



# SAFEGUARDING AND CHILD PROTECTION POLICY

W15

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**Policy owner:** Executive Designated Safeguarding Lead

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## ACRONYMS

<b>AMAN</b>	AMAN Protection and Social Rehabilitation Centre
<b>CAMHS</b>	Children and Adolescent Mental Health Service
<b>CCE</b>	Child Criminal Exploitation
<b>CL</b>	County Lines
<b>CSE</b>	Child Sexual Exploitation
<b>DBS</b>	Disclosure and Barring Service
<b>DDSL</b>	Deputy Designated Safeguarding Lead
<b>DfE</b>	Department for Education
<b>DSL</b>	Designated Safeguarding Lead
<b>EHE</b>	Elective Home Education
<b>FGM</b>	Female Genital Mutilation
<b>HBA</b>	Honour Based Abuse
<b>HSB</b>	Harmful Sexual Behaviour
<b>KCSIE</b>	Keeping Children Safe in Education
<b>OCSE</b>	Online Child Sexual Exploitation
<b>PSHE</b>	Personal, Social, Health and Economic education
<b>S-CAP</b>	Sidra Child Advocacy Programme
<b>SCR</b>	Single Central Record
<b>SEND</b>	Special Educational Needs and Disability
<b>SENCo</b>	Special Educational Needs and Disabilities Coordinator

## TERMINOLOGY

<b>Safeguarding</b>	<p>Providing help and support to meet the needs of children as soon as problems emerge</p> <p>Protecting children from maltreatment</p> <p>Preventing impairment of children’s mental and physical health or development</p> <p>Ensuring that children grow up in circumstances consistent with the provision of safe and effective care</p> <p>Taking action to enable all children to have the best outcomes</p>
<b>Child protection</b>	Part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
<b>Abuse</b>	Form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.
<b>Neglect</b>	Form of abuse 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.
<b>Sharing of nudes and semi nudes</b>	Also known as sexting or youth produced sexual imagery is where children share nude or semi - nude images, videos or live streams. This also includes pseudo-images that are computer generated images that otherwise appear to be a photograph or video
<b>Early help</b>	Provision of support as soon as additional needs and support emerge or are identified at any point in a child’s life.
<b>Staff</b>	All those working for or on behalf of the School, full or part time, temporary or permanent, in either a paid or voluntary capacity.
<b>Child(ren)</b>	Everyone under the age of 18. Overall this will apply to pupils at Doha College; however, the policy will extend to visiting children and pupils from other establishments.
<b>Victim</b>	Widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to

	be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
<b>Parents</b>	Birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.
<b>Alleged perpetrator(s) and perpetrator(s)</b>	Widely used and recognised terms. Will decide appropriate term and which terms to use on a case-by-case basis.

## CONTENTS

KEY CONTACTS	5
ACRONYMS	6
TERMINOLOGY	7
CONTENTS	9
PURPOSE AND AIM	10
KEEPING CHILDREN SAFE IN EDUCATION – 2025	10
DOHA COLLEGE WILL:	11
OUR SAFEGUARDING PLEDGE	13
STATUTORY DUTY	14
EQUALITY STATEMENT	14
ROLES AND RESPONSIBILITIES	15
DESIGNATED SAFEGUARDING LEAD	24
WHAT TO DO IF A PUPIL DISCLOSES/ALLEGES ABUSE	34
Procedures	36
ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY	41
TYPES OF ABUSE AND NEGLECT	45
RECORDING AND SHARING INFORMATION	65
SAFER RECRUITMENT	66
PHYSICAL CONTACT WITH CHILDREN - SAFE TOUCH	67
REASONABLE FORCE	69
REPORTING INAPPROPRIATE TOUCH	70
USE OF MOBILE PHONES AND CAMERAS	71
WHISTLEBLOWING	74
CONTEXTUAL SAFEGUARDING	74
APPENDIX 1 – SAFEGUARDING FLOW CHART	75
APPENDIX 2 – INTERNAL REPORTING FORM	76
APPENDIX 3 - SAFEGUARDING TEAM	77
APPENDIX 4 – WEEKEND AND OUT OF HOURS REQUEST:	78

## PURPOSE AND AIM

Doha College fully recognises its responsibility to safeguard and promote the welfare of all pupils in its care. Safeguarding and child protection are therefore at the forefront of, and underpin, all aspects of policy and process development at Doha College. All systems, processes, and policies must operate with the best interests of the child. Doha College adopts the attitude of **“it could happen here”** and is committed to **child-centred safeguarding**. Doha College expects all staff to share this commitment.

Safeguarding and promoting the welfare of children is **everyone’s responsibility**. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners must adopt a child-centred approach, considering at all times what is in the best interests of the child.

Doha College aims to ensure that:

- Appropriate action is taken promptly to safeguard and promote children’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff receive safeguarding and child protection training, updated regularly (at least annually), so that they can recognise and respond to concerns effectively.

This policy applies to all staff, volunteers, governors, agency and supply staff, and contractors working with Doha College.

## KEEPING CHILDREN SAFE IN EDUCATION – 2025

The purpose of this policy is to provide staff, governors, volunteers, and the wider school community with the framework needed to keep children safe and secure at Doha College. It also informs parents and carers how Doha College safeguards their children while they are in our care.

This policy applies to the whole of Doha College and to all on-site and off-site activities involving pupils while they remain the responsibility of the school.

The policy forms part of the school’s safeguarding arrangements and should be read in conjunction with the following:

- Keeping Children Safe in Education (2025)
- Inspecting Safeguarding in Early Years
- The role of the Designated Safeguarding Lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy

- Allegations Against Staff Policy
- Low-Level Concerns Policy
- Safer Recruitment Policy

Safeguarding and promoting the welfare of children (defined as everyone under the age of 18, or under the care of Doha College) is set out in Keeping Children Safe in Education (2025) as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment within or outside the home, including online.
- Preventing the impairment of children’s mental and physical health or development.
- Making sure children receive safe and effective care
- Taking action to enable all children to achieve the best outcomes.

#### **DOHA COLLEGE WILL:**

- Provide an environment that fosters a supportive school community and an open culture where everyone feels able to share concerns about another’s well-being and safety, confident that those concerns will be listened to and acted upon effectively and sensitively.
- Promote an ethos of care in which staff know pupils well, enabling them to recognise when a child may need support or when changes in behaviour or presentation could indicate abuse or a safeguarding concern.
- Raise staff awareness of the need to safeguard pupils and of their responsibility to identify and report possible cases of abuse, neglect, or children in need, through clear guidance and regular training.
- Provide a systematic means of monitoring children who are known to be in need, or who have suffered or are at risk of suffering harm.
- Ensure that all vulnerable children are provided with appropriate support in school and that their needs are identified and addressed effectively.
- Ensure that safeguarding responses are in place for children who are absent or persistently absent from education, recognising this as a potential indicator of abuse, neglect, exploitation, or other safeguarding concerns.
- Develop and implement clear procedures to be followed by all staff in cases of suspected abuse or other child welfare concerns.
- Develop and promote effective working relationships with other agencies, including the Police, Sidra/Hamad Hospital, the AMAN Centre, S-CAP, and CAMHS.
- Work in partnership with parents and carers in the best interests of pupils and ensure that parents have a clear understanding of how to raise a safeguarding concern.
- Ensure that all adults within the school who have access to children have been appropriately vetted and deemed suitable to work safely with children, in line with the Safer Recruitment Policy.

- Emphasise the importance of good communication about safeguarding issues between all members of staff.
- Ensure that all staff engage in regular safeguarding and child protection training, updated at least annually, so that the culture of safeguarding across the school remains vigilant and underpins all aspects of school life.

The school's commitment to safeguarding children is communicated to all governors, staff, parents, and others with an interest in the school. The names and contact details of all members of the Safeguarding Team are displayed prominently around the school.

Doha College will call 999 for an ambulance or take a child to the Sidra/Hamad Emergency Department if they are at immediate risk of suicide or serious harm to themselves or others.

Referrals to external agencies are made through the Safeguarding Team when pupils require additional support beyond school or are considered to be at significant risk of harm. Referrals are assessed by the Safeguarding Team on a case-by-case basis, considering both potential benefits and risks for the child. Examples include:

- **Sidra:** for eating disorders, hair pulling, anxiety, depression, and similar concerns.
- **Sidra/Hamad Child and Adolescent Mental Health Services (CAMHS) medical team:** for suicidal thoughts, self-harm, OCD, and other mental health difficulties.
- **Sidra's Child Advocacy Program (S-CAP):** for safeguarding or family concerns, including abuse.

## OUR SAFEGUARDING PLEDGE

### Children will:

- Receive the help they need, when they need it.
- Be seen by a professional, such as a teacher or doctor, to ensure they are not in immediate danger and are not placed at further risk.
- Be listened to and taken seriously.
- Be able to discuss issues in private, if and when they wish to, while also being made aware that their concerns cannot be kept confidential if there is a risk of harm or danger.

### Doha College Safeguarding team/staff will:

- Be actively involved with children and help them to understand decisions made about their lives.
- Provide every child with a named adult who can offer support.
- Share information appropriately in order to protect children.
- Minimise disruption to other aspects of children's lives.
- Work together effectively in the best interests of children.

- Be competent, confident, properly trained, and supported in their safeguarding role.
- Strive to continually improve safeguarding practice and the support provided to children.

## STATUTORY DUTY

This policy has been drafted with regard to **Section 175 of the Education Act 2002**, which places a duty on schools to safeguard and promote the welfare of children.

Other key legislation and statutory guidance includes (not an exhaustive list):

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexual Offences Act 2003
- Children and Social Work Act 2017
- Education (Pupil Registration) Regulations 2006 (as amended)
- Data Protection Act 2018 and UK GDPR
- Information Sharing Advice for Safeguarding Practitioners (2018)
- What to Do If You're Worried a Child Is Being Abused (2015)
- Searching, Screening and Confiscation (DfE, updated July 2023)
- Preventing and Tackling Bullying (2017)
- Female Genital Mutilation Act 2003 (as amended by Section 74, Serious Crime Act 2015)
- Statutory Guidance on FGM (Home Office)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges  
*(withdrawn as standalone in 2022, incorporated into KCSIE Part Five)*
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Statutory Guidance on the Prevent Duty (2015, updated 2021)
- Human Rights Act 1998
- European Convention on Human Rights (ECHR)
- Equality Act 2010
- Childcare (Disqualification) Regulations 2018
- UN Convention on the Rights of the Child (UNCRC)

## EQUALITY STATEMENT

Some children have an increased risk of abuse, both online and offline, and additional barriers may exist that make it more difficult for them to recognise or disclose concerns. Doha College is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Children who may face additional safeguarding challenges include those who:

- Are young carers.
- Are showing signs of being drawn into antisocial or criminal behaviour, including gang involvement or association with organised crime groups.
- Are frequently missing or go missing from education, care, or home.
- Are at risk of modern slavery, trafficking, or exploitation.
- Are at risk of being radicalised or exploited.
- Are living in family circumstances that present challenges, such as drug and alcohol misuse, adult mental health issues, or domestic abuse.
- Are misusing drugs or alcohol themselves.
- Have returned home to their family from care.
- Are privately fostered.
- Are at risk due to their own or a family member's mental health needs.
- Are missing or absent from education for prolonged periods and/or on repeat occasions.
- Live with a parent/carer who has expressed an intention to remove them from school for elective home education.
- Lack permanent accommodation or are at risk of homelessness.
- Have English as an additional language.
- Have special educational needs or disabilities (SEND).
- May experience discrimination due to their race, ethnicity, gender, disability, or religion.
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation.

