DOHA COLLEGE

SAFEGUARDING POLICY

W01

Policy owner:	**Executive Designated Safeguarding Lead**
Policy agreed on:	**March 2014**
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Policy to be reviewed on:	**August 2027**

DOCUMENT CONTROL TABLE

Status		Live	
Policy owner		Executive Designated Safeguarding Lead (EDSL)	
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Version	**Date**	**Author**	**Comments**
1	August 2023	EDSL	Policy written in line with KCSIE 2022
1.1	Jan 2024	EDSL	Updated contact information for Safeguarding Governor

1.2	August 2024	EDSL	Updated with changes from KCSIE 2024
1.3	August 2025	EDSL	Updated with changes from KCSIE 2025, - added in “misinformation, disinformation and conspiracy theories” as online harms. Also added in links to DfE “Plan technology for your school” and “Generative AI in education”.
1.4	August 2026	EDSL	Changed policy number to W01 Update against KCSIE 2026 and Qatar MoEHE Circular 15/2025: added child-protection-file transfer timeline; added DSL/EDSL cover-arrangement note; named weaponcarrying/serious violence as a distinct risk category; strengthened the child-on-child separation rule for rape and assault by penetration; clarified that all nudes/semi-nudes incidents need a safeguarding response regardless of consent; added a modern-slavery referral pathway; added medical conditions/allergies and pupilvoice to the equality section; added a new Medical Conditions and Allergy Safety section adopting Benedict's Law (Schools (Allergy Safety) Bill) as best practice given the school's British identity, even though it is not a Qatar MoEHE requirement.
1.5	November 2026	EDSL	Updated to include AI platforms

KEY CONTACTS

Emergency Safeguarding: 856 (internal) 55061246 (internal and out of hours)

Qatar Emergency Services: 999

Out of hours email: safeguarding@dohacollege.com

Executive Designated Safeguarding Lead	Uzma Zaffar (EDSL)	uzaffar@dohacollege.com Office: 44076705 (Ext:705) **Emergency Number: 856/55061246**
Designated Safeguarding Lead for Primary School	Danielle Price (DSL)	dprice@dohacollege.com Office: 44076777 (Ext: 768)
Designated Safeguarding Lead for Secondary School	Nicola Meikle	nmeikle@dohacollege.com Office: 44076761 (Ext:761)
Designated Safeguarding Lead for Academies	Tommy Westmoreland (DSL)	twestmoreland@dohacollege.com Office: 44076706 (Ext:706)
Designated Safeguarding Governor	Hasham Khan	safeguardinggov@dohacollege.com
Principal	David Tongue	principal@dohacollege.com Office:44076700 (Ext:700)

Full deputy DSL listings and photos: see Appendix 2.

The EDSL serves as the MoEHE-accredited student protection officer under MoEHE Circular No. 15 of 2025.

ACRONYMS

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

SCR	Single Central Record
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Coordinator

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PURPOSE AND AIM

Doha College fully recognises its responsibility to safeguard and promote the welfare of all pupils. Safeguarding and child protection underpin all aspects of policy and process development. All systems and processes must operate in the best interests of the child. Doha College adopts the **"it could happen here**" attitude and expects all staff and stakeholders to share this commitment.

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff and stakeholders must adopt a child-centred approach, considering at all times what is in the best interests of the child.

This policy applies to all staff, volunteers, governors, agency staff, trainees, supply staff, parents and contractors. It covers the whole of Doha College and all on-site and off-site activities where pupils are the school's responsibility.

Safeguarding is defined in KCSIE (2026) 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.
- Ensuring children receive safe and effective care.
- Taking action to enable all children to achieve the best outcomes.

Dual Legal Framework - Qatar / MoEHE

Doha College operates under a dual framework. UK KCSIE guidance provides the basis for safeguarding best practice, while all applicable Qatari laws and MoEHE requirements are simultaneously observed. Should subsequent conflicts exist between the two frameworks, Qatar law and MoEHE regulatory requirements take precedence.

