



أكاديمية الخليج البريطانية  
Gulf British Academy

# Safeguarding and Child Protection Policy

# Contents

- WHAT IS THE DIFFERENCE BETWEEN SAFEGUARDING AND CHILD PROTECTION?..... 4**
- SAFEGUARDING POLICY FOR ALL PERMANENT STAFF ..... 5**
  - THE PURPOSE OF THIS POLICY IS TO: ..... 5
  - PROMOTING WELFARE INVOLVES:..... 5
  - WE WILL ENDEAVOUR TO SAFEGUARD OUR CHILDREN BY:..... 5
  - SPECIFIC SAFEGUARDING ISSUES ..... 6
- CHILD PROTECTION PROCEDURES ..... 8**
  - 1) WHAT IS CHILD PROTECTION? ..... 8
  - 2) WHAT IS SIGNIFICANT HARM?..... 8
  - 3) SCOPE AND PURPOSE OF THESE PROCEDURES ..... 8
  - 4) RESPONSIBILITIES AND ROLES ..... 8
  - 5) WHAT IS CHILD ABUSE? ..... 9
    - a) *Physical abuse*..... 9
    - b) *Emotional abuse* ..... 9
    - c) *Sexual abuse*..... 10
    - d) *Neglect*..... 10
  - 6) RECOGNISING CHILD ABUSE – SIGNS AND SYMPTOMS..... 11
    - a) *Physical abuse*..... 11
    - b) *Emotional abuse* ..... 12
    - c) *Sexual abuse*..... 13
    - d) *Neglect*..... 14
  - 7) RESPONDING TO THE CHILD WHO MAKES AN ALLEGATION ..... 15
  - 8) RESPONDING TO CONCERNS OR SUSPICIONS OF ABUSE ..... 16
  - 9) RESPONDING TO ALLEGATIONS OR CONCERNS ABOUT STAFF OR VOLUNTEERS..... 16
  - 10) CHILDREN WHO ARE DISABLED ..... 17
  - 11) SAFER WORKING PRACTICE ..... 17
  - 12) TRAINING ..... 17
- CHILD PROTECTION SUMMARY FOR ALL STAFF..... 18**
- APPENDIX 1..... 19**
  - THE ROLE AND RESPONSIBILITIES OF THE DESIGNATED SENIOR CHILD PROTECTION OFFICER ..... 19
- APPENDIX 2..... 20**
  - RECORD KEEPING..... 20
- APPENDIX 3..... 21**
  - CHILD PROTECTION RECORDS ..... 21
  - ACCESS TO CHILD PROTECTION RECORDS..... 21
  - TRANSFER OF CHILD PROTECTION RECORDS ..... 22
  - RETENTION OF RECORDS ..... 22
- APPENDIX 4..... 23**
  - FURTHER ACTION AND KUWAITI ADMINISTRATIVE SERVICES ..... 23
- APPENDIX 5..... 24**
  - THE PREVENT DUTY..... 24
  - ABOUT THIS DEPARTMENTAL ADVICE..... 24
  - WHO IS THIS ADVICE FOR? ..... 24
  - MAIN POINTS..... 24
  - INTRODUCTION ..... 25
  - WHAT THE PREVENT DUTY MEANS FOR SCHOOLS AND CHILDCARE PROVIDERS ..... 25

RISK ASSESSMENT .....	26
STAFF TRAINING .....	27
IT POLICIES .....	28
BUILDING CHILDREN'S RESILIENCE TO RADICALISATION .....	28
WHAT TO DO IF YOU HAVE A CONCERN.....	28
<b>APPENDIX 6</b> .....	<b>29</b>
CHILD PROTECTION RECORD OF CONCERN - BODY MAP.....	29

## **Designated Senior Child Protection Officer (DSCPO)**

Name:

## **Designated Child Protection Officer (DCPO)**

Name:

## **What is the difference between safeguarding and child protection?**

**Safeguarding**, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

The school gives due regard to UK legislation and implements advised good practice in such matters. Without appropriate services to call upon, or to seek advice from, safeguarding and child protection incidents have to be handled both sensitively and delicately 'in-house' to a greater degree than might be expected.

In the event that there are genuine concerns, the school would raise these with the Sponsor and seek advice. With many nationalities represented in school we also have huge cultural differences and, consequently, different viewpoints on home discipline. In using the UK's guidance, we also need to retain a good degree of cultural discretion when approaching perceived issues.

*See Appendix 4 regarding contacting Kuwaiti administrative services.*

# **Safeguarding policy for all permanent staff**

## **The purpose of this policy is to:**

- afford protection for our children
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture that makes the school a safe place to learn

Gulf British Academy (GBA) recognises that the wellbeing of the school's pupils is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children in its care.