## ROLES AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, and governors at Doha College. It also applies to our academies, co-curricular activities, and any off-site activities where pupils are under the responsibility of the school.

Doha College plays a crucial role in **preventative education**, within the context of a whole-school approach that prepares pupils for later life and promotes a culture of zero tolerance towards sexism, misogyny, misandry and sexual violence/harassment.

This approach is underpinned by our:

- Behaviour Policy
- Pastoral support systems
- Planned programme of PSHCE, which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Stereotyping, prejudice, and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called ‘honour’-based violence (such as forced marriage and FGM), and how to access support
  - What constitutes sexual harassment and sexual violence, and why these are always unacceptable

Key safeguarding roles are:

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Designated Safeguarding Lead for Secondary	Sarah Kiernan Webb (DSL)	Contact details	<a href="mailto:swebb@dohacollege.com">swebb@dohacollege.com</a> Office: 44076761 (Ext:761)
Designated Safeguarding Lead for Academies	Tommy Westmoreland (DSL)	Contact details	<a href="mailto:twestmoreland@dohacollege.com">twestmoreland@dohacollege.com</a> Office: 44076706, Mobile: 33368758
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## All staff

Child protection and safeguarding is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play in safeguarding. It is essential that all staff understand their safeguarding responsibilities. Therefore, all staff at Doha College have a duty to:

- Adopt a **child-centred approach**, considering at all times what is in the best interests of a child and placing these needs above all other considerations.
- Understand the systems the school has in place to support safeguarding, including this policy and its procedures, and other relevant policies and documents.
- Read and understand **Part 1 and Annex B of Keeping Children Safe in Education (2025)**, along with other safeguarding policies as directed by the EDSL.
- Sign a declaration at the beginning of each academic year confirming that they have read and understood the guidance.

- Be aware of and recognise the **types and indicators of abuse and neglect** so that they can identify children who may need help or protection, or who are suffering, or likely to suffer, significant harm.
- Understand that abuse, neglect, and safeguarding issues are rarely standalone events, and that multiple issues often overlap.
- Recognise that a child is considered to have been abused, or to be at risk of abuse, when their basic needs are not being met. Harm can include neglect, ill-treatment, physical, sexual, or emotional abuse, impairment of physical or mental health, or impairment of physical, intellectual, emotional, or social development.
- Reinforce the importance of **online safety** when communicating with parents and carers, including making them aware of what children are being asked to do online (e.g. which sites they should access and who they will interact with).
- Be prepared to identify children who may benefit from **Early Help**, understand their role in recognising emerging problems, and share concerns with the DSL(s).
- Have an understanding of **specific safeguarding issues** that can put children at risk of harm, including:
  - o Children missing from education
  - o Child Criminal Exploitation (CCE)
  - o Child Sexual Exploitation (CSE)
  - o Children missing from home or care
  - o Violence Against Women and Girls (VAWG)
  - o Honour-based abuse
  - o Female Genital Mutilation (FGM)
  - o Serious youth violence
  - o Radicalisation and extremism
- Be able to reassure victims that they are being taken seriously, that they will be supported and kept safe, and that they are not creating a problem by reporting abuse, sexual violence, or harassment. Victims must never be made to feel ashamed for making a report.
- Know what to do if a pupil **discloses or alleges abuse or neglect**.
- Implement the school's procedures to report concerns and work with external agencies when required.
- Seek guidance promptly from the EDSL/DSL(s) if unsure how to proceed in a potential child protection situation.
- Understand the types of **child-on-child abuse** and the specific procedures for reporting disclosures or allegations to the EDSL/DSL(s).
- Understand the duty to share information about safeguarding concerns while maintaining appropriate confidentiality, involving only those who need to be informed (EDSL/DSL/DDSL).
- Be aware of relevant data protection principles, but understand that information must be shared where necessary to safeguard or promote the welfare of a child. Fear of breaching data protection must not prevent action to protect children.

- Keep accurate, detailed records of any safeguarding conversations, concerns, or events on **CPOMS/online form for academies**.
- In accordance with the **Whistleblowing** section of this policy, raise concerns about the inappropriate attitudes or actions of colleagues, poor or unsafe practice, and potential failures in the school's safeguarding procedures.
- Understand that if an allegation is found to be **unsubstantiated, unfounded, false, or malicious**, the EDSL/DSL(s) will investigate whether the child who made the allegation requires additional support or may have been abused by someone else.
- Ensure that the school obtains and maintains **more than one emergency contact number** for each pupil, where reasonably possible.

## Early help

Early Help means providing support to a child as soon as a problem emerges. All staff should be prepared to identify children who may benefit from Early Help. *Mental Health and Behaviour in Schools* (DfE, 2018) highlights that **“early intervention to identify issues and provide effective support is crucial.”**

Doha College's role in supporting and promoting mental health and wellbeing can be summarised as follows:

- **Prevention and education:** creating a safe and calm environment where mental health problems are less likely, promoting the wellbeing of the whole school population, and equipping pupils to be resilient so they can manage the normal stresses of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- **Identification:** recognising emerging issues as early and accurately as possible.
- **Early support:** helping pupils to access evidence-based early support and interventions.
- **Access to specialist support:** working effectively with external agencies to ensure swift access or referrals to specialist support and treatment.

All staff should be aware of the importance of being alert to the potential need for Early Help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (SEND);
- is showing signs of engaging in antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing from, or goes missing from, care or home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;

- is misusing drugs or alcohol;
- is a privately fostered child;
- has a parent/carer in custody;
- is self-harming;
- is in a family circumstance that presents challenges for the child, such as substance misuse, adult mental health problems, or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

### **The Governing Body will:**

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of policy and process development.
- Review this policy and its effectiveness annually.
- Nominate a Safeguarding Governor to act as the lead Governor for child protection and safeguarding issues.
- Ensure that staff undergo regularly updated safeguarding training (including online safety).
- Ensure that the Safeguarding Governor liaises with relevant agencies in the event an allegation or safeguarding concern is made against the Principal.
- Ensure that mechanisms are in place to help staff understand and discharge their responsibilities as set out in ***Part One of Keeping Children Safe in Education (2024)***.
- Remedy without delay any deficiencies or weaknesses in child protection policies or procedures that are brought to its attention.
- Comply with safeguarding duties under legislation and ensure that policies, procedures, and training are effective and lawful at all times.
- Ensure that pupils are taught about safeguarding (including online safety) as part of a whole-school safeguarding approach, with regard to Teaching Standards.
- Receive safeguarding and child protection training (including online safety) at induction, and ensure this is regularly updated.
- Have the knowledge and information required to perform their functions effectively, including the ability to provide strategic challenges.
- Assure themselves that safeguarding policies and procedures are effective and support a robust whole-school approach.
- Ensure the Chair of Governors receives training in managing allegations, as they may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal.
- Ensure appropriate filtering and monitoring systems are in place and review their effectiveness, including by:

- Making sure leadership and staff are aware of the provisions in place and understand their roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers how to meet these standards.
- Ensure that the EDSL has the appropriate status and authority to carry out their role, with sufficient time, funding, training, resources, and support.
- Ensure that online safety is a running and interrelated theme across the whole-school safeguarding approach and related policies.
- Ensure that the EDSL has lead authority for safeguarding (including online safety) and understands the filtering and monitoring systems and processes in place.
- Ensure that the school has procedures to manage any safeguarding concerns or allegations (including low-level concerns) relating to staff members, supply staff, volunteers, and contractors.
- Ensure that this policy reflects that children with SEND, or certain medical or physical health conditions, may face additional barriers to abuse or neglect being recognised.
- Ensure that all governors read *Keeping Children Safe in Education* in its entirety.

### **The Principal will:**

The Principal holds overall responsibility for the implementation of this policy, including:

- Ensuring that all staff (including temporary staff) and volunteers are informed of the school's safeguarding systems, including this policy, as part of their induction.
- Ensuring that all staff understand and follow the procedures in this policy, particularly those concerning the referral of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school, and making it available on the school website.
- Ensuring that the EDSL has sufficient time, funding, training, and resources to fulfil their responsibilities effectively, and that there is appropriate cover during any period of absence.
- Ensuring that statutory staffing ratios are met within the Early Years Foundation Stage (EYFS).
- Ensuring that each child in the EYFS is assigned a designated key person, in line with statutory requirements.
- Overseeing and monitoring the safe use of technology, mobile phones, and cameras within the school.

### **Confidentiality**

- Safeguarding concerns will always be treated with the highest level of confidentiality, and information will only be shared with those who need to know in order to safeguard a child.
- Timely information sharing is essential to effective safeguarding and child protection.

- Concerns about data protection must never prevent the sharing of information where it is necessary to protect a child's welfare or safety.
- The **Data Protection Act (DPA) 2018, UK GDPR, and Qatar Law No. 13 of 2016 on the Protection of Personal Data** do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Where staff need to share *special category personal data*, the DPA 2018 provides '**safeguarding of children and individuals at risk**' as a lawful processing condition. This allows practitioners to share information without consent if:
  - It is not possible to obtain consent;
  - It cannot reasonably be expected that consent is obtained; or
  - Seeking consent would place a child at risk of harm.

Staff must never promise a child that they will keep information confidential, as this may not be in the child's best interests.

If a victim of sexual violence or sexual harassment requests that the school does not share their disclosure, the **EDSL** must balance the victim's wishes against their duty to protect both the victim and other children.

The EDSL should consider that:

- **Parents or carers** should normally be informed, unless doing so would place the victim at greater risk of harm.
- The **basic safeguarding principle** applies at all times: *if a child is at risk of harm, is in immediate danger, or has already been harmed, immediate action must be taken.*
- **Rape, assault by penetration, and sexual assault are criminal offences.** Where such a report is made, the matter must be referred to the police without delay.

