safe environment in which young people can feel comfortable and secure. Staff should at all times show respect and understanding for individual's safety and welfare in a way that reflects the nurturing ethos of the School.

The School has a duty to ensure that professional behaviour applies to relationships between staff and its pupils, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

All staff should be committed to:

- Treating pupils with respect and dignity;
- Always listening to what a pupil is saying;
- Valuing each child and young person.

All staff should endeavour to:

- Provide an example of behaviour which we would wish others to follow;
- Use appropriate language;
- Challenge any inappropriate language used by a pupil or an adult working with pupils.

Staff should not spend time alone with any pupil, away from others.

In the unlikely event of having to meet an individual pupil, make every effort to keep this meeting as open as possible, in a room with a window, and ensure that other staff are informed of the meeting and its whereabouts.

Staff should never:

- Engage in provocative or rough physical games;
- Carry out tasks of a personal nature for a child or a young person that they can do for themselves;
- Allow, or engage in, inappropriate touching of any kind

All staff should:

- Be aware that others might misinterpret actions no matter how well intentioned they are;
- Never draw any conclusions about others without checking the facts;
- Never exaggerate or trivialize child abuse issues.

If any member of staff has reasonable suspicion that a pupil is suffering harm, and fails to act in accordance with this policy we will view this as misconduct, and take appropriate action.

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The School takes Child Protection issues very seriously and will work with the Bahrain law enforcement agencies to punish any offenders.

The School will inform MoE and any other appropriate authorities as appropriate of any child protection incidents.

12. Contracted services

Where the School contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the School on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

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SAFEGUARDING additional information

We operate according to the International Task Force on Child Protection Statement of Commitment:

All children have equal rights to be protected from harm and abuse.

Everyone has a responsibility to support the protection of children.

All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.

All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

At Capital School we recognise that:

- safeguarding children is every adult's responsibility
- the welfare of the child is paramount
- all children should be equally protected from all types of abuse and/or harm regardless of (actual or perceived) age, racial heritage, gender or gender identity, disability, religious belief, sexual orientation or identity
 - cultural attitudes towards child protection vary from country to country and in Bahrain these do not always reflect UK standards
 - that abuse is rarely a stand-alone event and often multiple issues overlap
 - that, in addition to emotional, physical, and sexual abuse and neglect, there are a range of other safeguarding concerns that Capital School aims to protect children from, including but not limited to: ▪ bullying (including online bullying) ▪ peer-on-peer abuse ▪ self-harm (including harmful behaviours) ▪ mental health issues ▪ child sexual exploitation ▪ domestic abuse

If a child discloses abuse:

- stay calm and be reassuring
- find a quiet place to talk and establish the basic facts, taking care not to investigate or ask leading questions
- believe what you are being told
- listen, but do not press for information
- remain open minded, do not pre-judge
- say that you are glad that the child told you
- say that you will do your best to protect and support the child
- determine if this incident may affect how the child will be able to participate in school activities
- acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault
- do not make any promises not to pass on the information
- at the earliest opportunity, make written notes
- inform the Designated Safeguarding Lead or Deputy Safeguarding Lead
- take all necessary steps to protect the child from a continuation of the alleged abuse

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- acknowledge that you will probably need help dealing with your own feelings

What to look out for:

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. *Children may be abused by an adult or adults or by another child or children.*

Physical abuse: 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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: 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 masturbation, kissing, rubbing and touching outside of clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. *Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.*

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Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

Peer on peer abuse: *All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).* This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- *upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*
- sexting (also known as youth produced sexual imagery); and
- *initiation/hazing type violence and rituals.*

Any concerns you have should be brought directly to Mrs Nicola or Ms Michelle/Ms Walaa without discussing the concerns with the child or other adults.

Note: Changes in KCSIE September 2021/22 are noted in italics