Staff and volunteers in this school should understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

## **Promoting welfare involves:**

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

## **We will endeavour to safeguard our children by:**

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
- sharing information about concerns with bodies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely
- adopting a code of conduct for all staff and volunteers
- providing effective management through induction, support and training
- ensuring staff and volunteers understand about 'whistleblowing'
- dealing appropriately with allegations/concerns about staff or volunteers

## Specific safeguarding issues

- Child missing from education - all children are entitled to full time education suitable for their age, ability and aptitude. Any child going missing from education is a potential indicator of abuse or neglect.
- Child missing from home or care
- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Bullying including cyber-bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- Forced marriage
- Gangs and youth violence
- Preventing radicalisation - protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in at home or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation.

*See Appendix 5 The Prevent duty*

**As with all safeguarding concerns, liaise with the DSCPO or DCPO**

# Child protection procedures

The following policy applies to all children at GBA:

## 1) What is child protection?

Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

## 2) What is significant harm?

The **Children Act 1989 (UK)** introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children.

**There are no absolute criteria on which to rely when judging what constitutes significant harm.** Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development.

Decisions about significant harm are complex and require careful discussion. At GBA, we shall use our common sense and discretion and, if necessary, seek advice from the Sponsor.

## 3) Scope and purpose of these procedures

These procedures apply to the Head of School, all staff (including supply and peripatetic staff), volunteers and anyone working on behalf of **Gulf British Academy (GBA)**.

They explain what action should be taken if there are concerns that a child is or might be suffering harm. A child is a person under 18 years but the principles of these procedures apply also to vulnerable young adults over 18 years.

## 4) Responsibilities and roles

All those who come into contact with children and families in their work, including those who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

School inspection bodies are accountable for ensuring that GBA has effective policies and procedures in place and in ensuring the efficiency with which they are carried out. The procedures should be reviewed annually. Inspection teams should nominate an individual member to take the lead in safeguarding and to work closely with the Designated Senior Child Protection Officer in school.

This school has a Designated Senior Child Protection Officer with responsibility for child protection. They are named at the top of this policy. This is the person with whom you should normally discuss any concerns or allegations and they should be able to offer appropriate advice.

In addition, UK Children's Social Care Teams or the Children's Services Safeguarding Unit can provide advice and guidance on safeguarding and child protection matters. These may be of some use even though GBA is in Kuwait.

*See Appendix 1 for the role and responsibilities of the Designated Senior Child Protection Officer (and Appendices 2 and 3 about record keeping).*

## **5) What is child abuse?**

It is generally accepted that there are four main forms of abuse:

### **a) Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse, as well as being a result of an act of commission (doing something), can also be caused through omission or the failure to act to protect.

### **b) Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyber-bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **c) Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **d) Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance use. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of adequate care-givers)
- ensure access to appropriate medical care or treatment takers, or the failure to ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 6) Recognising child abuse – signs and symptoms

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. **You do, however, have a responsibility to act if you have a concern about a child's welfare or safety and liaise with the DSCPO or DCPO.**

The following information is not designed to turn you into an expert, but it will help you to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list.

### a) Physical abuse

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally.

An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations.

A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising.

Any child who has unexplained signs of pain or illness should be seen promptly by the school nurse and referred if deemed necessary.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds
- female genital mutilation

Changes in behaviour, which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

## **b) Emotional abuse**

**Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled.** They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour that can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking being unable to play
- fear of making mistakes
- self harm
- fear of parents being approached

### **c) Sexual abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present.

In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

#### **d) Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments  
having few friends
- mentioning being left alone or unsupervised

**The above list is not meant to be definitive but acts as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.**

**There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.**

## 7) Responding to the child who makes an allegation

- Stay calm
- Listen carefully to what is said
- Find an appropriate opportunity to explain that it is likely that the information will need to be shared with others - **do not promise to keep secrets**
- Allow the child to continue at her/his own pace and do not interrupt if the child is freely recalling events
- **You do not need to find a 'witness'**
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. **Questions should be framed in an open manner and must not 'lead' the child in any way. For example say, "Tell me about it," or "explain to me," or "describe what happened," rather than, "Did s/he do..."**
- Reassure the child that s/he has done the right thing in telling you
- Explain what you will do next and with whom the information will be shared
- Use the Body Map (Appendix 6) if deemed appropriate
- **Do not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'**

### Then

- Contact your Designated Senior Child Protection Officer or Designated Child Protection Officer, as soon as you can. If such contact is not possible, contact the Head of School.
- Record in writing what was said, including the **child's own words**, as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- **Do not discuss with parents/carers. The DSCPO or DCPO will agree with the Head of School on the course of action.**

### Remember

**It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth.**

*See Appendix 2 and 3 about record keeping.*

## 8) Responding to concerns or suspicions of abuse

**Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, MUST be acted on.** Doing nothing is not an option. Any suspicion or concerns should be discussed without delay with the DSCPO or DCPO.

