



DOHA
BRITISH
SCHOOL

AIN KHALED

Child Protection Policy



Last Review: June 2024

Next Review: June 2025

Reviewer: Policy Committee

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1. Purpose

The purpose of this policy is to:

- protect children and young people who attend Doha British School (DBS) or who participate in activities held on school premises;
- provide staff and members of the wider school community with the overarching principles that guide DBS' approach to child protection;
- ensure that all staff know that child protection is everyone's responsibility;
- emphasise the importance of early help and intervention in order to support pupils and families;
- ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.

2. Scope

The policy applies to all DBS schools.

3. Definitions

Types of abuse include:

Physical	Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
Emotional	Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the 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 opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve overprotection and limitation of the exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual	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. This may involve 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.

This is not an exhaustive list and there are other types of abuse as detailed in part 1 of Keeping Children Safe In Education, 2022.



4. Policy statement

DBS believes that it is always unacceptable for a child or young person to experience abuse of any kind. The school recognises its responsibility to promote the welfare of all children and young people and to keep them safe. DBD is committed to practices that protect them.

This policy has been drawn up in line with UK guidance and best practice. It is strongly influenced by the laws that seek to protect children and young people, namely:

- Keeping Children Safe in Education, 2024
- Children Act 1989
- Working Together to Safeguard Children 2018

There are three main elements to DBS' approach to Child Protection:

1. Prevention: inclusive of a positive school atmosphere, a school culture where staff refer to any concern at an early stage, effective PSHE, E- safety and pastoral support available to pupils and associated policies. DBS' aim is to help pupils to adjust their behaviour in order to reduce risks, including the safe use of electronic equipment and access to the internet. The School regularly informs its students about associated issues through curriculum inclusions, notably through PSHE.
2. Protection: including by following agreed published procedures; by ensuring that staff are trained and supported appropriately and sensitively in associated matters; and by ensuring that the school has robust recruitment procedures.
3. Support to pupils and staff, inclusive of provision of counselling by a trained member of staff.

Key personnel

At DBS there are Designated Safeguarding Leads for Primary and Secondary as well as deputy safeguarding Leads. Designated Safeguarding Leads are responsible for:

- Attending to all concerns recorded on the My Concern platform;
- providing advice, guidance and support to staff in child protection matters;
- liaising with the Executive Principal to inform him / her of any issue and ongoing investigations;
- organising child protection training for all school staff;
- providing the Executive Principal with an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the Designated Safeguarding Leads, and by all staff and governors; number and trends related to incidents/cases (anonymised).

All disclosures of abuse must be discussed with the Designated Safeguarding Leads.

Pupils, staff and parents should feel at ease to discuss any concerns relating to the welfare of a student with the Designated Safeguarding Leads no matter how trivial they may appear.

Record keeping

All concerns are recorded via the My Concern platform. Designated Safeguarding Leads keep accurate and up to date records of child protection concerns and ensure the security of information.



Staff training

All staff, including administration and site staff will have this policy and the Child Protection Procedure disseminated to them as part of their induction. All teaching staff will be trained within their teams through a series of workshops. In addition to this there will be safeguarding briefings throughout the year. Key personnel will undergo updated Child Protection training every two years at a minimum, online or face-to-face.

Monitoring of attendance

The school monitors attendance closely and contacts parents where attendance is a cause for concern. Each case will be judged on individual circumstances as there may be a reasonable explanation for such absence.

E-safety

Most pupils will use mobile phones, tablets and computers at some time, including through DBS' Bring Your Own Device programme. These devices are a source of communication and learning. However, these technologies may be used to harm children and young people. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The **E-safety policy** explains how DBS acts to protect pupils in the school in this regard.

IDs

All staff (academic and support), parents, carers and Sixth Form pupils are required to wear an ID on a colour coded lanyard while on school premises. All visitors during the school day are required, on arrival, to wear a visitor's ID issued to them.