#### **Regarding anonymity, all staff will:**

- Be aware of **anonymity, witness support, and the criminal process** where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Take all reasonable steps to **protect the anonymity** of any children involved in such reports. This includes carefully considering which staff members need to know and manage any support offered to children.
- Remain mindful of the **potential impact of social media** in spreading rumours or exposing victims' identities, and act swiftly to mitigate these risks.
- Seek advice from the **EDSL** if in doubt about whether or how to share information, ensuring that confidentiality and safeguarding principles are upheld.

## DESIGNATED SAFEGUARDING LEAD

The school has nominated an Executive Designated Safeguarding Lead. The person who leads the Safeguarding Team is **Uzma Zaffar**.

### Designated Safeguarding Leads are:

**Primary School - Danielle Price**

**Secondary School - Sarah Kiernan-Webb**

**Academies - Tommy Westmoreland**

The Deputy DSLs, for Primary ('DDSL') are:

- Eva Taggart
- Shainaz Dalvi
- Hannah Wood
- Scott McDiarmid
- Derek Watson
- Klelia Antoniou
- David Cann

who may act in the DSL's absence.

The Deputy DSLs, for Secondary ('DDSL') are:

- Christopher Craig
- Gemma Stroud
- Sarah Jackson
- Jerome Scafe
- Matthew Corke
- Louise Kotek

who may act in the DSL's absence.

The Deputy DSLs, for Academies ('DDSL') are:

- David Wallace
- Jane Williams

who may act in the DSL's absence.

The Designated Governor for safeguarding is **Ayeesha Lall**

The names and contact details of the Safeguarding Team are on page 11. Posters are prominently displayed in staff offices, classrooms, staff rooms and pantries around the school.

### The EDSL and DSLs will:

- Take lead responsibility for safeguarding and child protection (including online safety) across the school. This includes ensuring an understanding of the school's filtering and monitoring systems on devices and networks, to keep children safe online.
- Be available during school hours in term time for staff to discuss any safeguarding concerns.
- Be contactable out of school hours via telephone or [safeguarding@dohacollege.com](mailto:safeguarding@dohacollege.com).
- Ensure cover arrangements: if the EDSL is absent, one of the DSLs will act as cover; if a DSL is absent, a Deputy DSL will provide cover.

The EDSL will be given appropriate time, funding, training, resources, and support to:

- Provide advice, guidance, and support to staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings, or support other staff to do so.
- Contribute to the assessment of children who are at risk of harm.
- Refer suspected cases, where appropriate, to relevant agencies (e.g., Channel Programme, Disclosure and Barring Service, and/or the Police), and support staff who make such referrals directly.
- Maintain a good understanding of harmful sexual behaviour, including how to manage, record, and escalate concerns appropriately.
- Maintain a good understanding of the filtering and monitoring systems and processes in place at the school.
- Act as the **Prevent Lead** within the school.

### The EDSL will also:

- Keep the Principal fully informed of any safeguarding issues.
- Be confident in their knowledge of local specialist support services available for all children involved (including victims and alleged perpetrators) in cases of sexual violence and sexual harassment, and know how to access such support.
- Be aware that children must have an **appropriate adult** present to support and help them during a police investigation or search.
- Ensure that the full responsibilities of the EDSL, DSLs and Deputy DSLs are clearly set out in their job descriptions and reviewed regularly.
- Act as the **case manager** in the event of an allegation of abuse against a member of staff or volunteer, where appropriate.
- Take responsibility for decision-making regarding all low-level concerns.

## Manage referrals

The EDSL will:

- Refer cases of suspected abuse to the **SCAP Centre** where needed.
- Liaise with the relevant authorities over suspected cases of child abuse or radicalisation.
- Follow Early Help procedures when a child is deemed to be in need of additional support, and work as part of the **Team Around the Child**.
- Refer cases to the **Qatari Police** where there is a concern regarding radicalisation.
- Refer cases where a person is dismissed or has left due to risk of harm to a child to the **Disclosure and Barring Service (DBS)** and the **Teacher Regulation Agency (TRA)**.
- Refer cases where a crime may have been committed to the **Police**.
- Act as a point of contact and develop effective working relationships with external agencies and services.
- Liaise with the Principal to keep them informed of safeguarding issues, particularly when there are ongoing enquiries under **section 47 of the Children Act 1989**, police investigations, or any referrals made to external agencies regarding safeguarding concerns.
- Liaise with staff (especially pastoral support staff, the school nurse, IT Technicians, and the Director of Learning Support) on matters of safety and safeguarding (including online and digital safety), and when deciding whether to make a referral by liaising with the relevant agencies.
- Be the main point of contact for external agencies pursuing child protection investigations, and attend conferences and submit reports as required.
- Act as a source of support, advice, and expertise on safeguarding issues for all staff.
- Ensure the school has effective safer recruitment procedures, including carrying out all pre-employment checks to ensure staff are safe to work with children and young people.
- Notify the **Ministry of Education and Higher Education** of the name of any member of staff considered to be unsuitable to work with children.

## Training

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation, or neglect.

This training will be regularly updated and will:

- Be integrated, aligned, and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.

- Include online safety, with a clear understanding of the expectations, roles, and responsibilities for staff around filtering and monitoring, and how to escalate concerns if systems are ineffective.
- Ensure that the Safeguarding Team undergoes specialist training to provide them with the knowledge and skills required to carry out their roles effectively.
- Ensure the EDSL, DSLs and DDSL, receive training updated every **2 years** to maintain up-to-date knowledge of safeguarding.
- Support understanding of the Prevent duty and provide advice and guidance on protecting children from the risk of radicalisation.
- Ensure all staff develop their understanding of the signs and indicators of abuse and neglect.
- Provide staff with appropriate training on online safety, and ensure pupils and their parents are given advice and guidance to stay safe online.
- Develop staff awareness of the assessment process for providing early help and statutory intervention, including local criteria for action and SCAP referral arrangements.
- Ensure staff remain alert to the specific needs of children in need, those with SEND, and young carers.
- Promote understanding of relevant data protection legislation and regulations, including the importance of information sharing both within school and with external agencies.
- Require staff to keep detailed, accurate, and secure written records of concerns and referrals on CPOMS (or the online system used by academies).
- Ensure all staff understand the unique risks associated with online safety and are confident they have the knowledge and capability to keep children safe online.
- Recognise the additional risks that children with SEND and disabilities face online, ensuring staff can support them to stay safe.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Provide regular opportunities for safeguarding supervision and peer support, particularly for staff involved in complex cases.
- Refresh knowledge and skills at regular intervals through safeguarding snapshots.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually.

Contractors and volunteers will also receive safeguarding training.

## Raise Awareness

The EDSL and DSLs will:

- Ensure that all staff are aware of the role of the Safeguarding Team.
- Ensure that this policy is known, understood, and used appropriately by all staff.

- Ensure that staff are clear on the procedures to follow when they have a concern or receive a disclosure.
- Ensure that the policy contains effective procedures for managing allegations of abuse against staff and volunteers.
- Ensure that all staff read **Keeping Children Safe in Education (KCSIE) 2025 – Part 1**.
- Ensure all new staff are made aware of the safeguarding systems within the school as part of their induction.
- Require all new staff and governors to confirm they have read and understood this policy and its appendices, as well as the relevant sections of KCSIE 2025.
- In conjunction with the Safeguarding Team and Governing Body, ensure that this policy is reviewed annually and that safeguarding procedures and implementation are updated regularly.
- Ensure the policy is available publicly on the school website.
- Help promote educational outcomes by ensuring that relevant information about safeguarding, welfare, and child protection concerns is shared with teachers.

### **TRAINING COMMITMENT:**

- The Safeguarding Team will undertake formal child protection and safeguarding training at least every **2 years**.
- They will also update their knowledge and skills regularly and at least annually (e.g., through bulletins, networking with other DSLs, or engaging with safeguarding developments).
- The designated **Prevent Lead** will undertake in-depth Prevent awareness training, including extremist and terrorist ideologies, to ensure they can provide effective advice and guidance to staff.

CPOMS is the school's software system for recording and managing safeguarding concerns. It enables all staff to log any safeguarding concern, safe in the knowledge that a proper record has been created and that the EDSL/DSL(s)/DDSLs are automatically notified. The system equips the EDSL/DSL(s)/DDSLs to assess each concern, determine next steps, and manage any ongoing action.

All safeguarding concerns, discussions, decisions made, and the rationale for those decisions must be recorded on CPOMS (or the online safeguarding system used by academies). This includes cases where referrals were or were not made to another agency.

### **Records will include:**

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any actions taken, decisions reached, and the outcome.

Concerns and referrals will be securely stored on CPOMS (or the academy online system).

- Any non-confidential records will be readily accessible and available.
- Confidential information and records will be securely held and only accessible to those with a professional right or need to know.
- Safeguarding records relating to individual children will be retained for an appropriate period after the child has left the school, in line with statutory requirements and local authority guidance.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the EDSL/DSLs will ensure that the child protection file is transferred **as soon as possible**, securely, and separately from the main pupil file.

### Availability

- The EDSL/DSL(s) and/or DDSL(s) will be available during school hours to provide advice, support, and guidance to staff on any safeguarding concern.
- For out-of-school hours arrangements (such as overnight or residential school trips), the contact details of the EDSL/DSL(s) will be shared with the lead member of staff prior to the trip. The EDSL/DSL(s) or DDSL(s) will remain contactable and available to provide support if required.

## INDUCTION

All new staff will undertake safeguarding and child protection training, including training on the use of CPOMS/online form for academies, as part of their induction programme.

New staff are required to read and confirm they understand:

- This Safeguarding and Child Protection Policy and its procedures
- The Staff Handbook and Code of Conduct
- Keeping Children Safe in Education (Part 1)

Governors and the Principal will also complete safeguarding and child protection training appropriate to their role.

All staff, Governors, and the Principal will receive safeguarding and child protection training at least annually, with additional updates provided as required, for example when there are statutory changes or emerging safeguarding issues.

All staff are expected to be able to identify and respond to all forms of abuse, neglect, and exploitation. Staff must also remain alert to the potential need for early help for a child who:

- Is disabled

- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into antisocial or criminal behaviour, including being affected by gangs, county lines, organised crime groups, and/or serious violence (including knife crime)
- Is frequently missing/goes missing from education, care, or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (e.g. related to violence, pornography, or extremism), or developing inappropriate online relationships
- Is in a family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health issues, or domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse, such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody, or is affected by parental offending
- Is missing education, persistently absent, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been, permanently excluded

Staff, volunteers, and governors must follow the procedures set out in this policy in the event of a safeguarding concern.