A careful record should be made of what you have seen/heard that has led to your concerns and the date, time, location and people who were present. As far as possible, record verbatim what was said and by whom. Where physical injuries have been observed, these should be carefully noted **but should not be photographed.**

Do not ask to see injuries that are said to be on an intimate part of the child's body.

In the unlikely event that the DSCPO or Deputy DCPO are not available you should discuss your concerns with the Head of School.

The DSCPO/DCPO should liaise with the Head of School regarding the way forward. The DSCPO/DCPO should keep a record of the conversation with the Head of School, noting what actions will be taken and by whom, giving the date and time of the discussion. If it is decided to contact a medical doctor, the police or an embassy, a note should be made of the agreed course of action. The Sponsor's representative should also be consulted at this stage.

*See Appendix 2 and 3 about record keeping.*

## 9) Responding to allegations or concerns about staff or volunteers

The school adheres to safe recruitment procedures. All expatriate residents of Kuwait must provide the equivalent of Disclosure Scotland, relevant to their country of origin, proving that they do not have any criminal record. Kuwaiti employees, similarly, must provide the same documentary evidence. As a result it is less likely that we might encounter such an allegation, but not impossible.

If there is any reason to believe that another member of staff or volunteer has acted inappropriately or abused a child or young person, you must take action by discussing your belief or concern with the Head of School. Even though it may seem difficult to believe that one of your colleagues may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action.

If the concern is about the Head of School, it should be discussed with the Sponsor.

The school will not undertake its own investigation of allegations of abuse against teachers without immediate consultation with the Sponsor.

## 10) Children who are disabled

Children who are disabled are especially vulnerable to abuse and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect. These child protection procedures should be followed if a child who is disabled discloses abuse or there are indicators of abuse or neglect. **There are no different or separate procedures for children who are disabled.**

## 11) Safer Working Practice

All adults who come into contact with children at this school should behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made against them.

GBA will cease to use the services of any employee who is deemed to be unsuitable to work with children and will, where appropriate, inform Ofsted and the DFES.

Whilst it is impossible to guarantee that appropriate child protection checks and procedures apply to any member of staff employed by another organisation and who is working with the school's pupils on another site, all expatriate workers will have had to produce their equivalent of Scottish Disclosure.

In supervising pupils staff must always adhere to the school's and professional good practice advice: **avoid the situation where an adult is alone with a child in a room that has no outside windows or where the interaction between teacher and pupil cannot be heard or seen.**

## 12) Training

Child protection must be part of induction for all staff and volunteers new to the school. At GBA this is included in the induction training procedure.

This should be followed up by basic child protection training that equips individuals to recognise and respond appropriately to concerns about pupils. The depth and detail of the training will vary according to the nature of the role and the extent of involvement with children. It will also provide guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

Staff who do not have designated responsibility for child protection, including the Head of School and qualified teachers, should undertake suitable refresher training at 3 yearly intervals, although this currently proves difficult in the Middle East. Training opportunities and INSET are becoming more frequent.

When staff with designated responsibility for child protection take up the role they should receive training in child protection. They should be updated regularly, and ideally every two years. Again, this is more difficult in the Middle East, but is actively sought.

## Child protection summary for all staff

As an adult working in this school - permanently, temporarily or voluntarily - you have a duty of care towards all pupils. This means you should act at all times in a way that is consistent with their safety and welfare. We naturally expect high standards of behaviour from all adults who work with our children. This includes accepting the responsibility to keep them safe and to protect them from sexual, physical and emotional harm. All staff must comply with the principles of safe practice.

If the behaviour of another adult in the school gives cause for concern you should report it to the Head of School immediately.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Senior Child Protection Officer (DSCPO).

For guidance, the following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe could be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- a pupil telling you that s/he has been subjected to some form of abuse

In any of these circumstances you should write down what you observed or heard, in the exact words the child/ren use, date and sign the account and give it to the DSCPO or DCPO immediately.

