NORTHVIEW
INTERNATIONAL SCHOOL

# Safeguarding Policy Handbook

| | |
|---|---|
| **Version Date** | July 2026 |
| **Date of next review** | July 2027 |
| **Policy Owner** | Director of Education |

## Contents


**PREAMBLE** ..... 1

**POLICY STATEMENT** ..... 2

**ROLES AND RESPONSIBILITIES** ..... 3

**RELATED DOCUMENTS** ..... 9

**REPORTING PATHWAYS** ..... 9

**DEFINITIONS** ..... 11

**SAFER RECRUITMENT AND SELECTION (SEE ARTEMIS EDUCATION RECRUITMENT POLICY)** ..... 15

**PROCEDURES, DISCLOSURE AND REPORTING** ..... 15

**PROCEDURES TO BE FOLLOWED BY ANY STAFF MEMBER OR VOLUNTEER WHO IS CONCERNED ABOUT ANY STUDENT.** ..... 15

**ESCALATION PROCEDURE.** ..... 20

**APPENDIX A: EXAMPLES OF SPECIFIC SAFEGUARDING RISKS.** ..... 22

**APPENDIX B: CONTINENCE AND CHANGING POLICY** ..... 34

**APPENDIX C: SAFE TOUCH AND POSITIVE HANDLING** ..... 36

**APPENDIX D: MISSING CHILD PROCEDURE** ..... 38

**APPENDIX E: SUICIDE PROTOCOL** ..... 40

**APPENDIX F: SELF-HARM PROTOCOL** ..... 42

**APPENDIX G: SAFEGUARDING ROLES AND POSTHOLDERS** ..... 43

**APPENDIX H: CATEGORISATION WHEN USING MYCONCERN** ..... 44

**APPENDIX I: ADULT ALLEGATION FLOWCHART** ..... 45

**APPENDIX J: SAFEGUARDING POSTER EXAMPLE** ..... 46

## Preamble

*Safeguarding and promoting the welfare of children refers to the processes of protecting children from harm and preventing the impairment of their physical and emotional health and development.*

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. Artemis Education endorses the UN Convention on the Rights of the Child.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. Educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the relevant services needed to remedy any situation that constitutes child abuse or neglect.

The following sources of information were consulted to draft this policy:

- The United Nations Convention of the Rights of the Child (UNCRC)
- International Taskforce on Child Protection (ITFCP)
- Council of International Schools (CIS)
- Council of British International Schools (COBIS)
- Keeping Children Safe in Education(KCSIE), UK Department for Education (DfE) 2026
- Association of International Schools in Africa (AISA)
- Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies DFE, 2013 (updated 2025)
- Childsafeguarding.com
- 112safeguarding.com
- The Safeguarding Alliance

**Policy statement**

This policy is intended to provide a basis for safeguarding practice across the Artemis Education group. As part of our commitment to our communities, we hold social and emotional wellbeing and the protection of students at the centre of our shared responsibilities.

As adults involved in education, we have a professional, legal, and ethical obligation to identify children and young people who are in need of protection or help, and to follow procedural steps to ensure that the child and family avail themselves of the relevant services needed to remedy any situation that constitutes child abuse or neglect.

Artemis schools seek to be a haven for students who may be experiencing abuse or neglect in any aspect of their lives. While schools are not social care centres, they act *in loco parentis* for many children and have a duty of care that extends beyond the classroom. Schools are in a position to identify and act on abuse that friends or family may not be identifying.

Staff employed at Artemis Education, Artemex and Artemis schools must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering, abuse or neglect.

**Aims and Objectives**

Artemis Education, Artemex and all our schools aim to:

- Provide a safe and nurturing environment to enable all our students to thrive and learn.
- Outline the systems and processes we all take to ensure students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third- party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

We recognise that:

- Decisions we make will be based on the need to maintain the child's best interests (and will include the child's voice where appropriate).
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that equips them to keep themselves safe.

- Every adult must have a demonstratable commitment to protecting the students with who/for whom we work.
- We work in partnership with parents/carers and/or professionals to ensure the protection of our students.
- Our guiding principle throughout is that everything we do is in our students best interests.
- All students have the same rights to protection but we recognise that we may need to do more for some students because of their special needs, disability, gender, religion, sexual orientation or culture.

**Roles and Responsibilities**

**Accountability and Ownership and Responsibilities**
The Artemis Safeguarding Policy Handbook and procedures will be endorsed and adopted at the highest levels, both in our schools and across the organisation and signed off by the Chief Executive Officer (CEO) and the Chief Operating Officer (COO). In as much as it is possible within varying regional regulatory requirements, these procedures will also be applied to any partner agency or third party organisation who has unsupervised access to children and young people through their work with Artemis Education schools, as well as any contracted organisation working on any Artemis Education school site.

**Artemis Education Senior Management Team Responsibilities**
The Chief Executive Officer (CEO) recognises their ultimate responsibility to ensure that all staff across the organisation, including staff in schools as well as staff based in any Artemis Support Centre or Artemex, understand their obligations to promote and safeguard the welfare of every student.

All members of the senior management team will support the CEO in carrying out their delegated responsibilities for safeguarding our students by ensuring that all activities carried out by any function/team, or individual, across the organisation and Artemis Education schools have regard to the safeguarding and wellbeing of our students.

While this general responsibility applies to all senior management team members, specific responsibilities for individuals will also apply as follows:

- The Chief Operating Officer, supported by the Director of Education (Group Safeguarding Lead), will take responsibility for and oversight of safeguarding risks, identified as a result of school failings or specific incidents.
- The Director of Education will ensure:
  - that all recruitment, induction and disciplinary processes and allegations management across the organisation follow the latest best practice in safe recruitment and managing allegations against staff.
  - that schools and Artemex are provided with up-to-date guidance, training and support to ensure that they meet best practice standards in safeguarding.

- all schools and Artemex in each region are supported to adopt and comply with all Artemis safeguarding and child protection guidance/procedures and ensure that school's access appropriate training and provide reports on any serious incidents.
- all schools and Artemex have a set of safeguarding standards to be met. All will be expected to measure themselves against these standards and report to the Director of Education on these standards on an annual basis, via a Safeguarding SEF.

**Governors**

- The Board of Governors has a specific responsibility to oversee the safeguarding function at an Artemis school, through the persons of the Principal and the Group Safeguarding Lead. Governors should receive training in safeguarding awareness and protocols, and are able to view safeguarding files only when the Chair of the Board (Director of Education/Group Safeguarding Lead) approves this.
- The Designated Safeguarding Governor (DSG) is the Director of Education.