## WHAT TO DO IF A PUPIL DISCLOSES/ALLEGES ABUSE

If a child discloses or alleges that they have been abused in any way, the member of staff must:

- **Listen carefully** to what is being said, without displaying shock or disbelief.
- **Accept** what the child is saying and allow them to talk freely.
- **Reassure the child**, but avoid making promises that cannot be kept (e.g. confidentiality).
- **Make clear** that what has happened is not their fault, and that telling someone was the right thing to do.
- **Avoid asking direct or leading questions**; instead, listen and allow the child to share in their own words.
- **Avoid criticising the alleged perpetrator** to ensure the child feels safe and supported.
- **Explain next steps** to the child – including who must be informed and why.

- **Record the concern immediately** on CPOMS/online form for academies, ensuring the entry is factual, accurate and contemporaneous. Handwritten notes made at the time of disclosure are preferable to notes typed later, as they reduce the risk of unintentional changes. Any such notes must be uploaded to CPOMS/online form for academies.
- **Inform the EDSL/DSL(s)/DDSL(s) without delay**, ensuring that safeguarding procedures are followed.

## Responding to a Child Raising a Concern of Abuse

When a child raises a concern or makes a disclosure of abuse, staff must respond in the following ways:

- **Show acceptance** of what the child says and listen carefully.
- **Remain calm** and composed.
- **Maintain eye contact** and give the child your full attention.
- **Be honest** with the child, ensuring you do not promise confidentiality.
- **Explain that you will need to share the information** with the Safeguarding Team so that the child can be protected and supported.
- **Be mindful** that the child may have been threatened, bribed, or coached not to tell.
- **Do not press for information**; if the child decides not to continue, respect their decision while making it clear that you are always available to listen.

### Helpful responses may include:

- *"I understand what you are saying."*
- *"Thank you for telling me."*
- *"It's not your fault."*
- *"I will help you."*

### Responses to avoid:

- *"Why didn't you tell anyone before?"*
- *"I can't believe it!"*
- *"Are you sure this is true?"*
- Asking *"Why? How? When? Who? Where?"*
- Making promises you cannot keep.
- Statements such as *"I am shocked, don't tell anyone else."*

### At the end of the conversation, staff must:

- Reassure the child that they were right to speak up and that they have been listened to.

- Explain clearly what will happen next, including that you will share the information with the EDSL/DSL(s)/DDSL(s) who will take it forward.
- Contact the EDSL/DSL(s) or DDSL(s) immediately and record the disclosure on CPOMS/online form for academies, attaching notes where possible.

**IF A CHILD IS IN IMMEDIATE DANGER CALL THE EDSL OR DSLS IMMEDIATELY, THE SAFEGUARDING EMERGENCY NUMBER IS 856, YOU MUST DISRUPT MEETINGS.**

## PROCEDURES

- **Duty to Act:** All staff, volunteers, and visitors have a responsibility to identify and respond to suspected or actual abuse, neglect, or disclosures of abuse.
- **Immediate Reporting:** Where a staff member has any concerns about a child (including concerns regarding potential Child-on-Child abuse), these must be reported without delay to the Safeguarding Team and recorded on CPOMS/online form for academies.
- **Escalation:** If a staff member has raised a concern or disclosure with the Safeguarding Team and is not satisfied with the response or action taken, they must speak again with the DSL or escalate directly to the EDSL.
- **Non-Negotiable Duty:** Any staff member, volunteer, or visitor who receives a disclosure or suspects that abuse may have occurred must report it immediately to the Safeguarding Team. It is never acceptable to delay or decide not to share safeguarding concerns.

## REPORTING SYSTEMS FOR OUR PUPILS

The school is committed to ensuring that children feel safe, listened to, and empowered to share any concerns relating to their safety or wellbeing. In line with *Keeping Children Safe in Education (2025)*, we will always take the child's wishes and feelings into account when determining what action to take and which services to provide.

To achieve this, Doha College will:

- **Establish clear reporting mechanisms** so pupils can confidently disclose abuse, neglect, or concerns.
- **Ensure reporting systems are well-promoted, accessible, and child-friendly**, using age-appropriate methods to explain how pupils can raise concerns.
- **Promote trust and reassurance**, making it clear to pupils that any concerns will be taken seriously and acted upon, and that they will be supported throughout.
- **Offer multiple reporting routes**, including:
  - Speaking directly to any trusted adult in school.
  - Emailing the safeguarding team via the dedicated safeguarding email address (monitored at all times).

- Accessing reminders of reporting routes through assemblies, posters around the school, and email communications.
- **Create a culture of openness** where children know their voice matters and that they can give feedback safely, without fear of negative consequences.

## IF YOU HAVE CONCERNS ABOUT EXTREMISM

The school is committed to safeguarding pupils from the risks of extremism and radicalisation, in line with the *Prevent Duty* and *Keeping Children Safe in Education (2025)*.

- **Initial Action**
  - If a child is not in immediate danger or at risk of significant harm, staff should, wherever possible, speak with the **EDSL** first to agree a course of action.
  - In exceptional circumstances, if the EDSL is unavailable, this should not delay appropriate action. Staff should speak with a member of the **Senior Leadership Team (SLT)** without delay.
- **Referral and Decision-Making**
  - The EDSL (or, in their absence, SLT) will assess the level of risk and determine the most appropriate referral route. This may include:
    - **The Police**
    - **Channel**, the UK government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

## EMERGENCY SITUATIONS

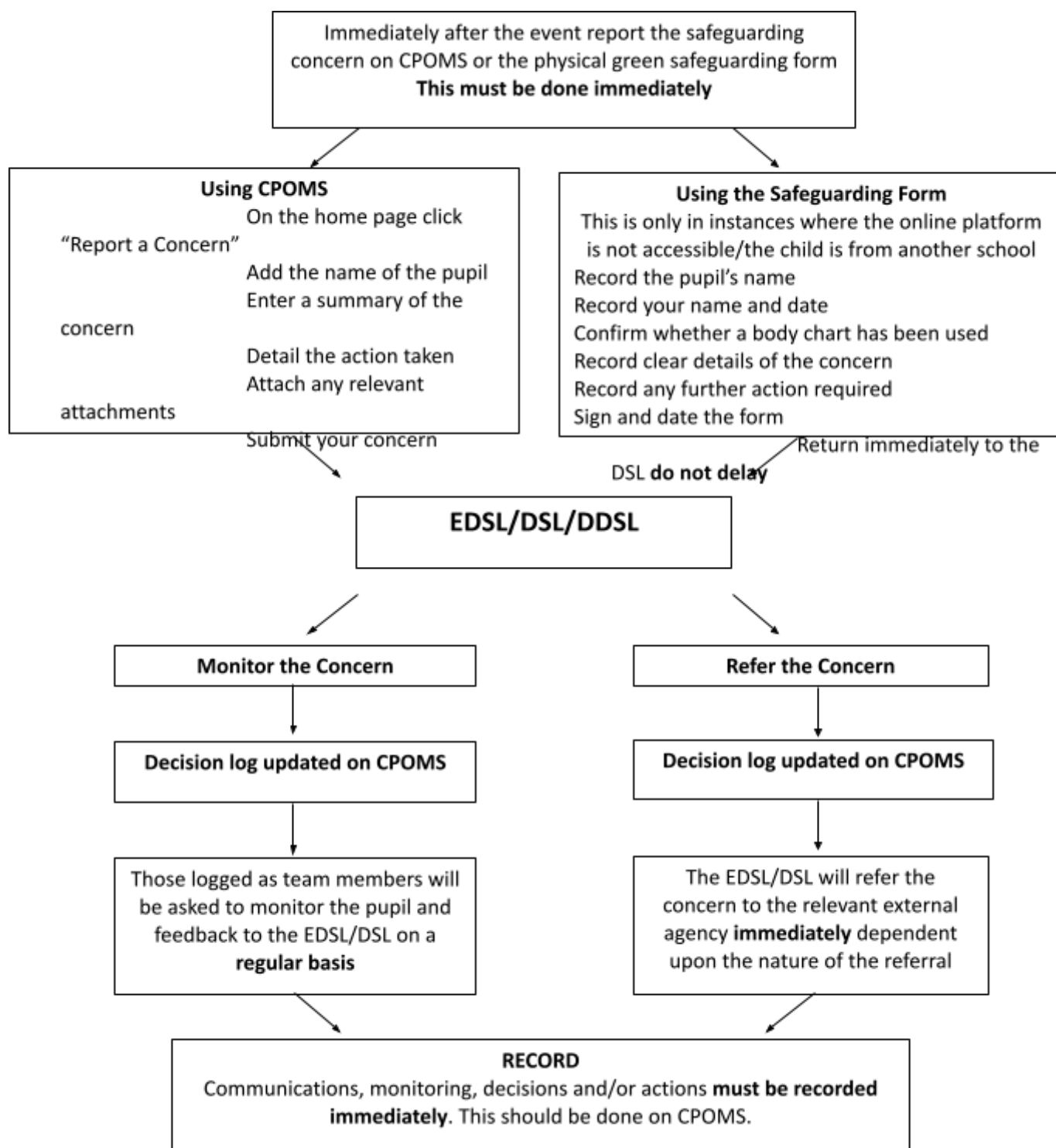
- In an emergency, staff should **call 856 immediately** if they believe:
  - A child is in immediate danger.
  - A child may be planning to travel to join an extremist group.
  - They see or hear something that may be terrorist-related.

## IF YOU HAVE A CONCERN ABOUT MENTAL HEALTH

The school recognises 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 Vigilance**
  - All staff should be alert to changes in behaviour, mood, or presentation that may indicate a child is experiencing, or is at risk of developing, a mental health difficulty.

- Staff are not expected to diagnose mental health conditions, but they should know how to recognise possible indicators and respond appropriately.
- **Safeguarding-Linked Concerns**
  - If a member of staff has a mental health concern that is also a safeguarding concern, they must take immediate action by informing the Safeguarding Team and recording the concern on CPOMS/online form for academies.
- **Non-Safeguarding Concerns**
  - If a member of staff has a mental health concern that is not a safeguarding issue, they should still share this with the Safeguarding Team (including the EDSL/DSL/DDSL) in order to agree the most appropriate support and intervention for the child.
- **Promoting a Supportive Culture**
  - The school is committed to promoting positive mental health and wellbeing, ensuring pupils know who they can talk to and that their concerns will be taken seriously.
  - Where appropriate, concerns will be shared with parents/carers and referrals made to external support services, in line with the school's safeguarding and pastoral systems.