If a pupil talks to you about (discloses) sexual or physical abuse you should:

- listen carefully without interruption
- make it clear you are obliged to pass the information on, but only to those who need to know. Reassure the child that they will be listened to and action as necessary will be taken to protect them
- only ask sufficient questions to clarify what you have heard. Open questions are the most appropriate i.e. (TED) Tell me, Explain this to me, Describe what happened

**Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents.** You are not expected to make a judgement about whether the child is telling the truth.

**Remember** – share any concerns, don't keep them to yourself.

**GBA has a safeguarding policy, more detailed procedures on child protection and a staff code of conduct - available from the DSCPO.**

# Appendix 1

## The role and responsibilities of the Designated Senior Child Protection Officer

**Citation:** *Safeguarding Children and Safer Recruitment in Education*. Department for Children, Schools and Families, 2010. Appendix 3; p. 103.

**Link:**

[Safeguarding Children and Safer Recruitment in Education](#)

### Referrals

- Refer cases of suspected abuse or allegations to the Head of School. The DSCPO/DCPO and Head of School will then decide upon a course of action.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with a medical practitioner/embassy/Public Administration Criminal Investigation Hotline.
- Liaise with Head of School to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

### Training

- Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure all members of staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate secure written records of referrals and or concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

### Raising Awareness

- Ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body or proprietor regarding this.
- Ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Where children leave the establishment ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from the main pupil file.

## Appendix 2

### Record keeping

**A) Record to be made by an adult receiving a disclosure of abuse.** This record should be made as soon as possible after the disclosure has been reported to the Designated Senior Child Protection Officer. The facts, not opinions, should be accurately recorded in a non judgemental way and should include:

- The child's name, gender and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions – verbatim
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom you reported the disclosure
- Print your name and position in school
- Sign and date the record
- Pass all of this to your Designated Senior Child Protection Officer

This should be retained in the original form (as it may be used as evidence in criminal proceedings), even if later typed or if the information is incorporated into a report.

**B) Records kept by the Designated Senior Child Protection Officer.** It is useful for school staff to have a proforma for recording information/concerns. This should include:

- pupil's details
- date and time of event/concern
- nature of the concern raised
- action taken and by whom
- name and role of the person making the record
- (for disclosures see (A) above)

This record should be passed to the Designated Senior Child Protection Officer who will make a judgement about what action needs to be taken, in accordance with safeguarding procedures.

The pupil's general school file should be flagged recorded with a Child Protection Medical Flag. All staff that may need to consult a child's school file should be made aware of this and consult the DSCPO regarding further information.

## Appendix 3

### Child Protection Records

- Information about concerns, allegations and referrals relating to individual pupils should be kept in separate files rather than in one generic 'concern log'.
- Individual files should include a chronology of incidents and subsequent actions/outcomes.
- If a pupil is subject of a child protection plan, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.
- All records relating to child protection concerns should be kept in a secure place, separate from the main school files, and access to the keys strictly controlled.
- Electronic records should be password-protected.
- Child protection information should be shared with all those in school who have a need to have it, either to enable them to take appropriate steps to safeguard the pupil or to enable them to properly carry out their own duties, but it should not be shared wider than that.

### Access to child protection records

- The child who is the subject of a child protection record has the right to access the file, unless to do so would affect his/her health or wellbeing or that of another person, or would be likely to prejudice a criminal investigation.
- Parents (i.e. those with parental responsibility) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record.
- Always seek advice if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child at risk of harm. Any requests to see the child's record should be made in writing so that confidential information, such as any details of other pupils, can be removed.
- Child protection information should not normally be shared with professionals other than a medical practitioner, police or the relevant embassy.

## **Transfer of child protection records**

- When a pupil transfers to another school, the Designated Senior Child Protection Officer should inform the receiving school as soon as possible by telephone that child protection records exist. The original records must be passed on either by hand or sent by courier.
- Whether child protection files are passed on by hand or courier, it is good practice to have written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This form should be retained by the originating school for 6 years (in line with guidance from the UK Records Management Society).
- If the pupil is removed from the roll to be home educated, the school should pass the child protection file to the child's doctor, the police or the embassy.
- If a pupil with a child protection record leaves the school without a forwarding address and no contact is received from a new school within 10 school days the Designated Senior Child Protection Officer should contact the school where possible. If this is impossible, the child protection records should be forwarded to the child's embassy.

## **Retention of records**

- The school should retain the record for as long as the child remains in school and then transferred as described above.
- Guidance from the UK Records Management Society is that when a pupil with a child protection record reaches statutory school leaving age (or where the pupil completed 6th form studies), the last school attended should keep the child protection file until the pupil's 25th birthday. It should then be shredded.