**Principal and Senior Leadership Team in Schools**

The Principal and Senior Leadership Team (SLT) in each school must:

- Ensure that the Artemis Education safeguarding policy and procedures are implemented across the school and followed by all staff, volunteers and third party staff.
- Ensure all staff are aware of their responsibilities and those of others (see Safeguarding Map).
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL), Jaheed Ahmed, and the Deputy Designated Safeguarding Leads (DDSL), Jennifer Madla & Megan Carlyle, in the school to carry out their role effectively.
- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.
- Ensure that all staff have seen and read the most up to date version of the Artemis Education Guidance for Safer Working Practice (amended where necessary for any regional regulatory compliance requirements).
- Ensure all staff have seen and agreed to the most up to date version of the school code of conduct.
- Ensure that all staff are aware of the most up to date Artemis Education procedure for dealing with allegations about staff/adults.
- Ensure that any mandatory element of the curriculum is delivered according to regulatory requirements.
- Ensure that safeguarding and student wellbeing is addressed through the curriculum.
- Ensure the school site is secure.

- Ensure that the school's safeguarding and child protection policy reflects local arrangements, including local risks specific to the region, agencies and bodies to whom the school must or can liaise in a suspected case of abuse.
- Ensure that mapping of local legislation (including clarity on legal duties to report any child protection issue to local authorities etc), guidance and supportive agencies is undertaken and added to the school's customised version of these procedures.
- Ensure that the school policy identifies those in the school with responsibility for safeguarding i.e. the DSL and DDSL (Appendix G).
- Ensure that the school has adopted, and staff use, the Artemis Education codes in safeguarding software i.e. MyConcern when recording and reporting safeguarding incidents. Reporting of incidents must follow the Artemis expectations.
- Ensure that incidents are escalated as per the escalation process (page 19) when required.
- Only deploy staff who will have unsupervised contact with children, where safer recruitment procedures have been followed.
- Ensure all staff have completed mandatory training: Safeguarding Training Policy
- Ensure that the school has appropriate staff trained to support the wellbeing of students (e.g. mental health first aid training).
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any quality assurance visit to the school and should reflect the timescales for renewal identified in these procedures.
- Ensure that information sharing is carried out in accordance to best practice: Information Sharing Guidance.
- All Artemis schools will publish this policy on school websites.

Note:
Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative processes.

Furthermore, cases of suspected child abuse or neglect may need to be reported to the appropriate child protection agency and/or to local authorities based on the principle of the child's welfare being paramount.

**Responsibilities of the Designated Safeguarding Lead (or Deputy) in a school***
Every school must identify one named person to be the Designated Safeguarding Lead (DSL), Jaheed Ahmed, to support the Principal, James Pastore. This person should be a senior member of staff with direct input to SLT. For schools with split sites this means that these schools will need to have a Deputy DSLs (DDSLs), Jennifer Madla & Megan Carlyle, on each site who supports safeguarding work on that site. The DSL and DDSLs will both receive appropriate safeguarding training to equip them to undertake their role (which must include a minimum of Level 3 safeguarding training every 2 years). They must also be given appropriate time in the working day to undertake the role and

be able to prioritise safeguarding when necessary.

The DSL may in theory, be the Principal of a school. However, as Principals tend to spend more time out of school than others and as the role of DSL requires an element of openness and challenge, this may be difficult. Schools are therefore advised to give careful consideration before choosing the Principal to act as the DSL and in reality, this should be discouraged and this should be the exception rather than the rule. Where this does occur it should be agreed with the Director of Education. Despite this, the Principal should receive the same training and processes as the DSL.

*See Appendix G for contact details of specific personnel in the school.

The DSL role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is reasonably possible.

Being guided by these principles the DSL will:

- Play a lead role in ensuring that the school takes action to support any student who may be at risk.
- Carry out an annual safeguarding evaluation in line with the Artemis Education safeguarding evaluation expectations and return the results to the Director of Education in a timely fashioned when requested (Safegaurding SEF).
- Along with the Principal and other senior leaders, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding, child protection and student wellbeing and that everyone follows the laid down procedures. In part this is carried out through annual training.
- Alongside colleagues in other teams across the school ensure that everyone understands their responsibility to safeguard students e.g. ensure that recruitment is in accordance with safer recruitment best practice or that facilities managers ensure that the site is safe and secure.
- Access appropriate training in addition to the basic training that all other staff receive. This must include, as a minimum, undertaking the approved level 3 safeguarding training every 2 years.
- Maintain safeguarding records on the Artemis Education approved safeguarding software system.
- Collate, monitor and produce appropriate reports on any and all concerns about students when requested.
- Ensure that the entire school community knows who the DSL and any DDSL(s) are within their setting and how to contact them.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.
- Conduct monthly meetings with the Group Safeguarding Lead, to ensure transparency and leverage the support of the group.
- Report to the Principal and Board of Governors on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority

issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.

Note: All staff have the responsibility to report to the DSL any concern they have about the safety of any child in their care. The DSLs responsibility is to make decisions about what to do next and then to take appropriate action. This does not ignore the duties under any mandatory reporting requirements, but can simply complement this requirement. Staff holding the concern would still be obliged to refer this concern to appropriate authorities. Staff includes partner organisations and contractors who have contact with children.

**All staff (and volunteers) will:**

- Ensure they are familiar with, and follow, this policy and procedures and all other safeguarding related policies e.g. Codes of Conduct, Guidance for Safer Working Practice, Whistleblowing Policy etc.
- Be subject to safer recruitment processes and appropriate background checks based on the expectations of the Artemis Recruitment Policy, including police and prohibition checks (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be aware of and alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns on the appropriate system to report these to the DSL.
- Follow the procedures outlined in this and any school specific document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding, safer recruitment and on-line/cyber safety and wellbeing/suicide prevention training as well as any other appropriate training identified by the schools DSL, and or SLT (including refresher training as required).
- Recognise that if their behaviour inside or outside the workplace breaches the code of conduct and/or the guidance for safer working practice, this may be considered a disciplinary or even criminal matter.
- Be aware that at Northview International School, the Designated Safeguarding Lead is Jaheed Ahmed and Deputy Designated Leads are Jennifer Madla and Megan Carlye and they can be contacted on:
  Phone: +974 4041 7601
  Email: Designated Safeguarding Lead: Jaheed.ahmed@northview.school
  Deputy Designated Safeguarding Lead: Jennifer.madla@northview.school (Middle/High School)
  Deputy Designated Safeguarding Lead: Megan.carlyle@northview.school (Elementary School)
  Location: Northview International School, Al Haya Street, Umm Qarn, Qatar.

All staff who have occasional or supervised contact with children (including staff from partner organisations/3rd party contractors) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- In line with the Artemis Education Recruitment Policy, the employer (where not directly employed Artemis Education or one of our schools) provide written confirmation to demonstrate that where appropriate, all partner organisation staff and contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff (appropriate to the role and contact they will have with children), before they commence their role on any Artemis Education school or organisation site. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous. Still, it is for the Principal/DSL to assess this risk, not individual members of staff or partner organisations themselves.
- Artemis Education schools will provide a copy of the Safeguarding Policy and procedures to all third parties. It is an expectation that partner organisations/contractors read and follow this. These requirements will be part of any contractual arrangement.
- Follow the guidance laid down in these procedures at all times.
- Be provided with guidance on appropriate safe working practices in an Artemis Education school.