Upon receipt of a report of abuse (whether the alleged perpetrator is an adult, another pupil, or a group of pupils) or upon receipt of a safeguarding concern, the **EDSL** will:

**1. Immediate Risk**

- Call **999 (ambulance)** if the child is in immediate danger or at risk of harm.

**2. Consultation and Decision-Making**

- Consult with the **Principal** to determine the most appropriate course of action.
- Record all decisions and actions on **CPOMS/online form for academies**.

**3. Referral to Children’s Services (Aman)**

- Where there is evidence that a child **has suffered or is likely to suffer significant harm**, and/or there are concerns about maltreatment, the **EDSL** will make an **immediate referral to Children’s Services** and, if appropriate, also to the **Police**.
- In the case of **child-on-child abuse**, a referral to Children’s Services will be made where there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm. In such cases, **all children involved (both victim and alleged perpetrator)** will be treated as potentially at risk.

**4. Seeking Advice if in Doubt**

- As soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made **without delay**.

**5. Parental/Carer Involvement**

- The **EDSL/DSL(s)** will normally contact the child’s parent(s)/carer(s) to obtain consent before making a referral to Children’s Services.
- **Exception:** Where the concern involves **alleged or suspected sexual abuse, honour-based abuse, fabricated/induced illness**, or where informing parents at this stage might **compromise the safety of the child, a staff member, or the investigation**, consent will not be sought in advance. The rationale for this decision will be documented.

**6. Follow-Up**

- If the referral is made by telephone, it will be **confirmed in writing to Children’s Services within 24 hours**.
- If no response or acknowledgement is received within one working day, the **EDSL/DSL(s)** will follow up with Children’s Services.

**7. Prevent and Radicalisation Concerns**

- The **EDSL** will report any concerns relating to **radicalisation or extremism** immediately to Children’s Services, and where appropriate, the Police or Channel.

**8. Sexual Activity Concerns**

- If the school becomes aware that a child is, or may be, **sexually active**, the **EDSL** must be informed immediately in order to assess risk, seek advice, and determine next steps.

## ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, **Doha College** aims to:

- **Maintain robust systems** – Implement and regularly review effective filtering and monitoring processes to promote the online safety of pupils, staff, volunteers and governors.
- **Promote education and awareness** – Protect and educate the whole school community in the safe, responsible and respectful use of technology, including mobile and smart technology (referred to here as *mobile phones*).
- **Set clear expectations** – Provide clear and consistently applied guidelines for the use of mobile phones and personal devices within the school environment for pupils, staff, and visitors.
- **Respond appropriately to concerns** – Establish clear mechanisms for identifying, recording, and responding to online safety incidents or concerns, ensuring these are escalated to the Safeguarding Team without delay when necessary.

### The Four Key Categories of Online Safety Risk

Our approach to online safety is aligned with *Keeping Children Safe in Education (2025)* and is based on addressing the following four categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material (e.g. pornography, fake news, racism, misogyny, self-harm, suicide, radicalisation and extremism).
- **Contact** – harmful online interaction with others (e.g. peer-to-peer pressure, commercial advertising, or adults posing as children/young people to groom or exploit for sexual, criminal, financial or other purposes).
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm (e.g. making, sending or receiving explicit images; consensual/non-consensual sharing of nudes or semi-nudes; online bullying).
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and financial scams.

### Meeting Our Aims

To mitigate these risks and promote a culture of safe online behaviour, Doha College will:

**Educate pupils** about online safety through the curriculum, including:

- The safe use of social media, the internet and technology
  - The importance of keeping personal information private
  - How to recognise and respond to unacceptable behaviour online
  - How to report incidents of cyberbullying, including when witnessed rather than experienced
- **Train staff** on online safety as part of induction and through annual safeguarding training, including:
    - Safe internet use and cyberbullying
    - Online radicalisation and extremism
    - Roles, responsibilities and expectations regarding filtering and monitoring
  - **Engage parents/carers** by:
    - Providing guidance and resources on online safety via the school website, newsletters and parents' evenings
    - Sharing clear procedures for raising online safety concerns
  - **Set clear expectations for staff use of technology**, including:
    - Personal phones only used in non-contact time
    - No images or recordings of pupils taken on personal devices
  - **Ensure all pupils, staff, volunteers, governors and parents/carers** sign an *Acceptable Use Agreement* covering ICT systems, internet use and mobile technology.
  - **Inform pupils, parents and staff** that, in line with safeguarding practice, staff may be required to search a pupil's phone if there are safeguarding concerns.
  - **Maintain robust filtering and monitoring systems** to minimise exposure to the four categories of risk.
  - **Review our approach annually**, supported by a risk assessment reflecting the current context of our school community.
  - **Provide regular safeguarding updates**, including online safety, to all staff at least annually.
  - **Review this Safeguarding and Child Protection Policy** (including online safety) annually to ensure implementation remains effective.

For further detail, please refer to the school's **Online Safety Policy** and **ICT Acceptable Use Policy**, which should be read alongside this section.

## Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widely available and easily accessible.

At Doha College, we recognise that AI can provide valuable opportunities to enhance teaching, learning, and even safeguarding practice. However, we are also aware of the potential risks. These include:

- **Facilitating abuse** – for example, AI being used to bully, groom, or harass children.
- **Exposure to harmful content** – such as inappropriate or inaccurate material generated by AI systems.
- **Creation of ‘deepfakes’** – AI-generated images, audio, or video that appear real but are hoaxes, which can be used to mislead or harm individuals.

Any use of AI that exposes children to harmful content, or that is used to facilitate bullying or harassment, will be treated as a safeguarding concern and managed in line with this policy, as well as our Anti-Bullying Policy and Behaviour Policy.

## Staff responsibilities

- Staff must remain aware of the evolving risks associated with AI tools.
- Before introducing or using any new AI tool within school, staff must conduct a risk assessment to ensure that the tool is safe, age-appropriate, and compliant with data protection and safeguarding requirements.
- AI should never be used to replace professional judgement, particularly in matters relating to safeguarding, behaviour, or wellbeing.

## Pupil and parent awareness

- Pupils will be taught, as part of our online safety curriculum, about both the opportunities and risks of AI, including misinformation, bias, and manipulation through AI-generated content.
- Parents/carers will be provided with guidance on safe use of AI tools at home and encouraged to engage with their children about responsible use.

This ensures our whole school community is both empowered to benefit from AI in safe and creative ways and protected against its misuse.

## TYPES OF ABUSE AND NEGLECT

### What is Abuse?

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

### Physical Abuse

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.

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, 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
- Age or developmentally inappropriate expectations being imposed on children, such as interactions beyond their developmental capability, overprotection, limitation of exploration and learning, or preventing normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children to feel frightened or in danger
- 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 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.

Activities may include:

- Physical contact, such as assault by penetration (e.g. rape or oral sex), or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
- Non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging sexually inappropriate behaviour, or grooming a child in preparation for abuse

Sexual abuse can take place online, and technology may be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women and other children can also commit acts of sexual abuse.

## **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, for example, as a result of maternal substance misuse
- After birth, through a parent or carer failing to:
  - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
  - Protect a child from physical and emotional harm or danger
  - Ensure adequate supervision (including the use of inadequate caregivers)
  - Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Child sexual exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or a person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

## Safeguarding Issues

Our EDSL/DSL(s) and DDSL(s) conduct safeguarding mapping exercises to identify any trending safeguarding threats within our school community. All staff maintain an awareness of contextual safeguarding issues that may put children at risk of harm..

The below definitions are drawn from **Keeping Children Safe in Education (KCSIE) 2025**.

### Child Criminal Exploitation (CCE)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- in exchange for something the victim needs or wants; and/or
- for the financial or other advantage of the perpetrator or facilitator; and/or
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

#### Possible indicators of CCE include:

- Children appearing with unexplained gifts or new possessions
- Children associating with other young people involved in exploitation
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regular non-attendance at school or disengagement from education

### Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

- In exchange for something the victim needs or wants; and/or
- For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18, including 16 - and 17-year-olds who can legally consent to sex. In Qatar, however, sexual activity between unmarried people is illegal, and this is taken into account when considering safeguarding concerns and risks in our context. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity, and may occur without the child or young person's immediate knowledge (e.g., through others copying or sharing images or videos they have created and posted online).

### **Indicators of CSE**

The indicators of CCE may also apply to CSE. Additional indicators can include:

- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections (STIs) or become pregnant.

In Qatar, however, sexual activity between unmarried people is illegal, and this is taken into account when considering safeguarding concerns and risks in our context.

### **Child-on-Child abuse**

We recognise that children are capable of abusing other children. Abuse will never be tolerated or dismissed as "banter", "just having a laugh", or "part of growing up", as this can normalise harmful behaviour and create an unsafe environment for pupils.

Child-on-child abuse can take many forms. This includes (but is not limited to):

- Abuse within intimate partner relationships
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- The consensual and non-consensual sharing of nude or semi-nude images and/or videos ("sexting")
- Initiation/hazing type violence and rituals

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely to be experienced by girls and perpetrated by boys). However, all child-on-child abuse is unacceptable and will be taken seriously, regardless of gender.

Most incidents of children hurting other children will be addressed under our school's behaviour policy. However, this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. These may include behaviours that:

- Are serious and potentially a criminal offence

- Could put other children in the school at risk
- Are violent
- Involve children being forced to use drugs or alcohol
- Involve sexual exploitation, sexual abuse, or sexual harassment – for example, indecent exposure, sexual assault, upskirting, or sharing of nudes and semi-nudes

When dealing with child-on-child abuse, we will ensure that:

- Victims are taken seriously, supported and kept safe
- Alleged perpetrators are also treated in a safeguarding context, recognising that they may themselves have been harmed or be at risk of harm

## **PROCEDURES FOR DEALING WITH ALLEGATIONS OF CHILD-ON-CHILD ABUSE**

If a child makes an allegation of abuse against another child:

- Staff must **report the concern immediately** on CPOMS (or the online safeguarding form in academies) but must not investigate it themselves.
- Staff must reassure the child that they will be taken seriously, that they will be supported, and that the allegation will be dealt with in line with safeguarding procedures. Staff must not promise confidentiality.