Doha College commits to:

- Maintaining an open culture where everyone feels able to share concerns, confident they will be acted upon effectively.
- Ensuring staff know pupils well enough to recognise when behaviour changes, or concerns indicate a safeguarding risk.
- Providing a systematic means of monitoring children known to be in need or at risk of harm.
- Developing and implementing clear procedures for all staff in cases of suspected abuse or welfare concerns.
- Working effectively with partner agencies including the Police, Sidra/Hamad Hospital, AMAN, S-CAP, and CAMHS.

- Working in partnership with parents in the best interests of pupils.
- Ensuring all adults with access to children are appropriately vetted in line with the Safer Recruitment Policy.
- Ensuring safeguarding responses are in place for children who are absent or persistently absent from education.
- Ensuring all staff receive safeguarding training updated at least annually.

STATUTORY DUTY

This policy has been drafted in accordance with Section 175 of the Education Act 2002.

UK key legislation (not exhaustive)

Children Act 1989 and 2004 | Education Act 2002 | KCSIE (2026) | 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 | Data Protection Act 2018 and UK GDPR | Data (Use and Access) Act 2025 | FGM Act 2003 | Equality Act 2010 | Human Rights Act 1998 | Safeguarding Vulnerable Groups Act 2006 | Prevent Duty Guidance 2021

Qatar Legal Framework - applicable at all times

- Permanent Constitution of the State of Qatar
- Law No. (1) of 1994 concerning Juveniles
- Law No. (14) of 2004 concerning Labour (including child labour provisions)
- Convention on the Rights of the Child, ratified by Qatar via Decree No. 35 of 2010
- Law No. (15) of 2011 concerning the Fight against Human Trafficking
- Law No. (14) of 2014 concerning Cybercrimes
- Law No. (23) of 2015 Regulating Private Schools and their Executive Regulations
- Law No. (13) of 2016 concerning the Protection of Personal Data Privacy
- Law No. (22) of 2025 concerning Persons with Disabilities
- Ministerial Decision No. (40) of 2017 Executive Regulations of Law No. (23) of 2015
- MoEHE Circular No. (15) of 2025 Student Protection and Care Policy
- Guidelines for Safety, Health and Security in Private Schools (First Edition 2024)
- Qatari Penal Code, provisions on privacy, defamation, and photography/multimedia
- Qatar National Vision 2030

Equality Statement

Doha College is committed to anti-discriminatory practice. In line with MoEHE principles of justice and non-discrimination, all children receive equal protection regardless of gender, nationality, background, religion, or disability.

In line with MoEHE's Student Protection and Care Policy (Article 3.2), Doha College also affirms every pupil's right to express their views and participate in matters affecting their education, in a manner appropriate to their age and maturity. Pupils' voices are heard through the reporting routes set out later in this policy, through pastoral structures, and through pupil council and similar forums.

Children with SEND face a significantly elevated risk of abuse. Research indicates that pupils with disabilities or chronic health conditions are up to three times more likely to experience abuse than their peers (MoEHE Student Protection and Care Policy, Article 3.10). Barriers include: behavioural indicators being misattributed to their condition; increased susceptibility to isolation or bullying; difficulty reporting; and difficulty distinguishing reality from online fiction.

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 or repeated periods.
- Live with a parent/carer who has expressed an intention to remove them 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 FGM, sexual exploitation, forced marriage, or radicalisation.
- Are disabled and/or bereaved.
- Are viewing problematic online content or developing inappropriate online relationships.

- Are suffering from mental ill health.
- Have experienced multiple suspensions or are at risk of permanent exclusion.
- Have a parent or carer in custody.
- Are on a part-time timetable (potential indicator of child criminal exploitation).
- Have been repeatedly removed from the classroom.
- Have a medical condition (including allergies) that requires the school to make specific safeguarding arrangements, e.g. around medication administration, exclusion from activities, or emergency response.
- Where a child is identified as being at risk of modern slavery or trafficking, the EDSL will consider a referral alongside any CCE/CSE referral, via AMAN and in accordance with Qatar Law No. (15) of 2011 concerning the Fight against Human Trafficking; the two referral routes are not mutually exclusive. Most sexual abuse is committed by someone known to the victim; children may identify as part of an exploiting group; victims can be criminalised for coerced actions.

Roles & Responsibilities

Safeguarding and child protection is the responsibility of everyone.