**Training and Support**

Schools will ensure that:

- All staff and volunteers in schools are provided with appropriate general (basic – Level 1) safeguarding training on joining the organisation and then on an annual basis. This training must be through an approved provider, either online or face-to-face.
- In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- These procedures and other relevant policies should be made available in appropriate languages.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead (DSL) responsibility in schools have appropriate, up to date knowledge.
- All DSLs and DDSLs must undertake approved advanced level 3 safeguarding training (providers for this training must be approved by the Director of Education). This training should be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safer recruitment. This safer recruitment training should be renewed every two years.

- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. Schools should hold information on local, regional, or national bodies that may be able to offer direct support in these circumstances.

Artemis Education and our schools recognise our duty of care to our employees and where staff have been involved in reporting and responding to abuse, we recognise that this can be difficult to deal with. Schools will therefore be in a position to offer or broker appropriate support for any staff member affected by a safeguarding issue.

**Please note: Unless specifically asked to do so, never carry out an investigation about any suspected abuse before being clear on the legal obligations to referring (or otherwise) to local authorities within your specific country/region where they exist. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.**

**Related documents**
This policy should be read in conjunction with other Artemis Education policies, procedures, guidance, and related documents including:

- Guidance for safer working practice
- Lower School Student Honor Code/Upper School Student Honor Code
- Managing Child Safeguarding Allegations Against Adults
- Anti-Bullying policy
- Recruitment Policy
- Whistle-Blowing Policy
- Safeguarding Training Policy
- Child Protection Information Sharing Guidance
- Safeguarding Map
- Safeguarding SEF
- Harmful Sexual Behaviour Audit Toolkit
- Safeguarding Self Evaluation

**Reporting Pathways**
All safeguarding concerns should be reported immediately. If in doubt: REPORT.

**Parents & Visitors**: Report any concerns to the safeguarding leads in the school. DSL: Jaheed Ahmed. DDSL: Jennifer Madla. DDSL: Megan Carlyle or access the MyConcern Community Reporting QR code found at the school Reception and below:



**Staff Members:** Report any concerns via your school MyConcern system.

**Definitions**

*Legal framework:*

Child abuse can be categorised as:

- neglect
- physical abuse
- sexual abuse
- emotional abuse

The maltreatment of a child may be caused through:

- direct action
- indirect action
- failure to act to prevent harm

*Safeguarding:*

Safeguarding and promoting the welfare of children refers to the processes of protecting children from harm and preventing the impairment of their physical and emotional health and development.

*Child Protection:*

Child protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or are likely to suffer from harm as a result of abuse or neglect.

**What is abuse?**

Definitions of abuse are complex and based in various cultures of child-rearing behaviours, gender and role responsibilities, and social expectations. Abuse is dependent on a relationship that is used to meet the need of a more powerful person, either a member of the family, a teacher, or a friend. Abuse may be direct, indirect or result from awareness of harm and a failure to act on it. Research guides much of the definitions of abuse, based on a contextualised understanding of the impact of certain behaviours.

Abuse includes:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or mistreating a child as defined by either the criminal code or Artemis Education guidance or code of conduct.
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible Indicators of abuse include:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (various colours).
- Injuries reflecting shape of article used (electric cord, belt, buckle, hand).

- Injuries that regularly appear after absence or vacation.
- Unexplained burns, especially to soles, palms, back, or buttocks.
- Burns with a pattern from an electric burner, iron, or cigarette.
- Rope burns on arms, legs, neck, or torso.
- Injuries inconsistent with information offered by the child.
- Immersion burns with a distinct boundary line.
- Unexplained laceration, abrasions, or fractures.

Child on child abuse is common, and can include:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Gender-based violence.
- Consensual and non-consensual sharing of nude and semi-nude images and/ or videos (also known as sexting or youth produced sexual imagery), including upskirting and voyeurism.
- Online abuse can also take the form of abusive, harassing, misogynistic messages and sharing abusive images to those who do not wish to receive such content.

**What is neglect?**

Neglect is failure to provide for a child's basic needs and may be:

- Physical, e.g., failure to provide necessary food or shelter, or lack of appropriate supervision. This would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period; and/or
- Medical, e.g., failure to provide necessary medical or mental health treatment; and/or
- Emotional, e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats and so on.

Possible Indicators of neglect:

- Child is unwashed or hungry.
- Parents are uninterested in child's academic performance.
- Parents do not respond to repeated communications from YOURNAME.
- Child does not want to go home.
- Both parents or legal guardians are absent from home for any period of 24 hours or greater.
- Parents or legal guardians cannot be reached in the case of emergency.

**What is sexual abuse?**

Sexual abuse is committing, or allowing to be committed, any sexual offence against a child as defined in either the criminal code of the host country or school policy, or

intentionally touching, either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or childcare purposes.

Sexual abuse has specific characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt, and shame for the sexual behaviour of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible indicators of sexual abuse:

- Sexual knowledge, behaviour, or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas.
- Difficulty in walking or sitting.
- Refusing to change into PE clothes.
- Fear of bathrooms.
- Child running away from home and not giving any specific complaint.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.
- Extremely protective parenting.

**Legal imperative to involve outside authority**

The school must intervene in certain specific situations*:

- In cases of a child who has suffered or is likely to suffer significant harm. In most cases this will mean that the DSL should contact the relevant authorities and escalate the issue to the Director of Education.
- When/if the parents/guardians or legal representatives are opposed to the school's intervention, the Principal must immediately communicate the situation to the relevant authorities and escalate the issue to the Director of Education.
- When/if the facts indicate a situation of danger to the student constitute a crime, they should be communicated to the relevant authorities and the Director of Education informed.
- When there is a current or imminent risk of significant harm to a student and there is opposition from the child's parental authority, school staff must adopt adequate measures for the immediate protection and request assistance from the relevant authorities.
- When the behaviour of a student constitutes a crime, relevant authorities should be informed.

- In some jurisdictions where a student exceeds an acceptable number of absences from class and fails to abide by the measures set to compensate or recover from this. In the first instance this will be communicated to the child's legal guardians/parents. After discussions with parents/guardians, if measures to address the absences are ineffective the school has an obligation to communicate this fact to the relevant authorities. The purpose is to try and find an adequate solution to support the student's academic path, in collaboration with the school.
- If a student is suspended in the context of a disciplinary procedure, the Principal can decide that, considering the circumstances, the suspension be communicated to the relevant authorities.
- They ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main student file, with a copy being kept in the school. Child Protection Information Sharing Guidance

Where appropriate, Principals should follow the CIRP protocol in parallel to the above.