The safeguarding team (EDSL/DSL(s)/DDSL(s)) will:

1. **Record and assess** the concern.
2. **Undertake a risk assessment and support plan** for all children involved (victim(s), alleged perpetrator(s), and any others affected), with a named person allocated for support. This will include consideration of school transport as a potentially vulnerable environment.
3. **Consider wider safeguarding risks** such as exploitation, bullying, or contextual safeguarding concerns that may extend beyond the school.
4. **Inform parents/carers** of all children involved as appropriate, unless this would put a child at further risk of harm.
5. **Make a referral to CAMHS** or other services for additional support if appropriate.
6. If the incident is a **potential criminal offence** and there are delays in the criminal process, the EDSL will work closely with the police (and other relevant agencies) to protect children and ensure appropriate disciplinary measures are in place for the alleged perpetrator. The safeguarding team will liaise with the police if there are questions about the investigation.

We recognise that both the victim(s) and alleged perpetrator(s) may need safeguarding support, as well as any other children impacted by the incident.

## Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting, sending, or sharing sexual images and the sharing of nudes and semi-nudes.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about respectful and appropriate behaviour.
- Ensure children are able to easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously, supported, and never made to feel that they are causing a problem by reporting abuse.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or which could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to ensure the victim, alleged perpetrator(s), and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

We will ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and how to record, report, and respond to disclosures.
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of *“it could happen here”*.
- That if they have any concerns about a child’s welfare, they must act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to.
  - A friend may make a report.
  - A member of staff may overhear a conversation.

- A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity, and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the safeguarding team if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including potential contact between the victim, alleged perpetrator(s), and friends from either side.

The Safeguarding Team will take the lead role in any disciplining of the alleged perpetrator(s). Disciplinary action can be taken while other investigations are ongoing, e.g. by the police. The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police to determine this.
- Any action taken is consistent with safeguarding and child protection duties.

## Female Genital Mutilation

### Definition

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 is a form of child abuse with long-lasting, harmful consequences. It is sometimes referred to as *female genital cutting*, *circumcision*, or *initiation*.

### Legal and safeguarding framework

- FGM is a criminal offence under the **Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)**.
- Teachers and regulated professionals have a **mandatory reporting duty** where they either:
  - Are informed by a girl under 18 that she has been subjected to FGM; or
  - Observe physical signs which appear to show that FGM has been carried out on a girl under 18 and they have no reason to believe this was for necessary medical purposes.

In these cases, the staff member **must inform the EDSL**. This duty cannot be delegated.

**Staff must not examine children under any circumstances.**

**Possible indicators that a pupil may already have been subjected to FGM include:**

- Difficulty walking, sitting, or standing
- Spending longer than normal in the bathroom or toilet
- Frequent urinary, menstrual, or stomach problems
- Prolonged or repeated absence from school
- Reluctance to undergo medical examinations

**Indicators that a child may be at risk of FGM include:**

- A female child has a mother or sister who has undergone FGM
- A family is from a community known to practise FGM and the child talks about a 'special procedure' or an impending family holiday, particularly to an FGM-practising country
- Withdrawal from PSHE
- Sudden changes in behaviour, or a child expressing anxiety about a forthcoming event

## **Procedures**

- Any staff member who suspects that a child may be at risk of FGM, or who suspects that FGM has been carried out, must report this immediately to the EDSL/DSL.
- Where the mandatory reporting duty applies (i.e., disclosure from a girl under 18 or direct observation of physical signs), the staff member must:
  - Inform the EDSL/DSL straight away so that safeguarding and child protection procedures can be followed.
  - If the girl is aged 18 or over, and staff believe she has been subjected to FGM, they must still share this with the EDSL/DSL.

## **Forced Marriage**

A forced marriage is one that is entered into without the full and free consent of one or both parties, where violence, threats or any other form of coercion is used to cause a person to marry. Threats may be physical, emotional or psychological.

A lack of full and free consent may also apply where a person is unable to consent (for example, due to learning disabilities). Some perpetrators may use perceived cultural or religious practices as a way

to coerce a person into marriage; however, forced marriage is child abuse and a safeguarding concern.

Schools and colleges play an important role in safeguarding children and young people from forced marriage by ensuring staff are vigilant to the signs, understand their statutory duties, and take immediate action to protect pupils at risk.

## Domestic Abuse

The government definition of domestic 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life, where it occurs between family members.

Domestic abuse 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 to leave the family home as a result.

This definition is set out in the **Domestic Abuse Act 2021**, which recognises children as victims of domestic abuse in their own right if they see, hear or experience its effects.

## Sexual Harassment

When referring to **sexual harassment**, we mean *unwanted conduct of a sexual nature* that can occur both online and offline, inside and outside of school. Within this policy, sexual harassment is addressed in the context of **child-on-child sexual harassment**.

Sexual harassment is likely to:

- Violate a child's dignity, and/or
- Make them feel intimidated, degraded or humiliated, and/or
- Create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- **Verbal comments:** telling sexual stories, making lewd comments, making sexual remarks about clothes or appearance, and calling someone sexualised names
- **Sexual "jokes" or taunting.**

- **Physical behaviour:** deliberately brushing against someone; interfering with someone's clothes (schools should carefully consider when this crosses into sexual violence – the experience of the victim is central); displaying pictures, photos, or drawings of a sexual nature.
- **Online sexual harassment:** this may occur on its own or as part of a wider pattern of sexual harassment and/or sexual violence. It can include:
  - Non-consensual sharing of sexual images and videos (including nudes and semi-nudes)
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including via social media
  - Sexual exploitation, coercion and threats
  - **Upskirting** (which is a criminal offence under the Voyeurism (Offences) Act 2019).

## Upskirting

The **Voyeurism (Offences) Act 2019**, commonly known as the **Upskirting Act**, came into force on 12 April 2019.

'**Upskirting**' is when someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of:

- Viewing their genitals or buttocks (with or without underwear), in order to obtain sexual gratification, or
- Causing the victim humiliation, distress, or alarm.

Upskirting is a **criminal offence**. Anyone, regardless of gender, can be a victim.

## Honour Based Abuse

So-called '*honour-based*' abuse (HBA) encompasses incidents or crimes committed to protect or defend the perceived honour of the family and/or the community. This includes, but is not limited to, **female genital mutilation (FGM), forced marriage, and practices such as breast ironing**.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and may include multiple perpetrators. It is therefore important to be aware of this dynamic and the additional risk factors when determining what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and must be handled and escalated as such. Professionals across all agencies, and individuals and groups within relevant communities, should remain alert to the possibility of a child being at risk of, or already having suffered, HBA.

## Sexual Violence

When referring to sexual violence, we are referring to sexual offences under the **Sexual Offences Act 2003**. These include:

- **Rape**
- **Assault by penetration**
- **Sexual assault**
- **Causing a person to engage in sexual activity without consent**

Consent is defined in section 74 of the Sexual Offences Act 2003 as: *“a person consents if he or she agrees by choice and has the freedom and capacity to make that choice.”*

## Sharing of Nudes and Semi-Nudes (‘Sexting’)

### Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including *pseudo-images* (computer-generated images that appear to be a photograph or video, also known as ‘*sexting*’ or *youth produced sexual imagery*), you must report it to the EDSL/DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a child to share or download it (if you have already viewed the imagery by accident, you must report this to the EDSL immediately)
- Delete the imagery or ask the child to delete it
- Ask the child(ren) who are involved in the incident to disclose information regarding the imagery
- Share information about the incident with other members of staff, the child(ren) involved, or their parents/carers without permission from the EDSL
- Say or do anything to blame or shame any young people involved

You should explain to the child(ren) that you are required to report the incident, and reassure them that they will receive support and help from the EDSL.

## The role of the EDSL/DSL

Following a report of an incident, the EDSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding team. This meeting will consider the initial evidence and determine:

- Whether there is an immediate risk to a child or children
- If a referral to the police is required
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is needed to decide on the best response
- Whether the image(s) have been shared widely and through which services/platforms
- Whether immediate action is required to delete or remove images/videos from devices or online services
- Any relevant facts about the child(ren) involved which would influence the risk assessment
- Whether another school, college, setting or individual needs to be contacted
- Whether parents/carers of the child(ren) involved should be informed (in most cases they should, unless doing so would put the child at greater risk)

## **Referral to the Police**

The EDSL will make an immediate referral to the police if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a young person, the incident may first appear to be child-on-child
- There is reason to believe a young person has been coerced, blackmailed or groomed, or concerns exist about their capacity to consent (for example, due to SEND)
- The content depicts sexual acts that are violent or are unusual for the young person's developmental stage
- The imagery involves sexual acts and any child in the imagery is under 13
- There is reason to believe a child is at immediate risk of harm from the sharing of the imagery (for example, where the young person is suicidal or self-harming)

If none of the above apply, the EDSL, in consultation with the Principal and other staff as appropriate, may decide to manage the incident internally without police involvement. This decision will be recorded in line with safeguarding procedures.

## **Further Review and Record-Keeping**

- If no referral is made at the initial stage, the EDSL will conduct a further review to establish the facts and assess the risks. This may include interviews with the children involved (if appropriate).
- At any stage, if concerns arise that a child has been harmed or is at risk of harm, a referral to the police will be made immediately.
- Parents/carers will be informed at an early stage and kept involved in the process unless doing so would put the child at risk of harm.
- If referral to the police is required, this will be made formally at the local police station.

- All incidents involving the sharing of nudes and semi-nudes, along with the decisions and actions taken, will be fully recorded.

## Prevent

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk must be a core part of our safeguarding approach.

**Extremism** is the vocal or active opposition to the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person or people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat of action must be designed to influence the government or intimidate the public, and is carried out for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to extremist ideology. Background factors, together with specific influences such as family, friends, or online activity, may contribute to a child's vulnerability. Radicalisation can take place in different ways and in different settings, including online.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which may indicate that they are in need of help or protection. Staff should use their professional judgement to identify children who may be at risk of radicalisation and report any concerns immediately to the DSL/EDSL via CPOMS/online reporting form (for academies).

## The Prevent duty

Our school has a duty under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015) to have "due regard to the need to prevent people from being drawn into terrorism." This statutory responsibility is known as the **Prevent duty**.

The Prevent duty should be seen as part of schools' wider safeguarding responsibilities and should not be carried out in isolation from other safeguarding processes.

Designated Safeguarding Leads (DSLs/EDSLs) and senior leaders must be familiar with the **revised Prevent Duty Guidance: for England and Wales**. Paragraphs 57–76 of this guidance are specifically concerned with schools and childcare settings.

The guidance is structured around four key themes:

- **Risk assessment** – understanding the risk of children being drawn into terrorism and extremist ideologies.
- **Working in partnership** – effective co-operation with local authorities, safeguarding partners, police, and other relevant agencies.
- **Staff training** – ensuring staff are equipped to identify and respond to concerns about radicalisation.
- **IT policies** – ensuring that children are safe from terrorist and extremist material when accessing the internet in school.