All staff

All staff at Doha College have a duty to:

- Adopt a child-centred approach, and the best interests of the child take precedence above all other considerations.
- Read and understand Part 1 of KCSIE (2026) in full and sign an annual declaration confirming they have done so.
- Recognise types and indicators of abuse and neglect, see Types of Abuse section.
- Understand that safeguarding issues rarely occur in isolation.
- Identify children who may benefit from Early Help/Family Help (see Equality Statement for the full at-risk list) and share concerns with the DSL.
- Know what to do if a pupil discloses or alleges abuse; see Disclosure section.
- Report concerns immediately to the EDSL/DSL and record on CPOMS. Never delay or decide not to report.
- Reassure victims they are being taken seriously and are not creating a problem by reporting.
- Maintain confidentiality on a need-to-know basis, but never promise a child that information will be kept confidential.
- Understand that data protection law (DPA 2018, UK GDPR, Qatar Law 13/2016) does not prevent sharing information to safeguard a child.
- Reinforce online safety when communicating with parents.

- Raise concerns about colleagues' conduct in accordance with the Whistleblowing Policy.
- Understand that, in Qatar, criminal referrals to Qatari authorities must only be made after obtaining prior MoEHE approval; the EDSL manages this process.

Early Help/Family Help

Early Help/Family Help means providing support as soon as a problem emerges. Doha College's approach:

- Prevention and education: creating a safe environment, promoting resilience, teaching mental wellbeing.
- Identification: recognising emerging issues as early and accurately as possible.
- Early support: helping pupils access evidence-based interventions.
- Access to specialist support: working with external agencies for swift referral and treatment.

Governing Body

- Facilitate a whole-school approach to safeguarding — review this policy and its effectiveness annually.
- Nominate a Safeguarding Governor as lead for child protection issues.
- Ensure staff receive regularly updated safeguarding training (including online safety).
- Ensure the Safeguarding Governor liaises with relevant agencies if an allegation is made against the Principal.
- Ensure mechanisms are in place for staff to understand and discharge their responsibilities under Part One of KCSIE (2026).
- Remedy without delay any weaknesses in child protection policies or procedures.
- Ensure appropriate filtering and monitoring systems are in place, reviewed against DfE filtering standards, and that staff understand their roles.
- Ensure the EDSL has the appropriate authority, time, funding, training, and resources.
- Ensure the Chair of Governors receives training in managing allegations; they act as case manager if an allegation is made against the Principal.
- Ensure all governors read KCSIE in its entirety.

Principal

- Communicating this policy to parents/carers and making it available on the school website.
- Ensuring all staff (including temporary staff) understand and follow safeguarding procedures, as part of induction.
- Ensuring statutory EYFS staffing ratios are met, and each EYFS child is assigned a key person.
- Overseeing the safe use of technology, mobile phones, and cameras.

SAFEGUARDING TEAM

Executive Designated Safeguarding Lead (EDSL): Uzma Zaffar

Section	DSL	Deputy DSLs	Contact
Primary	Danielle Price	Eva Taggart, Hannah Wood, Scott McDiarmid, Shainaz Dalvi, Derek Watson	dprice@dohacollege.com Ext 768
Secondary	Nicola Meikle	Christopher Craig, Gemma Stroud, Sarah Jackson, Jerome Scafe, Louise Kotek	nmeikle@dohacollege.com Ext 761
Academies	Tommy Westmoreland	David Wallace, Jane Williams	twestmoreland@dohacollege.com

The Designated Safeguarding Governor is Hasham Khan (safeguardinggov@dohacollege.com). Safeguarding Team contact details and photos are displayed prominently around the school; see Appendix 2.

EDSL and DSL responsibilities

- Take lead responsibility for safeguarding and child protection (including online safety and filtering/monitoring systems).
- Be available during school hours; contactable out of hours via phone or safeguarding@dohacollege.com.
- Maintain cover: if the EDSL is absent, a DSL covers; if a DSL is absent, a DDSL covers. In addition to this, a confidential shared safeguarding mailbox (safeguarding@dohacollege.com) is monitored by the EDSL/DSL at all times, so that a concern is never left unactioned if the named EDSL/DSL/DDSL for a section were to be simultaneously unavailable.
- Provide advice, guidance, and support to staff on child welfare and child protection.
- Contribute to strategy discussions, inter-agency meetings, and risk assessments for children at risk of harm.
- Refer suspected cases to relevant agencies (Channel, DBS, TRA, Police) as appropriate.
- Act as the Prevent Lead within the school.
- Keep the Principal fully informed of all safeguarding issues.
- Act as case manager in the event of an allegation against a member of staff.
- Take responsibility for decision-making on all low-level concerns.