The following local organisations are available to provide support and guidance where required:

- The National Human Rights Committee
- Sidra Medicine https://www.sidra.org/ar/clinicsservices/childrens-and-younghttps://www.sidra.org/ar/clinicsservices/childrens-and-young-people/childand-adolescent-mental-/health-servicespeople/childand-adolescent-mental-/health-services Behavioral Healthcare Center
- Family Counseling Center (Wifaq) https://www.wifaq.org.qa/ar/about/19 Contact No. 16003
- Protection and Social Rehabilitation Center (Aman) https://www.aman.org.qa/ar/service/324 https://www.aman.org.qa/ar/services
- Rehabilitiation Center for Substance Use and Behavioural Health Treatment (Naufar) - https://www.naufar.com
- Juvenile Police Department - pjd@moi.gov.qa

**Safeguarding reporting**
Safeguarding reporting is a standing item on all governance meeting agendas and monthly school reporting formats. Confidentiality requires that identities and details may be kept secret. The Director of Education also meets monthly with each school DSL.

**Safer Recruitment and Selection** (see Artemis Education Recruitment Policy)
Artemis Education and all our schools are steadfast in our commitment to ensuring the suitability of all individuals working with students. We have stringent recruitment procedures for all unsupervised staff with children or young people. These procedures include thoroughly scrutinising applicants through interviews and application forms, verifying their identity and qualifications, obtaining appropriate references, and conducting criminal background checks from all countries where the applicant has lived or worked in the last ten years (7 years for applicants from the USA).

Moreover, at least one member of every interview panel at the organisational and school leve,l who is interviewing for roles involving unsupervised contact with children, must have undergone safe recruitment training. All schools must maintain meticulous records of all the recruitment checks conducted on their staff, including details of background checks, criminal records checks from other countries, qualifications, and prohibition order checks in a Single Central Record (SCR).

It is imperative to understand that background checks are obligatory for any adult who regularly has unsupervised contact with students. This includes contractors or third-party vendor staff such as bus drivers, security personnel, caterers, and cleaners. Artemis Education or our schools must conduct a background check on contractors who are directly engaged under an agreement with an Artemis Education entity.

For **Partner Organisation/third party vendor staff,** a service agreement and letter of confirmation from the company stating that all staff deployed by the vendor to the school have undergone clear background checks and completed safeguarding training, along with providing references are a minimum expectation.

**Single Central Record (SCR)**
It is a requirement for Artemis schools to keep a single central recruitment record (which is a comprehensive record of all recruitment checks). Kept appropriately this records a model of best practice for any school.

The Recruitment Policy will outline the type of checks and records that must be kept in relation to recruitment.

**Procedures, Disclosure and Reporting**
Procedures to be followed by any staff member or volunteer who is concerned about any student.

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, they should inform the DSL or DDSL about their concerns as soon as possible via the appropriate reporting process.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may help protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances staff should make a report to the DSL or DDSL.

Where a student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

Please note that for schools in a region where a mandatory duty to report places a duty on an individual, the DSL in the school must be informed about the concern and will support individuals to undertake their mandatory duty to report.

**Dealing with Disclosure, Reporting and Further Action**
Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always state this before meeting with the child.

**The following guidance is based on five key practices for all staff (The 5 R's):**

1. Receive
   - Where possible always stop and listen to a child who wishes to speak in confidence.
   - We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now but come and see me in my office at….". Where possible during any disclosure try to listen, allow silences, and try not to show shock or disbelief.
2. Reassure
   - Try to stay calm, make no judgements and empathise with the child. Never make a promise you cannot keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.
3. React
   - React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as… "is there anything else you need to tell me?". Do not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.
4. Record
   - Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours.
   - Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place.
5. Report
   - Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full account of the concern should be passed to the DSL as soon as possible.
   - Where a child has made a disclosure and alleges abuse, the DSL (or Principal in the absence of the DSL or DDSL), should be informed as soon as possible. The DSL will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The DSL will then consider, and where necessary, consult on the information available. It is the role of the DSL to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.
   - As a growing organisation in an expanding international context, Artemis Education recognises the diverse and complex local contexts where our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

- recognise that there may be little external support in the schools local context.
- recognise the limitations in the areas of safeguarding/child protection.
- need to assess the quality and skills of counsellors and other support staff in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
- need to act in accordance with local legislation as well as the principles and practices outlined in these procedures.
- need to consider the involvement of international embassies in certain circumstances.

**Record Keeping**

- All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from all other general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.
- Schools need to be able to produce and share incident reporting with appropriate members of Artemis Education when requested, but also through reporting in the preferred safeguarding software systems. Child protection records should be stored within the secure electronic system.
- All personal information should only be accessible through the DSL (or their deputy) and other senior staff as appropriate.
- All staff should be provided with appropriate training to enable them to use the designated school system (MyConcern) and should be supported in making reports until all are familiar with its use.
- A child protection file should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:
    - If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded on MyConcern and categorised.
    - If information is forwarded to the school by a previous school attended by the child.
    - If the school is alerted by another agency of child protection concerns about that child.

Members of staff should make a report of any concern they have regarding the welfare or well-being of a child, using MyConcern. This record will automatically be passed to the DSL. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible.

A concern raised may not progress further than a conversation with the DSL, but could also potentially lead to matters being dealt with through a legal system. If there hasn't

been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure?
- The demeanour of the child, where the child was taken and returned to at the end of the disclosure.
- If applicable, complete a body map

All records must be held within MyConcern. In-the-moment recording can be noted on the following record of concern form and body map, then uploaded.

**Confidentiality**

Schools should regard all information relating to individual safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the DSL/Principal and this should always be based on the need to know.

All records relating to safeguarding/child protection should be secured appropriately. Such information should be stored electronically, with contemporaneous notes being scanned and kept in original format.

**Never share any confidential or personal student parent/guardian or staff information by email. Email is not a secure system.**

**Escalation Procedure.**

In order for schools to receive the right level of support, DSLs need to know when, and which, incidents should be escalated to central teams.

To help with this we have developed a set of simple escalation criteria, which can and should be used to help with this decision making.

It is important that in the case of any high-level incident, schools contact at least one of the identified personnel in the escalation tree below.

Clearly in cases of an emergency schools may need to act quickly and before there is time to escalate the issue, but escalation should always happen as soon as possible and ideally before action is taken when circumstances allow.

**The escalation criteria are as follows:**

- **Low**: An incident that is deemed to be a one-off, may be upsetting for a student(s) but won't have a lasting impact, is not unlawful, and does not involve any outside agencies or parents. Very little risk of negative publicity.
- **Medium:** A situation or incident that has been ongoing and is having a detrimental impact on a student(s) and/or caused significant disruption within the school. A student(s) may have missed school because of the situation. Parents and possibly external agencies have become involved. Advice may have been sought from a central team or individual and/or local legal services or central services.
- **High:** A serious incident, allegation, or situation which is or could escalate to become unlawful, has or will have a significant detrimental impact on a student(s), is or will be talked about or reported in the local community, nationally or internationally or based on local legal expectations, requires local authority involvement. This must include any situation where a child has been seriously hurt or the issue has been life-threatening, including mental health issues such as attempted suicide or suicides. In these situations, escalation should take place securely as soon as possible.