## Confidentiality

Through safeguarding training, staff understand the principles of confidentiality in relation to safeguarding and child protection. Staff must never guarantee confidentiality to anyone (including parents, carers, or children) regarding a safeguarding or child protection concern, nor promise to keep a secret.

In line with statutory requirements, where there is a child protection concern, it must be reported immediately to the EDSL/DSL(s) or DDSL(s). This may lead to a referral to, and investigation by, appropriate statutory authorities.

The EDSL/DSL(s) or DDSL(s) may share information on individual child protection cases with relevant staff members. Such information will only be shared on a strictly 'need-to-know' basis, and only when it is in the child's best interests. Relevant and proportionate information must also be shared with external safeguarding partners and professional agencies, where appropriate.

Fears about sharing information, including concerns relating to the Data Protection Act 2018 and UK GDPR, must never be allowed to stand in the way of the need to safeguard and promote the welfare of children.

The EDSL/DSL(s) will disclose safeguarding information to other members of staff on a need-to-know basis, which may include forming part of a 'Team Around the Child' on CPOMS or an online safeguarding platform.

Confidentiality cannot be promised to a child following a disclosure. All staff have a professional responsibility to share information with the DSL/EDSL and with other agencies, as required, in order to safeguard and protect children.

## Promoting mental health and wellbeing

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.

Only appropriately trained professionals should attempt to make a formal diagnosis of a mental health problem. However, staff are well placed to observe children on a day-to-day basis and identify those whose behaviour may suggest they are experiencing a mental health difficulty, or are at risk of developing one.

Where a member of staff has a mental health concern about a child that is also a safeguarding concern, immediate action must be taken. This includes reporting the concern without delay to the Designated Safeguarding Leads (DDSLs/DSLs/EDSL).

At Doha College, we actively promote positive mental health, wellbeing, and resilience for pupils and staff. This includes education on the safe and appropriate use of social media, and the development of positive, respectful relationships. These themes are embedded within the delivery of our bespoke PSHE curriculum.

## Supporting children

Doha College recognises that children who are abused or who witness abuse and/or violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

For some children, school may be the only stable, secure, and predictable element in their lives. As such, we understand that these children may present with challenging or defiant behaviour, or may appear withdrawn. Staff will always take account of the wider safeguarding context when responding to such behaviours.

Doha College also recognises that children are capable of abusing their peers. **Child-on-child abuse is never acceptable and will never be tolerated or passed off as “banter”, “part of growing up”, or “having a laugh”.** It can take many forms, including (but not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between peers, physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes, and initiation/hazing-type violence and rituals.

Any concerns raised will be investigated and dealt with appropriately in line with our zero-tolerance approach to child-on-child abuse. All those affected will be provided with an appropriate level of support. Doha College also recognises that children who have experienced abuse in their own lives may, in turn, abuse others. Such situations require a considered and sensitive approach to ensure that all children involved receive the right support.

To this end, Doha College will endeavour to support all pupils through:

- **The curriculum**, which promotes self-esteem, self-motivation, and self-protection.
- **Our school ethos**, which fosters a positive, supportive, and secure environment, where all pupils and staff feel respected and valued.
- **Approaches to critical thinking**, literacy, and digital literacy, enabling pupils to develop resilience and make safe, informed choices both on- and offline.
- **Teaching of relationships, health, and sex education**, Fundamental British Values, and PSHE, which helps pupils understand human rights, equality, democracy, tolerance, healthy and positive relationships, abuse, harm, and crime.
- **The Behaviour Policy and procedures**, including clear expectations around conduct and the use of reasonable force where strictly necessary and proportionate.
- **Liaison with other professionals and agencies**, ensuring joined-up support for children and families.
- **A strong partnership with parents and carers**, wherever it is in the best interests of the child.
- **A responsive and knowledgeable staff team**, confident in their role in safeguarding and able to respond appropriately in all safeguarding situations.

Doha College recognises that children with SEND and certain medical conditions are more vulnerable to abuse and safeguarding risks. These children may:

- Experience peer group isolation more frequently than other children.
- Be disproportionately impacted by behaviours such as bullying (including prejudice-based bullying).
- Face safeguarding concerns being misattributed to their disability or medical condition.

Staff must remain vigilant to changes in behaviour, mood, physical presentation, and injury, and ensure concerns are considered in the context of each child's unique circumstances. Extra pastoral support will be put in place where necessary, and staff will ensure that the voice of the child through any form of communication is always heard.

Doha College also recognises that children living in households where there is domestic abuse, substance misuse, or mental health difficulties may be particularly vulnerable and in need of support and protection.

## **RECORDING AND SHARING INFORMATION**

### **Records**

The EDSL/DSL(s) will maintain clear, accurate, and detailed records of all safeguarding and child protection concerns, discussions, decisions, and the reasons for those decisions. Records will be kept securely and separately from pupil records, with access restricted to the Safeguarding Team.

All concerns, discussions, decisions, and actions taken will be recorded on CPOMS/our online safeguarding system (for academies where applicable). Records will be factual, clear, and timely.

Where it is in the best interests of a child, or required to safeguard and promote their welfare, relevant and proportionate information will be shared with other agencies in line with statutory guidance and data protection legislation.

### **Information Sharing**

Effective information sharing is vital in identifying, assessing, and responding to all forms of abuse and neglect. Governing bodies and proprietors should recognise the importance of information sharing between practitioners and with local agencies as part of meeting children's needs.

Our school has clear arrangements in place that set out the processes and principles for sharing information, and staff are directed to follow these. Please also refer to our Information Sharing Policy for further detail.

The Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information where it is necessary to safeguard and promote the welfare of children. Fears about sharing information must never be allowed to stand in the way of the need to keep children safe.

### **Notifying parents or carers**

Where appropriate, concerns about a child will be discussed with the child's parents or carers. The EDSL/DSLs/DSLs will normally do this in the event of a suspicion, concern, or disclosure. Other staff should only talk to parents or carers about safeguarding concerns following consultation with the EDSL/DSLs/DSLs.

If we believe that notifying parents or carers would increase the risk to the child, this will be discussed with the safeguarding team and, where necessary.

In cases of child-on-child abuse, we will normally notify the parents or carers of all the children involved. Careful consideration will be given to what information is shared about the other

child(ren) involved and the timing of this, in consultation with police to ensure our approach to information sharing is appropriate and consistent.

The EDSL/DSLs/DDSLs will, alongside any relevant agencies, and on a case-by-case basis:

- Meet with the victim's parents or carers (with the victim, where appropriate) to explain what safeguarding measures are being put in place, to understand their wishes, and to explain how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss what support will be provided for them, and explain any safeguarding measures that may impact their child (e.g. moving them out of classes with the victim), including the reasons for such decisions.

## **SAFER RECRUITMENT**

Please see our [Safer Recruitment Policy](#) for further detail.

### **Physical Contact with Children (Safe Touch)**

Doha College recognises that there are occasions when physical contact with pupils is necessary and appropriate. Any such contact will always:

- Be in the best interests of the child.
- Be proportionate, appropriate, and limited to what is necessary.
- Never be invasive, humiliating, sexual, or exploitative.

Examples of appropriate physical contact include:

- Providing comfort to a distressed child.
- Giving first aid or medical assistance.
- Supporting or guiding a child in a practical activity (e.g. PE, drama, music).
- Holding a child's hand for safety reasons (e.g. when crossing a road).
- Restraining a child to prevent them from harming themselves or others, or from causing serious damage to property.

Physical contact should, wherever possible, be in the presence of others. Staff must remain aware of individual children's needs, cultural considerations, and respect personal boundaries at all times.

Staff must always record and report incidents where physical contact was necessary to manage behaviour or ensure safety, in line with the Behaviour Policy and safeguarding procedures.

## REASONABLE FORCE

Doha College recognises that there are circumstances when staff may need to use reasonable force to safeguard pupils.

All staff have the legal power to use reasonable force. This may involve either control or restraint. Control means passive physical contact (e.g. standing between pupils), while restraint means active physical intervention to hold back or bring a pupil under control.

Reasonable force may be necessary, for example:

- To remove a disruptive pupil from the classroom when they have refused to follow an instruction to do so.
- To prevent a pupil from leaving a classroom or area where doing so would risk their safety.
- To prevent a pupil from attacking another pupil or a member of staff.
- To prevent a pupil from harming themselves.
- To control disruptive pupils on school trips or similar activities.

In all cases, staff must ensure that:

- The use of force is proportionate, necessary, and in the child's best interests.
- They explain to the pupil (where possible) why the intervention was necessary.
- They avoid causing injury, recognising that in extreme cases this may not always be possible when acting to prevent a more serious injury.

All incidents involving reasonable force must be:

- Reported immediately to the Principal.
- Recorded in detail on CPOMS/online safeguarding systems.
- Followed up to ensure support for the pupil and staff involved.

## REPORTING INAPPROPRIATE TOUCH

Doha College expects all staff to maintain professional boundaries in line with the Staff Code of Conduct.

- If a pupil attempts to engage in inappropriate physical contact, the member of staff must report this immediately to the EDSL to prevent any misunderstandings or allegations.
- If a member of staff suspects or witnesses inappropriate physical contact involving another member of staff, this must also be reported immediately to the EDSL.
- The EDSL will record all such incidents and ensure they are reviewed in line with the school's safeguarding procedures.

- Any allegations against staff will be managed as a matter of urgency and in accordance with the school's *Allegations Against Staff Procedures* and *Staff Code of Conduct*, following KCSIE Part Four.

Doha College is committed to ensuring that no pupil feels threatened or unsafe at school as a result of inappropriate touch.

**Physical or corporal punishment is illegal in all schools and is strictly prohibited.**

## USE OF MOBILE PHONES AND CAMERAS

Doha College is committed to ensuring that the use of mobile phones, cameras and other devices does not compromise the safeguarding of children.

- **Staff use of mobile phones:** Mobile phones must not be used in teaching areas, playgrounds, or other areas where children are present, unless in an emergency. Any recording of pupil progress or activities must be done using school equipment only.
- **Parental consent:** Consent for photographs and videos of children is obtained at the point of admission. Class Teachers/Form Tutors must identify pupils without consent, and trip leaders must check this before any school visits or activities.
- **Appropriate use:** Children will always be appropriately dressed in any images. Images will only be taken or stored on school devices. All devices are open to scrutiny.
- **Parents and carers:** Parents and carers must not take photographs or videos during school activities unless permitted after the event (e.g. after a performance or assembly).
- **Publication:** Photographs and videos will only be used in line with parental consent, including use on the school website, newsletters, or external publications.

## ALLEGATION ABOUT MEMBERS OF STAFF

Please see our **Managing Allegations Against Staff** for full guidance.