- Monitor pupil attendance and report to MoEHE regarding prolonged or unexplained absence in accordance with Qatar's Compulsory Education Law.

Managing referrals — EDSL will:

- Refer cases of suspected abuse to S-CAP where needed.
- Refer cases involving radicalisation to the Qatari Police.
- Refer dismissed/resigned staff posing a risk to children to the DBS and Teacher Regulation Agency (TRA).
- Refer criminal matters to the Police (after MoEHE approval for non-radicalisation cases).
- Liaise with the Principal regarding ongoing enquiries under the Children Act 1989 s.47, police investigations, or external agency referrals.
- Notify MoEHE of the name of any member of staff considered unsuitable to work with children.

Training

- All staff receive safeguarding and child protection training at induction (including whistleblowing, online safety, and CPOMS) and updates at least annually.
- The EDSL, DSLs, and DDSLs receive formal safeguarding training every two years and update knowledge at least annually.
- The Prevent Lead undertakes in-depth Prevent awareness training.
- Contractors, supply staff and volunteers also receive safeguarding training.
- Training covers: abuse and neglect indicators; online safety; Prevent; data protection; SCAP referral arrangements; SEND-specific risks.

RECORDING CONCERNS

CPOMS is the school's software system for recording and managing safeguarding concerns. All staff can log concerns; the EDSL/DSL/DDSLs are automatically notified.

All safeguarding concerns, discussions, decisions, and the rationale for those decisions must be recorded on CPOMS immediately, including cases where referrals were or were not made. Records must include:

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

Records are held securely, separately from pupil files, with access restricted to the Safeguarding Team. Safeguarding records are retained after the child has left the school. If a child with safeguarding concerns transfers to another school, the EDSL/DSL will securely transfer the child protection file, separately from the main pupil file, as soon as possible and in any event within 5 working days for an in-year transfer, or within the first 5 working days of a new term for an end-of-year transfer. The sending EDSL/DSL will seek confirmation of receipt from the receiving school, and, where significant concerns exist, will also hold a direct DSL-to-DSL conversation rather than relying on the file alone.

CRITICAL INCIDENTS

In accordance with MoEHE Article 3.3(1), critical incidents, defined as any event that exceeds the school's normal capacity to manage, can present immediate safeguarding risks. Alongside the immediate risk assessment and safety plan, the EDSL/DSLs will consider what targeted support, such as mentoring, therapeutic support, or referral to specialist violence-reduction services — may help address the underlying causes of a pupil's involvement in, or exposure to, serious violence. Examples include: severe weather, fires, structural damage, medical emergencies, kidnapping, and violent intrusions.

Weapon-carrying and serious youth violence are treated as a distinct safeguarding risk within this category. Where a member of staff becomes aware that a pupil may be carrying a weapon, or of a credible threat of serious violence, this must be reported to the EDSL immediately as a critical incident. The EDSL will complete a specific risk assessment and safety plan for any pupil(s) involved, considering the increased risk immediately after the school day and during travel to and from school.

In the event of a critical incident:

- Activate the Critical Incident Plan immediately.
- Inform the EDSL/DSL without delay.
- If a child is in immediate danger: call 999 (Qatar emergency services) or the school emergency number 856.
- Report to the MoEHE and relevant Qatari authorities in accordance with Qatari law and MoEHE procedures.
- Maintain a record of all critical incidents and actions taken for the annual MoEHE safeguarding follow-up report.

See the Doha College Critical Incident Plan for full procedural guidance.

PUPIL ATTENDANCE & SAFEGUARDING

Young Carers

Should recognise the impact of caring responsibilities on attendance, attainment, behaviour and wellbeing, with early identification key.

Absence from education can be a warning sign of safeguarding concerns including abuse, neglect, sexual exploitation, or child criminal exploitation.