Visiting speakers and volunteers

Any person who is visiting the school to work directly with young people for a 'one off' activity (e.g. a visiting speaker) or on an ongoing voluntary basis should wear a visitor's ID and may not be left unsupervised with children. All volunteers are required to undergo training which includes an overview of safeguarding and child protection procedures at DBS.

Internationally hired staff

As part of the Qatari requirements for internationally hired staff, employees are required to undergo a criminal record check (e.g. Disclosure and Barring Service for the UK) and present the attested document. As a further measure, the school requires a criminal record check from countries where the staff member has previously been employed. This is in line with best practice for international schools

Locally hired staff

Locally hired staff who have not undergone a criminal record check will be required to do so before they are employed, at their own expense.

Third party groups

Third party groups hiring school facilities are required to state that if this activity involves children or young people (under the age of 18) that all staff working have undergone a criminal record check.



Whistleblowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Principal. Any concern will be thoroughly investigated. No one who reports a genuine concern in good faith needs to fear retribution.

Confidentiality

DBS abides by the principle that the welfare of the pupil is paramount. Privacy and confidentiality will be respected where possible but if doing so leaves a pupil at risk of harm then the pupil's safety has to come first.

5. Crushes and infatuations

Crushes and infatuations do develop and can involve pupils and teachers of both sexes. They need to be handled sensitively. Careless and insensitive reactions may cause distress to those involved and have been known to provoke false accusations. It is in the interests of all parties to avoid adding to the pupil's problems by encouraging the crush or making jokes about the situation.

In such situations the advice of a senior colleague must be sought and self-report made. Other members of staff have a part to play, too, in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to parties concerned.

Whilst the risk of infatuation is not limited to any particular group of members of staff, new teachers must recognise their particular vulnerability to adolescent infatuation. If a member of staff is concerned that he/she is developing a friendship with a pupil which would have the potential to become an unacceptable relationship, he/she must seek guidance from a senior colleague and make a self report, and must ensure that the relationship does not develop further.

6. Use of Reasonable Force

On rare occasions, a staff member may have to make physical interventions to a child that is not expected. Members of staff should only do this:

- Where action is necessary in self-defence or because there is imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property

Examples of such situations are:

- A child attacks a member of staff, or another child
- Children are fighting
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials substances or objects
- A child appears to be under the influence of alcohol or illegal substances
- A child absconds from school (only applicable of a child is at serious risk if not kept in school)

Physical intervention can take a number of forms. It might involve staff:

- Physically interposing between children
- Blocking a child's path
- Leading a child carefully by the arm
- Shepherding a child away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds, including holding, pushing and pulling.



7. Roles and responsibilities

The Executive Principal is to:	<ul style="list-style-type: none"> oversee the fulfilment of the requirements of this policy and the Child Protection Procedure; ensure that the school's Child Protection Policy and the Child Protection Procedure are available to the school community.
The Head of Corporate Services is to:	<ul style="list-style-type: none"> action the part of the Hire of School Facilities Procedure related to children and young people involved in activities on school premises organised by third parties.
Designated Safeguarding Leads are to:	<ul style="list-style-type: none"> fulfil the responsibilities of Designated Safeguarding Leads, ensuring that proper training is / has been provided; include the dissemination this policy and the Child Protection Procedure during the induction of new staff; ensure that they are up to date with related training (e.g. through online provision, local provision). ensure that related curriculum inclusions are delivered, e.g. E-safety.
All staff are to:	<ul style="list-style-type: none"> read this policy as well as the Safeguarding Policy and Procedures. act on child protection issues early and in line with Child Protection Policy.

8. Related documents

The following documents are referred to within this policy. They are set out in separate documents, reflecting the consideration we give to the protection of our students.

E-safety Policy

Recruitment Procedure

Anti-bullying Policy

Behaviour Policy and Procedures

Health & Safety policy

Trips and Visits policy

Hire of School Facilities Procedure

[Appendix](#)

[Document Control](#)



Thank you