- All staff understand the importance of maintaining professional boundaries and appropriate behaviour.
- Any concern about the conduct of a member of staff, supply staff, volunteer, contractor, or any adult working with children must be reported without delay to the EDSL.
- If the concern involves the EDSL, it must be reported to the Principal.
- If the concern involves the Principal, it must be reported to the Chair of Governors.

- Staffing matters will be dealt with confidentially.

## **Allegations Against Staff – Threshold**

The EDSL will consider whether the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm if they work regularly or closely with children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour outside school, online, or in their private life).

If any of the above apply, this meets the threshold for a formal investigation. The EDSL will follow school policies as appropriate, and if needed, refer to:

- The police
- The Disclosure and Barring Service (DBS)
- The Teaching Regulation Agency (TRA), in the case of teachers

The outcome of the investigation will determine the next steps and whether disciplinary or safeguarding measures are required.

## **INAPPROPRIATE RELATIONSHIPS**

Under no circumstances should inappropriate or sexual relationships between adults and pupils be encouraged, initiated, or condoned.

Staff must be aware of the offences under the **Sexual Offences Act 2003**, including abuse of trust and meeting a child following sexual grooming, as well as relevant laws in Qatar.

Any concern that a pupil may have developed an inappropriate attachment or relationship towards a member of staff must be reported immediately to the EDSL.

Staff must maintain clear professional boundaries at all times. Personal or social exchanges with pupils that differ from normal professional interactions are not permitted.

## **STAFF WORKING ALONE WITH CHILDREN**

- Staff should avoid being alone with a child wherever possible. Where one-to-one working is unavoidable, it must be carefully managed and risk assessed.

- Staff must ensure that another member of staff knows when and where they are working one-to-one with a child.
- Wherever possible, doors should be left open or rooms should have clear visibility panels or windows.
- Parents/carers should be informed if regular one-to-one teaching or support is taking place (e.g., music tuition or learning support).
- Any incident during one-to-one working that leaves a member of staff feeling uncomfortable must be reported immediately to the EDSL/DSL(s).
- Children should not be transported by staff in their personal vehicles unless this has been authorised in advance by the Head of School and with parental consent.

## **WHISTLEBLOWING**

Staff should follow the school's Whistleblowing Policy for full guidance.

## **CONTEXTUAL SAFEGUARDING**

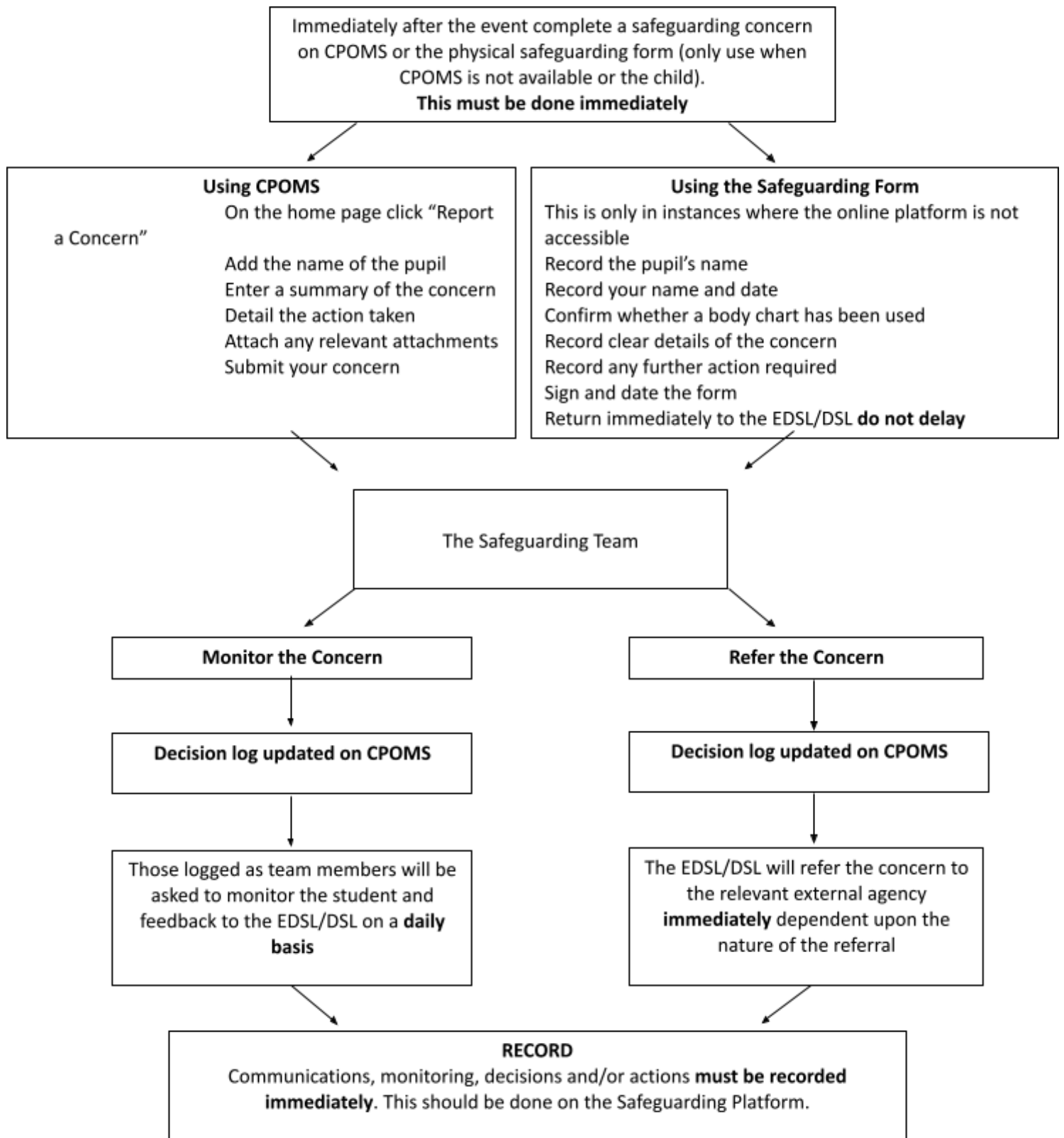
The school recognises that safeguarding incidents and/or behaviours may be associated with factors outside the school and/or occur between children outside the school environment.

All staff, but especially the Safeguarding Team, will consider the wider environmental and cultural context when assessing concerns about children, including whether they may be at risk of abuse or exploitation outside their families (extra-familial harm).

Extra-familial harms can take many forms, including (but not limited to) child sexual exploitation, child criminal exploitation, and serious youth violence.

The school will work with children's social care and other agencies, sharing information as appropriate, to ensure that assessments take account of the full context of a child's experiences and risks.

**APPENDIX 1 – SAFEGUARDING FLOW CHART**



**APPENDIX 2 – INTERNAL REPORTING FORM**



PLEASE USE THIS FORM WHEN YOU HAVE CONCERNS ABOUT A CHILD / YOUNG PERSON.  
WHEN COMPLETED, HAND TO THE DESIGNATED SAFEGUARDING LEAD

Child's name.....

Age, if known.....Year Group (if known) .....

Concerns:

Your name (please print) .....

Sign..... Date.....

APPENDIX 3 - SAFEGUARDING TEAM

# SAFEGUARDING

If you have any concerns about the health, safety or well-being of any pupil at Doha College, please speak to one of the following immediately:



**Uzma Zaffar**  
Executive Designated Safeguarding Lead  
uzaffar@dohacollege.com

PRIMARY



**Danielle Price**  
DSL



**Derek Watson**  
Deputy DSL



**Eva Taggart**  
Deputy DSL



**Hannah Wood**  
Deputy DSL



**Shainaz Dalvi**  
Deputy DSL



**David Cann**  
Deputy DSL



**Scott McDiarmid**  
Deputy DSL



**Klelia Antoniou**  
Deputy DSL

SECONDARY



**Jerome Scafe**  
DSL



**Matthew Corke**  
Deputy DSL



**Christopher Craig**  
Deputy DSL



**Gemma Stroud**  
Deputy DSL



**Sarah Jackson**  
Deputy DSL



**Louise Kotek**  
Deputy DSL

ACADEMIES



**Thomas Westmoreland**  
DSL



**David Wallace**  
Deputy DSL



**Jane Williams**  
Deputy DSL

Doha College is committed to safeguarding and protecting all pupils and expects all staff and visitors to share this commitment. This means we aim to protect all children from harm or injury and allow them to develop safely, free from abuse or neglect.



**Ayeesha Lall**  
Safeguarding Governor  
safeguardinggov@dohacollege.com

SCAN FOR THE SAFEGUARDING BOOKLET



dc.click/safeguarding



## APPENDIX 4 – WEEKEND AND OUT OF HOURS REQUEST:

During the school holidays and times when the school is closed for pupils during the academic year, staff must fill out a request form and seek Head of School approval for any out of hours working with pupils and the Head of Health, Safety and Security should be made aware of this.

The weekend and out of hours working request form must be filled out in order to have their request approved. Staff MUST still inform the EDSL/DSL/Safeguarding Team of any child protection and safeguarding concerns you may have.

For any revision classes from 2pm to 3pm staff must inform their line manager and take a register of the pupils.

### Weekend and out of hours working request:

**After hours is from 3pm onwards during the school week.**

#### Process:

1. Complete form if request is for 3pm onwards or weekend work
2. Seek LM approval and signature
3. Send to Head of School for final approval

#### Name of organiser:

#### Name of additional staff member(s):

*(If you cannot get a second staff member, please liaise with Deputy Heads)*

#### Date and time of session:

#### Organisational arrangements:

How many pupils will participate?	
Which year group(s) will participate?	
How will the session be organised? (Venue? Where will the pupils work? How is supervision organised?)	

How long will the session last for each pupil?	
Are there multiple sessions in the day?	
How will pupils get to the session?	
How will pupils be collected from the session?	

**Medical considerations:**

Do any of the pupils have additional support needs? -If so, how will these needs be met?	
Do any of the pupils have allergies? - If requiring an EpiPen, please see the school nurse	
Do any of the pupils require medication?	

**After completing this form and receiving approval, please organise the following:**

- Contact Head of Health and Safety and Security to inform them of the dates/times
- Organise a single point of entry and exit for the pupils with the Security team
- Provide the Security team, at the relevant gate, with a register so pupils are signed in and out of the campus
- Ensure gate passes are issued to pupils so they can exit the campus at the end of the session. These should only be issued at the end of the session as pupils will not be permitted to leave the campus without them.

**Signature Line Manager:**

**Signature Head of School:**