Qatar / MoEHE

In accordance with Qatari law and MoEHE Article 3.11, all pupils aged 6–18 must enrol and attend regularly. Doha College will: maintain daily attendance records; monitor patterns of repeated absence as safeguarding concerns; report prolonged or unexplained absence to MoEHE; follow up with parents/carers without delay; and escalate persistent unexplained absence to the EDSL.

In line with KCSIE (2026), poor attendance is a statutory safeguarding concern. The Safeguarding Team will engage with relevant agencies where appropriate.

WHAT TO DO IF A PUPIL DISCLOSES ABUSE

IF A CHILD IS IN IMMEDIATE DANGER — call 856 immediately. You must disrupt meetings.

How to respond

- Listen carefully without displaying shock or disbelief. Allow the child to talk freely.
- Accept what the child is saying. Do not ask direct or leading questions.
- Reassure the child that what happened is not their fault and that telling someone was the right thing to do.
- Be honest: explain that you will need to share the information with the Safeguarding Team.
- Be mindful that the child may have been threatened, bribed, or coached not to tell.
- Do not criticise the alleged perpetrator.

Helpful phrases:

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

Phrases 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.
- "I am shocked — don't tell anyone else."

After the conversation:

- Reassure the child they were right to speak up.
- Explain what will happen next, the information will be shared with the EDSL/DSL/DDSL.
- Record immediately on CPOMS (or the online safeguarding form). Handwritten contemporaneous notes must be uploaded as soon as possible.
- Contact the EDSL/DSL/DDSL without delay.

Qatar / MoEHE

Pupils may hesitate to disclose due to cultural factors, fear, or lack of trust. Where a disclosure involves sexual activity between unmarried persons, which is illegal in Qatar, the EDSL will manage the process with careful consideration for the child's safety.

PROCEDURES

See Appendix 1

Safeguarding reporting flowchart, report on CPOMS immediately after any safeguarding event.

Qatar referral pathways

1. S-CAP (Sidra Child Advocacy Programme) for safeguarding or family concerns including abuse. Referral made by EDSL.
2. AMAN Protection and Social Rehabilitation Centre email protection@psrc.org.qa. AMAN sends a social worker and liaises with the Capital Police and District Attorney as appropriate.
3. CAMHS (Sidra/Hamad) for suicidal thoughts, self-harm, OCD, and mental health difficulties.
4. Qatari Police for radicalisation/extremism (EDSL refers directly). For other criminal matters, referral to official Qatari authorities requires prior MoEHE approval (MoEHE Article 3.21).
5. Emergency call 999 (Qatar emergency services) or school emergency number 856.

On receipt of a report — EDSL will:

- Immediate risk: call 999 if the child is in immediate danger.
- Consult with the Principal on the most appropriate course of action. Record all decisions on CPOMS.

- Where evidence of significant harm exists: make an immediate referral to AMAN/Children's Services and, if appropriate, the Police.
- Child-on-child abuse: treat all children involved (victim and alleged perpetrator) as potentially at risk.
- Seek advice immediately if in doubt about whether a child is at risk of significant harm — do not delay a referral.
- Parental/carer involvement: normally contact parents/carers before referral. Exception: where concern involves sexual abuse, honour-based abuse, fabricated/induced illness, or where informing parents would compromise safety — document the rationale.
- Telephone referrals: confirm in writing to Children's Services within 24 hours. Follow up if no response within one working day.
- Prevent/radicalisation concerns: refer immediately to Children's Services, Police, or Channel.
- Sexual activity concerns: if a child may be sexually active, EDSL must be informed immediately to assess risk.

Reporting routes for pupils

Pupils can raise concerns by:

- Speaking directly to any trusted adult in school.
- Emailing safeguarding@dohacollege.com (monitored at all times).
- Through the ‘worry box’ in Primary

CONCERNS ABOUT EXTREMISM

- The school is committed to safeguarding pupils from extremism and radicalisation in line with the Prevent Duty and KCSIE (2026).
- If a child is not in immediate danger, speak with the EDSL first to agree on a course of action. If the EDSL is unavailable, contact SLT without delay.
- The EDSL (or SLT in their absence) will assess risk and determine the referral route — this may include the Police.
- Emergency: call 856 immediately if a child is in immediate danger, may be planning to travel to join an extremist group, or if you observe something terrorist-related

Qatar / MoEHE

Concerns about radicalisation must be referred to the EDSL, who will liaise with Qatari Police and relevant Qatari authorities. Staff should be alert to the diverse geopolitical contexts affecting pupils from across the Middle East, South Asia, and the wider international community.