Note: If you are unsure about how to categorise an incident, please contact the Director of Education for advice (see Appendix G).

In addition, all DSLs are part of a WhatsApp Community where they can log concerns, including any of which they are unsure. The Director of Education and the group safeguarding consultant are both present in the group and will escalate incidents where necessary.

**Incident Escalation Tree.**

When a high-level incident occurs (i.e. incident that fits the criteria above), unless the incident means there is an immediate risk, no action should be taken until after consultation:



Principal or DSL contacts Director of Education as soon as possible (using secure communication – Teams or direct call) – agree on CIRP notification



Director of Education will inform Artemis Education COO and identify others within central services that may be required to support.



People & Culture



Comms support



Legal Advice



Director of Education will co-ordinate a planning meeting involving all relevant parties. Actions to be agreed. Review planning meeting time and date agreed



Review planning meeting undertaken and any new actions agreed



Once incident resolved, close on CIRP

Note: When local authorities/police services are involved, actions will be influenced if not dictated by local processes and there may be limited input that Artemis or schools can make.

**Appendix A: Examples of Specific Safeguarding Risks.**
Please note this is not an exhaustive list but merely examples of things to consider and plan for across all schools.

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child or by a failure to take action to protect a child who is at risk of or already suffering harm.

The more commonly referred to types of abuse are:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
- Emotional abuse: the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only in so far as they meet the needs of another person.
- Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- Neglect: This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.

Organisational and school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

**Affluent Neglect**
Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional. There are a huge number of risks that face children from all walks of life and being a child in an affluent family is often perceived to protect those children from some of these dangers. In reality, children from affluent families aren't as sheltered from neglect as some of us may think.

Children from wealthy families can also experience neglect. In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may put a high amount of pressure on their children to succeed academically, which can sometimes lead to psychological and emotional problems for children.

There are several barriers that may prevent children, from more affluent homes, who are experiencing these types of neglect from accessing the support they need. Firstly, their symptoms of neglect may be harder to spot. The nature of emotional neglect can make it much harder to identify than other types of neglect. For example, due to the family having hired help to care for the children they may present as clean, tidy, well-dressed, and properly fed when they are actually experiencing emotional neglect. Also, staff training often focuses on case studies looking at children from poor or working-class families, so staff in educational settings may not be adequately trained to identify and intervene with cases of neglect among their wealthier families.

It is also often the case when working with poorer families that they are already known to external agencies, so it is easier to know who to look out for. The same cannot be said for wealthy families, as often they are not 'on the radar' of external services (where these exist). Even where external agencies do exist, there may also be increased hostility towards these agencies from more affluent families, making it more difficult to improve outcomes for children in these circumstances.

There is also a case to be made for the role of unconscious bias when working with children from wealthier families. Schools and school staff may miss important pieces of the puzzle when they assume that children from wealthy families are less at risk than those from poorer backgrounds. These children may be coming in with new clothes and fancy designer labels – not signs you would usually associate with a case of parental neglect.

What is the potential impact?
The emotional neglect and lack of supervision sometimes faced by children from affluent families are considered to be adverse childhood experiences (ACEs). ACEs can affect brain development and change how a person's body will respond to stress. They have a lasting impact on an individual and the consequences of these adverse experiences can lead to long-term mental and physical health problems, as well as substance misuse and addiction in adulthood.

ACEs are preventable and by ensuring staff are trained to spot affluent neglect, and have the appropriate tools to report, record, and manage these concerns, schools can be proactive in improving outcomes for this often-overlooked group of young people. By preventing ACEs from occurring, the risk of serious and long-term health conditions such as depression and cancer in adulthood can be greatly reduced. Helpful strategies are detailed here.

**Allegations against staff and volunteers** (see also Allegations Policy)
An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed. See Appendix I for allegations flow chart. This protocol has been designed in concert with the International Taskforce on Child Protection (ITFCP) guidelines.

An allegation is different to a complaint and can be defined as follows:

- where someone has behaved in a way that has harmed or may have harmed a child.
- where someone has possibly committed a criminal offence against a child.
- where someone has behaved in a way towards a child or children that would pose a risk to children.
- where someone has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred by the DSL to the Principal. If a criminal act has been committed, the matter should be referred to the local authorities where appropriate. If the Principal deems the allegation to be of a safeguarding nature (criminal or not) the Director of Education must be informed as soon as possible. In the case of the allegation being against the Principal, a report should be made to the Director of Education who will escalate the issue to the COO.

No action to investigate the concern should be taken before consultation with the Director of Education and, where appropriate, legal support have been consulted and agreement reached about how best to approach and investigate the concern.

If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended in certain circumstances. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Director of Education and COO before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations, and these should be reviewed at this stage.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the school code of conduct and the guide to safer working practice.

**Anti-Bullying** (see also Anti Bullying Policy)
Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level should take seriously any concerns raised in relation to the bullying of any student. Action should always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve the misuse of social media or other technology and/or be direct from student to student.

**Appropriate use of social media**
When used appropriately, social media can be a very powerful and effective method of communication and in order to make best use of the many educational and social benefits of technologies, students need opportunities to use and explore the digital world, using multiple devices from multiple locations.

As with all technologies however, we need to be aware of the potential dangers and boundaries for the use of social media in schools. We also need to recognise that the risks associated with the use of social media and all technology, is not with the technology itself but with the user.

To equip students to use these technologies safely, schools should consider opportunities to educate students in the safe use of technology. This may be through the curriculum or by external/specialist provision.

Schools should also make students aware that if they are concerned about anything they encounter, through social media that worries them, should be reported to school staff.

This means for our students, they should:
- Not sign up to social media sites that have an age restriction on them until they reach the appropriate age.
- Not post anything which is offensive to any other student, parent, or staff member, either in their own name or anonymously.
- Avoid attempting to send friend requests to a member of staff.
- Be provided with guidance and training on the safe use of social media and other technologies.
- Report anything of concern that someone sends them through social media (or other technology).

Artemis Education and all our schools should:
- Have in place an ICT Acceptable Use Policy (AUP).
- Self-review E-Safety policies regularly in the light of new and emerging technologies.
- Have a clear policy which specifies acceptable and permissible modes of communication.
- Ensure communication between students and adults, by whatever method, takes place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messages, e-mails, digital cameras, video, webcams, websites, and blogs.

- Not request or respond to any personal information from the child/young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults (all employees, volunteers, contractors etc):

- Ensure that personal social networking sites are set at private, and students are never listed as approved contacts.
- Never use or access social networking sites of students unless requested to do so by a member of SLT.
- Not give their personal contact details or any other personal information to students, including mobile telephone number.
- Only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents/line manager have given permission for this form of communication to be used.
- Only make contact with children for professional reasons and in accordance with any school or Artemis Education policy.
- Recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible.
- Not use web-based or any other communication channels to send personal messages to a child/young person or their families without express permission of your line manager or the Principal.
- Avoid any form of on-line, electronic (or otherwise) relationship with former students unless this is as part of planned and agreed engagement with Alumni. This is especially important with ex-students who are still under 18.
- Ensure that all communications are transparent and open to scrutiny.
- Be professional in their communications with students to avoid any possible misinterpretation of motives or any behaviour which could be misconstrued.
- Do nothing that is likely to bring into question suitability to work with children or young people.