## Appendix 4

### Further action and Kuwaiti administrative services

In the event that the Sponsor feels that further action must be taken the following service are available:

#### Suspected Child Abuse and Neglect Team Hotlines (SCAN)

##### Areas:

- Al –Sabah..... 98010172
- Hawalli.....98010173 (school area)
- Al-Ahmadi.....98010174
- Al-Asema..... 98010175
- Al-Farwanya.....98010176
- Al-Jahra.....98010177

Further advice may be available by contacting the following:

**Public Administration Criminal Investigation.....256 321 41**  
(but contact SCAN first)

**Kuwait National Child Protection Program..... 147**

**Social Police Department.....94000435 / 94000463**

## Appendix 5

### The Prevent duty

Link:

[UK Department for Education advice for schools and childcare providers, June 2015](#)

### About this departmental advice

This is departmental advice from the Department for Education. This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

### Who is this advice for?

This advice is for:

- Governing bodies, school leaders and school staff in maintained schools (including nursery schools), non-maintained special schools, proprietors of independent schools (including academies and free schools), alternative provision academies and 16-19 academies
- Management committees and staff in pupil referral units
- Proprietors and managers and staff in registered childcare settings

It will be of particular interest to safeguarding leads.

### Main points

The main points of this advice are to:

- explain what the Prevent duty means for schools and childcare providers
- make clear what schools and childcare providers should do to demonstrate compliance with the duty
- inform schools and childcare providers about other sources of information, advice and support.

## Introduction

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. **This duty is known as the Prevent duty.** It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to the statutory guidance](#).

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

***"Radicalisation" refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity."***

## What the Prevent duty means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Prevent duty is entirely consistent with schools’ and childcare providers’ existing responsibilities and should not be burdensome. Ofsted’s revised common inspection framework for education, skills and early years, which comes into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils’ welfare and prevent radicalisation and extremism. The associated handbooks for inspectors set out the expectations for different settings. The common inspection framework and handbooks are available on [GOV.UK](http://GOV.UK).

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

## **Risk assessment**

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

***“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.***

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

### **As with managing other safeguarding risks, staff should be alert to:**

- Changes in children’s behaviour which could indicate that they may be in need of help or protection.

### **Considerations:**

- Children at risk of radicalisation may display different signs or seek to hide their views.
- School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. **The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.**

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance; [Working together to safeguard children](#) and [Keeping children safe in education](#).

## **Channel process**

Link:

[The Channel Process](#)

The Channel process aims to provide support to individuals at risk of being drawn into violent extremism. It draws on existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community and has three objectives: to identify individuals at risk of being drawn into violent extremism; to assess the nature and extent of that risk; to develop the most appropriate support for the individuals concerned.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. [Detailed guidance on Channel is available](#).

## **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

## IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the Internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on Internet safety are available on the [UK Safer Internet Centre website](#). **As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.**

## Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. [Advice on promoting fundamental British values in schools is available.](#)

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

## What to do if you have a concern

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

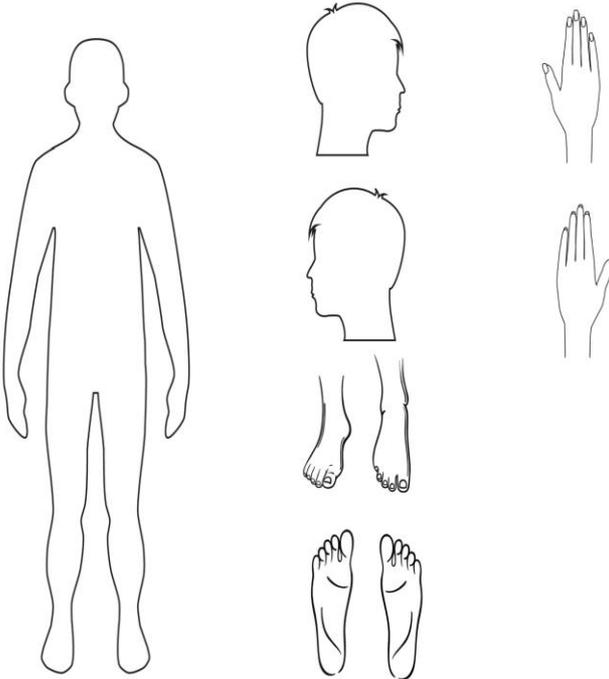
The Department for Education has dedicated a telephone helpline (+4420 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

# Appendix 6

## Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)



# Child Protection Body Map



Name Of Child  
.....

Date Of Birth  
.....

Name Of Worker  
.....

Date Recorded  
.....

Observations  
.....  
.....  
.....

**Further observation notes:**