CONCERNS ABOUT MENTAL HEALTH

Mental health problems can, in some cases, indicate that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

- Staff vigilance: Staff role is to promote wellbeing; observe and identify early; ensure targeted support; refer to specialists) and require any support offered to be evidenced as safe, effective and appropriate. Staff are to be alert to changes in behaviour, mood, or presentation. Staff are not expected to diagnose mental health conditions.
- Safeguarding-linked concerns: if a mental health concern is also a safeguarding concern, report immediately to the Safeguarding Team and record on CPOMS.
- Non-safeguarding concerns: share with the Safeguarding Team to agree appropriate support and intervention.

Medical Conditions and Allergy Safety

KCSIE 2026 names safeguarding children with medical conditions as a distinct vulnerability, separate from general SEND provisions (see Equality Statement). As a British school, Doha College additionally adopts the substance of "Benedict's Law" the Schools (Allergy Safety) Bill, part of England's Children's Wellbeing and Schools Act as best practice, even though it is a duty on schools in England and does not apply directly to a school regulated by Qatar's MoEHE. Benedict's Law takes effect for English schools in September 2026 and is named after Benedict Blythe, a five-year-old who died from anaphylaxis at school in 2021.

In line with Benedict's Law, Doha College will maintain:

● A published allergy policy, covering prevention, recognition of a reaction, and emergency response.

● Mandatory allergy-awareness and anaphylaxis-response training for all staff, refreshed regularly.

● Spare adrenaline auto-injectors (AAIs) held securely on site and accessible in an emergency, in addition to any pupil's own prescribed device.

● An Individual Healthcare Plan (IHP) for every pupil with a diagnosed allergy or other relevant medical condition, shared with relevant staff on a need-to-know basis.

A serious allergic reaction is treated as a medical emergency in the first instance; call 999 immediately and, where the circumstances raise a wider safeguarding question (for example, a suspected failure to follow a child's IHP, or a pattern of missed medication), the incident must also be reported to the EDSL and recorded on CPOMS. Full operational detail for the allergy policy itself, staff training records, AAI stock management, and IHPs sits in the school's Nursing Policy which this policy cross-refers to.

ONLINE SAFETY & MOBILE TECHNOLOGY

Technology is a significant component of many safeguarding and wellbeing issues. Our approach is based on four categories of online risk:

- Content — exposure to illegal, inappropriate, or harmful material (e.g. pornography, fake news, racism, self-harm, extremism).
- Contact — harmful online interaction with others (e.g. grooming, peer pressure, adults posing as children).
- Conduct — personal online behaviour that causes harm (e.g. sharing explicit images, cyberbullying).
- Commerce — online gambling, phishing, financial scams.

Doha College will:

- Maintain robust filtering and monitoring systems, reviewed annually against DfE filtering standards. Records will be kept by the EDSL and shared with the BOG.
- Require all pupils, staff, volunteers, governors, and parents/carers to sign an Acceptable Use Agreement.
- Ensure staff use personal phones only in non-contact time, and never take images of pupils on personal devices.
- Obtain parental consent for photographs at admission; check consent before trips and events.
- Inform pupils, parents, and staff that staff may need to search a pupil's phone if there are safeguarding concerns.
- Train staff on online safety annually — including filtering/monitoring responsibilities, online radicalisation, and cyberbullying.
- Educate pupils through the curriculum on safe social media use, personal information privacy, and how to report online concerns.
- Follow the electronic-communication standards set out in the Staff Code of Conduct for all staff-pupil contact by phone, email, messaging apps or social media no member of staff, may contact or accept contact from a pupil through a personal account or number.

Cyber Security

Cyber security is a safeguarding concern. Doha College holds sensitive data including safeguarding records and health information. A data breach could directly risk a child's safety. The IT and Safeguarding Teams will work together to maintain secure digital systems.