**Child Sexual Exploitation (CSE)**

The sexual exploitation of children and young people can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or through the use of technology, such as mobile phones or computers and game consoles. In these situations, a student could be encouraged to send or post indecent images of themselves.

In all cases, the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation, and coercion are common in exploitative relationships.

**Corporal or physical punishment**
Corporal or physical punishment is any punishment where physical force is used and which is intended to cause pain or discomfort, however slight. It involves hitting – smacking, slapping, spanking – children with a hand or an implement. We recognise that in some countries these are cultural practices and are not seen as abusive, however, we do not condone these practices and we acknowledge the risk to students. We will always act in the students' best interests.

**Cyber Bullying**
Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

The best way to protect students is to teach awareness and understanding of risk, particularly through IT lessons, tutor period/homeroom lessons, PSHE or wellness programmes. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies, and language they need to take appropriate action.

**Domestic Abuse**
The accepted definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to psychological, physical, sexual, financial, and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**E safety**
The continued growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Schools should ensure that they support students in developing strategies to safeguard their own online safety, along with reacting to specific incidents.

If a student discovers that an innapropriate image of themselves has been placed on the internet, they can report this via Report Remove or Take It Down. These are services designed for young people to confidentially report and remove sexual images or videos of themselves from the internet. These services can be accessed internationally.

**Extremism (Free Speech)**
Artemis Education schools value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

**Forced marriages (FM) and Female Genital Mutilation (FGM)**
A forced marriage is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

In 2013, the first United Nations Human Rights Council also adopted a resolution against children and forced marriages. This resolution recognizes child, early, and forced marriage as involving violations of human rights which "prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education."

As with forced marriages and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the cases of potential *Female Genital Mutilation (FGM)*
FGM is child abuse and a form of violence against women and girls. This form of abuse where it happens will take place outside school, but we need to acknowledge that this does present a risk to our students and that we will therefore always act in the students' best interests.

**Internet Filtering and Monitoring**
Online safety is paramount and ensuring that staff in schools understand what filtering and monitoring is, and that it is in place to prevent children accessing inappropriate and harmful content online while pupils are in school. This is a clear safeguarding and

welfare concern and not just a matter for the IT team. The DSL should take lead responsibility for understanding the filtering and monitoring systems in place at the school.

**Low-level concerns**
Artemis schools operate a 'low-level' concerns policy. 'Low-level' refers to behaviour that is inconsistent with expectations set out in the staff code of conduct.

Examples of low-level concerns include:
- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils.

All low-level concerns will be reported to the DSL and low-level concerns about the Principal must be reported to the Director of Education by the DSL.

Schools will be clear about what appropriate behaviour is, as set out in the staff code of conduct. Schools should be confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

**Mental Health/Wellbeing**
More and more children are reporting significant wellbeing and mental health issues.

Our schools need to be able to recognise and act appropriately for students whose wellbeing is suffering, especially where this is having a negative impact on any student. Additionally, all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff in schools are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing some form of mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware for some children their experiences can impact on their mental health, behaviour, and education. Schools may not have the expertise or resources to address any mental health issues and unless it places a child at greater risk, early contact should always be made with the child's family and agreement reached about access to the appropriate external professional body where possible.

**Peer on Peer abuse and Harmful Sexual Behaviour (HSB)**
Sexual violence and sexual harassment can occur between students of any age and sex, from primary through to secondary. Incidents can occur in school or outside school and can occur through a group of students sexually assaulting or sexually harassing a single student or group. Sexual violence and sexual harassment exist on a continuum which may overlap; they can occur online and face to face (both physically and verbally) but are never acceptable in any situation.

Staff in school need to understand the different forms sexually harmful behaviours can include not just sexual violence and sexual harassment but also:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
- Sexting and other forms of inappropriate on-line.

Reports regarding sexually harmful behaviours should never be ignored or dismissed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Students who are victims of sexual violence and/or sexual harassment, wherever it happens, will find the experience stressful and distressing and it is possible that this will have a negative impact on their educational attainment which can be exacerbated if the alleged perpetrator(s) attends the same school.

Staff should understand that safeguarding incidents and/or behaviours can be associated with factors outside the school including intimate personal care.

Staff in schools need to be able to identify concerning sexualised behaviour and know when to refer these concerns to the DSL. Schools need to ensure that staff know how allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in the same way as any other safeguarding or bullying concern.

All schools need to have clear processes as to how victims, perpetrators and any other child affected by sexually harmful behaviours will be supported and a clear statement that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Staff in school need to understand the different forms peer on peer abuse can take, such as:

- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
- Sexting.

Schools should take a zero-tolerance approach to the issue and include appropriate input through the curriculum to help educate students about a variety of issues related to sexually harmful behaviours including issues such as consent.

All schools need to understand that local procedures should always be followed (where they exist) when dealing with a case of sexual assault or harassment between students.

**Self-Harm**

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings that these issues bring can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the DSL who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree a course of action or referral to an organisation that may be able to support the student.

**Sexting**

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic. There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

- Joining in because they think that ‘everyone is doing it.’

- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

**Special Educational Needs or Disabilities (SEND)**
All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse.

For example, it is easy to assume that a child's mood, behaviour, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying, but they may not show any outward signs. Communication difficulties, in particular, can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour.

**Student Images**
Taking images of students while under the care of the school is a normal part of school life, either for recording of learning or for marketing. Images of students can be taken and abused, so to protect both students and staff the follow guidelines should always be followed.

All photographs taken within the school setting, including on trips and at events, should be taken on designated school equipment, in accordance with the photography and videography policy.

Where this is not possible and a personal device is used, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment.

Photographs of students:

- Photographs of students being used by staff for learning, marketing or any other purpose should only be taken on school cameras/devices.
- images taken should be saved on the school's server/database and never uploaded to any personal equipment.
- staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to an emergency.
- visitors and parents/carers should be asked not to use mobiles devices within the school, except where permission has been granted to capture images of their own child or children.
- all parents/carers must give permission for photographs to be used for any purpose and to sign a disclaimer if they do not wish their child's image to be used.

**Whistleblowing**

Artemis Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues (Artemis - Whistleblowing Policy.docx). Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing, however, will be seen as a potential disciplinary matter.

Note:

The above is not an exhaustive list of all the potential forms of abuse or safeguarding issues which staff may have to deal with on occasions and is merely intended to help colleagues understand the wide variety of situations that may have a negative impact on a child.