ARTIFICIAL INTELLIGENCE (AI)

Generative Artificial Intelligence (AI) tools are increasingly accessible and can present safeguarding risks to children and young people. These include:

- AI being used to bully, groom, impersonate, exploit or harass children.
- Exposure to harmful, inappropriate, misleading or inaccurate AI-generated content.
- Deepfakes, including AI-generated images, audio or videos used to deceive, intimidate or harm others.
- AI-generated child sexual abuse material (CSAM), non-consensual intimate images and financially motivated sexual extortion (sextortion).
- The unauthorised disclosure or misuse of children's personal or sensitive information through AI platforms.

All staff must:

- Report any AI-related safeguarding concerns immediately to the EDSL or a DSL, in accordance with the College's safeguarding procedures.
- Never deliberately view, download, copy, forward or share suspected CSAM. Any accidental exposure must be reported immediately to the EDSL or a DSL.
- **Never upload photographs, videos, audio recordings or identifiable information relating to children to AI platforms**, including names, dates of birth, addresses, school records, safeguarding records, CPOMS information or SEND information.
- Use only AI platforms approved by Doha College for school-related activities, in accordance with the College's AI and data protection guidance.
- Never rely on AI-generated information to make safeguarding decisions or replace professional judgement.
- Report any suspected misuse of AI involving pupils, including deepfakes, impersonation, harassment or inappropriate content, through established safeguarding procedures.

Staff should refer to the Department for Education's guidance on generative AI in education and the NCA CEOP Education resources on AI-generated child sexual abuse material.

Gaming Platforms

Online gaming platforms can be environments where grooming, exploitation, and contact by organised networks occur. Financially motivated sexual extortion (sextortion) disproportionately affects young males. Staff should be alert to children who spend excessive time gaming or appear distressed following online activity.

See also: Online Safety Policy and ICT Acceptable Use Policy.

SPORT AND SCHOOL PREMISES

SPORT

This section applies to PE, sports fixtures, and extra-curricular sporting activities across Doha College.

- Doha College separates pupils according to their sex for sport in line with the exceptions for single-sex sport recognised in KCSIE 2026.

Qatar/MoEHE: KCSIE 2026's sport provisions are framed around the Equality Act 2010, which does not apply in Qatar.

SCHOOL PREMISES: TOILETS, CHANGING ROOMS AND SHOWERS

Toilets

- Pupils are not permitted to use toilets designated for the opposite sex.
- Separate toilets are provided for boys and girls aged 4 and over.

Changing rooms and showers

- Pupils aged 5+ (at the start of school year) are not permitted to change or shower in the presence of a pupil of the opposite sex.
- Suitable changing/shower facilities provided for pupils 5+, considering age, numbers, sex, additional needs.
- Same alternative-arrangement, record-and-review process as toilets, above.

- Supervision of pupils in changing rooms will primarily remain at the changing room door. There are circumstances where staff will need to enter the changing room space to support children or to intervene where required, for example, to assist pupils who need practical help with changing, to manage behaviour, or to respond to a concern about a pupil's safety or welfare. This applies particularly to Years 1 and 2 aged children. The supervision arrangements therefore need to cover supervision both at the changing room door and within the changing room itself where required.
- When staff enter a changing room, they will make their presence known before entering, respect pupils' privacy and dignity, remain only as long as is necessary and, wherever practicable.

Any residential trips involve overnight shared accommodation, the same single-sex principle applies there too.

We will ensure that the wording is now adjusted to state that supervision will primarily remain at the changing room door. However, there are circumstances where staff will enter the changing room space to support children or intervene where required, particularly in the younger year groups. This is what currently happens in Year 1 and 2 during in-school swimming lessons. We are therefore covered for supervision at both the door and within the room itself.

TYPES OF ABUSE

Abuse is a form of maltreatment. Children may be abused by adults or other children, in person or online. Definitions below are drawn from KCSIE (2026)

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or fabricating illness in a child.

> **Qatar / MoEHE**
>
> Certain physical discipline practices may be more culturally normalised in some communities. Any suspected physical abuse, regardless of claimed cultural justification, must be reported. The child's safety is paramount.

Emotional Abuse

Persistent emotional maltreatment causes severe adverse effects on a child's emotional development. May include: conveying worthlessness; age-inappropriate expectations; preventing normal social interaction; serious bullying, including cyberbullying; exploitation or corruption; child-to-caregiver abuse. Verbal abuse can be a form of emotional abuse.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities. Includes physical contact (penetrative and non-penetrative acts) and non-contact activities (producing sexual images, watching sexual activities, grooming). Can occur online or offline, perpetrated by adults or other children.