**Appendix B: Continence and changing policy**

At Artemis Education, and in all schools, we are committed to ensuring that all staff/adults responsible for intimate care of children always undertake their duties in a professional manner. This approach has been developed to safeguard all students and staff.

Intimate care is defined as any care which involves washing, touching, or carrying out an invasive procedure (such as cleaning up after a child has soiled themselves), that most children can carry out for themselves, but which some are unable to do due to physical disability, special educational needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

We expect students to manage their own basic hygiene and personal needs successfully, including, dressing, and undressing and using the toilet independently. The need for children to independently use the toilet is explicitly shared with parents during admissions processes and is a requirement for enrolment.

We acknowledge that during the initial years of education (ages 3-5) the role of the adult is to support the child's whole development, particularly personal, social, and emotional. Anyone caring for children, including teachers and other school staff, have a duty to care and act in loco parentis.

Intimate care routines should always take place in an area which protects the child's privacy and dignity. Children's intimate care routines should always be carried out by a member of staff. Appropriate support and training should be provided when necessary.

The following steps will be taken to ensure health and safety of both staff and children.

Changing (ages 3-5)

1. Alert another member of staff.
2. Escort the child to a designated changing area.
3. Collect equipment, tissues, wipes, plastic bag, gloves and spare clothes.
4. Adult to wear gloves.
5. The child should undress as appropriate and clean themselves as much as possible under the verbal guidance of an adult.
6. Soiled clothes are to be placed inside plastic bags (double wrapped) and to be given to the parents at the end of the day. Gloves should be disposed of, and hands washed with soap and hot water.
7. Changing log updated.

*If the child soils themselves excessively whilst at school and satisfactory hygienic cleaning would be difficult and/or they become distressed during changing/ cleaning, the school will contact the parent or guardian and ask them to come to change the child (either in school or at home).

Any child (age 6+) that soils or wets will not be changed by any member of staff. However, we will provide support and a private, safe space where the child may change on their own. We will provide cleaning materials and a plastic bag. Clean clothes should be supplied by the parents where possible.

Partnership with parents is an important and is particularly necessary in relation to children needing intimate care.

We expect that:

- Parents/carers will ensure that their child is continent before admission to school.
- Parents/carers will discuss any specific concerns with staff about their child's toileting needs.
- Parents accept that on occasion their child may need to be collected from school.

If changing needs exceed 'occasional accidents' (more than twice per day, three days out of five, or once per day for 4 consecutive days) the parents and school will meet to discuss the best way to support the child.

Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. It is acceptable for only one member of staff to assist unless there is an implication for safe moving and handling of the child.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises, or soreness for example) the outlined child protection procedures should be followed. If a member of staff notices any changes to a child either physically or emotionally following an episode of intimate care, the matter will be investigated at an appropriate level and outcomes recorded.

The Changing Log will be displayed outside the student toilets for completion.

Changing Log

Class:

| Date | Time | Student name | Reason and comment | Initials |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

**Appendix C: Safe touch and positive handling**

The following applies to appropriate touch between adults and students. We acknowledge that there will be occasions where physical contact between staff and students occurs as a normal part of school activities.

Examples of where touching a student might be proper or necessary:

- Support with mobility and guiding between activities and rooms;
- When suitably comforting a distressed young student (side hug);
- When a pupil is being congratulated or praised (high five);
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

The school does not use touch or force as a behaviour management approach, means to control, or restrain a student.

However, gentle safe holding is appropriate if a child:

- Is hurting himself/herself or others.
- Is unable to emotionally regulate, so that all verbal attempts to engage him/her have failed.

**Physical Intervention/restraint**

Physical Intervention may be deemed necessary to "stop a child from hurting themselves, someone else, damaging property or causing disorder (DFE 2013)."

Physical intervention in relation to behaviour management should only occur as a last resort, ie. to prevent a student(s) coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice. Schools may wish to add their own local best practice advice and guidance here if available.

Passive intervention to control behaviour, such as standing between children or blocking a child's path, rather than active control such as leading a child out of the room by their arm should be used first. Verbal warnings should always be given for example: "Stop or I will have to intervene". In some extreme cases, restrictive intervention may be required. Reasonable force is deemed as no more force than is required and physical restraint may be required to hold back a child in extreme or emergency circumstances, for example during a fight where pupils refuse to separate without physical intervention and there is serious risk of harm.

All incidents must be reported to the DSL/DDSL who will record and review. The staff member involved will be required to document the incident in full, giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required, a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept, and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

**Appendix D: Missing child procedure**

The welfare of all our children is our paramount responsibility. To support this, registration (or a head count in primary) is compulsory at the start of each lesson. If a student should be in class and is missing, the following procedure should be followed:

- Attendance and accountability: Include checks to confirm all students are accounted for following transitions, breaks, and dismissal or duty handovers.

Reporting Missing student procedure

- Immediately contact the designated SLT and DSL/DDSL: URGENT MISSING STUDENT Assistance required, Room: (Add room number, student's full name, class, last known location, time last seen, any known risks and photo.

Senior Leadership Checklist:

- Security sign out
- Counsellor/SEN/EAL and/or Medical Room
- Specialist lessons schedule, e.g. music, art, P.E
- Trips schedule

If the student is unaccounted for following the above checks, the following procedure should be followed:

*Kindergarten/Elementary School*

- All senior members of staff available meet in Primary School designated area (Head of Lower School's office) and assemble the teaching assistant (TA) team.
- One member of the team has the missing student checklist clipboard and remains as point person in the designated area.
- Photo of student distributed along with full name.
- Staff search designated areas and report back by when area checked.
- Return to meeting point with child if found or remain in place and request a member of staff comes to you.
- If child is still missing extend search to Upper School areas with TAs searching designated areas in the Upper School starting at top of school and working way through school.
- Involve the Facilities Manager and security immediately to monitor exits and review CCTV alongside the physical search.
- If the student has still not been located, then senior staff member in charge will make the decision to follow an emergency drill procedure to evacuate the building and allow for a complete search.
- Should the student remain unregistered and missing following the emergency drill and sweep of the empty building, the local legal procedure needs to be followed and the relevant authorities informed.
- A member of the Senior Leadership Team contacts parents/guardians to update and collect any additional information which might help locate the student.

- Once found the student should be offered the opportunity to speak to parents and school counsellor, if appropriate. In addition to offering the student the opportunity to speak with their parents and lower school counsellor, confirm their welfare, arrange medical support where needed, notify the incident lead to stand down the search, and update any authorities already contacted.
- Recording and follow-up: Record the incident, actions taken and follow-up arrangements on MyConcern.

During this period, all available members of Primary School staff will be expected to support the search if they are not supervising students.
Following the incident, a debrief meeting needs to be convened to establish lessons learned.

*Middle/High School*

- All senior members of staff available meet in Upper School designated area (Head of Upper School's office). Team of available staff assembled.
- One member of team has missing student checklist clipboard and remains as point person in the designated area.
- Photo of student distributed along with full name.
- Staff search allocated areas and report back when area checked.
- If number is on record reception calls the student's mobile (in case they have left the building)
- Return to meeting point with student if found or remain in place and request a member of staff comes to you if the student does not want to move.
- If still not found, and if appropriate, speak to friends of the missing student to get a bigger picture understanding of where they might have gone.
- Involve the Facilities Manager and security immediately to monitor exits and review CCTV alongside the physical search.
- If the student has still not been located, then the senior staff member in charge will make the decision to follow an emergency drill procedure to evacuate the building and allow for a complete search.
- Should the student remain unregistered and missing following the emergency drill and sweep of the empty building, the local legal procedure needs to be followed and the relevant authorities informed.
- A member of the Senior Leadership Team contacts parents/guardians to update and collect any additional information which might help locate the student.
- Once found the student should be offered the opportunity to speak to parents and upper school counsellor, if appropriate. In addition to offering the student the opportunity to speak with their parents and school counselor, confirm their welfare, arrange medical support where needed, notify the incident lead to stand down the search, and update any authorities already contacted.
- Recording and follow-up: Record the incident, actions taken and follow-up arrangements on MyConcern.

During this period, all available members of Secondary School staff will be expected to support the search if they are not supervising students.

Following the incident, a debrief meeting needs to be convened to establish lessons learned.

**Appendix E: Suicide protocol**

While not every young person with depression or anxiety will feel suicidal, sometimes young people can feel overwhelmed. If a young person talks about wanting to hurt or harm themselves, or expresses suicidal feelings, they should always be taken seriously.

Signs that a child or young person may be having suicidal feelings or thinking about suicide include, but are not limited to:

- Becoming increasingly depressed or withdrawn, spending a lot of time alone.
- An increase in risky behaviours like taking drugs or drinking alcohol.
- Becoming intensely interested with ideas of suicide, death or dying, which could include internet searches.
- Saying things like "I'd be better off dead", "No one would miss me", "I just wish I wasn't here anymore".
- Preparing gifts and thanking people more than usual.

**Concerns about a person having thoughts of suicide**

If you are concerned about a student having thoughts of suicide, it is important to ask that person directly. For example, you could ask: "Are you having thoughts of suicide?" or "Are you thinking about killing yourself?"

- Do not ask about suicide in leading or judgmental ways, e.g. 'You're not thinking of doing anything stupid, are you?'.
- Be supportive and understanding of the suicidal person and listen to them with undivided attention. Reassure them that you want to hear whatever they have to say. Allow them to talk about these thoughts and feelings and acknowledge these.
- Let the suicidal person know it is okay to talk about things that might be painful, even if it is hard. Allow them to express their feelings, e.g. allow them to cry, express anger, or scream.
- A suicidal person may feel relief at being able to do so.
- Do not leave the suicidal person alone.
- Let the person know that you need to share this information with someone so that the right support can be provided.
- Message/call the DSL/DDSL or a member of the leadership team. If this does not succeed, call reception and inform them that you need a senior member of staff to come to your location.
- Once you have a senior member of staff present, write a full report.
- The DSL will contact you as soon as possible to arrange a debrief session.

If a student approaches you,

- Tell the person you care and are there to listen.
- Listen and explain who you are going to contact and share information with.
- Understand that the person may not want to talk with you after the initial approach.
- In this instance, you should offer to help them find someone else to talk to.
- As soon as possible write a report and speak directly to the DSL/DDSL.

**Appendix F: Self-harm protocol**

The reasons children and young people can self-harm are often complicated and will be different for every child or young person. Sometimes a child or young person may not know the reasons they self-harm. For many young people, self-harm can feel like a way to cope with difficult feelings or to release tension.

Some difficult experiences or emotions can make self-harm more likely in children:

- Experiencing depression, anxiety, or disordered eating.
- Having low self-esteem or feeling like they are not good enough.
- Being bullied or feeling alone.
- Experiencing emotional, physical, or sexual abuse, or neglect.
- Grieving or having problems with family relationships.
- Feeling angry, numb or like they don't have control over their lives.

Signs to look out for can include:

- Covering up, for example by wearing long sleeves a lot of the time, especially in summer.
- Unexplained bruises, cuts, burns or bite-marks on their body.
- Blood stains on clothing, or finding tissues with blood in their room.
- Becoming withdrawn and spending a lot of time alone in their room.
- Avoiding friends and family and being at home.
- Feeling down, low self-esteem or blaming themselves for things.
- Outbursts of anger, or risky behaviour like drinking or taking drugs.

If you see any of these signs or have concerns, follow the reporting protocol and speak with the DSL/DDSL.

**Appendix G: Safeguarding roles and postholders**
Schools should complete the details of the appropriate staff.

| Role | Name | Email | Phone |
|---|---|---|---|
| Designated Safeguarding Lead (DSL) | Appointed in each school | Jaheed.ahmed@northview.school | +974 4041 7601 |
| Deputy Designated Safeguarding Lead (DDSL) | Appointed in each school | Jennifer.madla@northview.school<br><br>Megan.carlye@northview.school | +974 4041 7601 |
| Designated Artemis Safeguarding Lead | Darren Acomb | darren.acomb@artemis-education.com | +351 962012020 |
| Designated Police Officer to School | Appointed to each school where appropriate | | |
| Emergency Contact for Local Services | Sidra Child Advocacy Program (SCAP) | scap@sidra.org | +974 40037227 |
| Other country-specific contacts | AMAN - Protection and Social Rehabilitation Center | info@aman.org.qa | +974 44090999 |
| Temporary safeguarding consultant | Barry Armstrong | barry.armstrong@artemis-education.com | +44 7368461499 |

**Appendix H: Categorisation when using MyConcern**

While MyConcern is used at school level to keep a record of incidents in schools and responses, annonomised data from these school level entries is also collated centrally. This enables the central team to look at trends across schools and to enable everyone to target training and resources in the areas of greatest concern.

In order for the data produced through these systems to be accurate, the data entered must be as consistent as possible across all schools. As such all schools should follow the categorisation table below when making any entry to MyConcern.

*Please remember that in recording any incident, schools also need to make a judgement about whether the incident is a low, medium or high-level incident and that all high-level incidents must be escalated as per the escalation procedure.*

**Categorisation Table**

| | |
|---|---|
| 1. Academic concern | 11. Health |
| 2. Accidents | 12. Mental Health |
| 3. Attendance | 13. Neglect |
| 4. Behaviour | 14. Online safety |
| 5. Bereavement/Death | 15. Safeguarding |
| 6. Bullying | 16. Self-harm |
| 7. CP – Physical Abuse | 17. Substance misuse |
| 8. CP – Sexual Abuse | 18. Suicide |
| 9. Domestic Abuse | 19. Toileting issues |
| 10. Family issues | 20. Wellbeing |

**Appendix I: Adult Allegation Flowchart**



**Appendix J: Safeguarding Poster Example**



**Appendix K: MyConcern Community Reporting Poster Example**