> **Qatar / MoEHE**

> Sexual activity between unmarried persons is illegal in Qatar. Where a disclosure involves such activity, the EDSL will manage the process carefully, seeking MoEHE guidance before involving Qatari authorities.

Neglect

Persistent failure to meet a child's basic physical and/or psychological needs. May include: failure to provide adequate food, clothing, or shelter; failure to protect from harm; inadequate supervision; failure to ensure medical care. Also includes neglect of a child's basic emotional needs.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group exploits an imbalance of power to coerce, manipulate, or deceive a child into sexual activity — in exchange for something the victim needs or wants, or for the perpetrator's financial advantage. The victim may be sexually exploited even if the activity appears consensual. CSE does not always involve physical contact.

Indicators of CSE include all CCE indicators below, plus: children with older boyfriends/girlfriends; sexually transmitted infections; pregnancy.

Child Criminal Exploitation (CCE)

CCE occurs where an individual or group exploits 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, or for the perpetrator's benefit. The victim may have been criminally exploited even if the activity appears consensual. Includes children forced to work in cannabis factories, move drugs or money (county lines), shoplift, or threaten others.

Indicators include:

- Unexplained gifts or new possessions.
- Association with young people involved in exploitation.
- Changes in emotional wellbeing.
- Misuse of drugs and alcohol.
- Going missing or regularly coming home late.
- Regular non-attendance or disengagement from school.

Staff should be alert to signs of grooming gangs: unexplained gifts from unknown adults, contact with multiple older individuals, or repeated missing episodes.

Child-on-Child Abuse

Doha College recognises that children are capable of abusing other children. Abuse will never be dismissed as banter, having a laugh, or part of growing up. Risk is not evenly spread across the school day: children are at heightened risk of child-on-child abuse in the periods immediately before and after school, including on school transport and during the walk to and from the school gate, when supervision is lower. Staff should factor this into supervision arrangements and be additionally vigilant at these times, all such abuse is unacceptable regardless of gender. Forms include:

- Abuse within intimate partner relationships.
- Bullying (including cyberbullying).
- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, biting, or hair pulling
- Consensual and non-consensual sharing of intimate images/videos, including AI-generated deepfakes.
- Initiation/hazing violence and rituals.

We recognise the gendered nature of child-on-child abuse (more likely experienced by girls, perpetrated by boys), but all such abuse is unacceptable regardless of gender.

Procedures for child-on-child allegations:

Staff must report concerns on CPOMS immediately, but must not investigate themselves. The Safeguarding Team will:

- Record and assess the concern.
- Undertake a risk assessment and support plan for all children involved, with a named adult allocated for each. Include consideration of school transport as a vulnerable environment.
- Consider wider contextual risks such as exploitation, bullying, and safeguarding concerns beyond school.
- Inform parents/carers of all children involved unless doing so would put a child at further risk.
- Make referrals to external services as appropriate.
- Liaise with the police if the incident is a potential criminal offence.

Harmful Sexual Behaviour (HSB)

Understanding harmful sexual behaviour, sexual harassment, and sexual violence. Doha College treats these as points on a single, progressive continuum rather than separate categories. Lower-level behaviour that goes unaddressed can escalate, and conduct once dismissed as 'banter'

can be an early indicator of more serious harm. Staff respond to and record every incident, however minor, so patterns are identified early. Staff may encounter non-criminal harmful sexual behaviour, such as a child accessing pornography. While this may not directly harm another child, it can indicate underlying vulnerability and should be discussed with the EDSL.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. Staff have a mandatory reporting duty where: (a) a girl under 18 discloses FGM has been carried out on her, or (b) staff observe physical signs of FGM. The duty cannot be delegated. Staff must not examine children under any circumstances.

Indicators of FGM: difficulty walking/sitting/standing; prolonged time in bathroom; frequent urinary, menstrual, or stomach problems; prolonged school absence; reluctance to undergo medical examinations; family member who has undergone FGM; talk of a 'special procedure' or imminent family holiday abroad; withdrawal from PSHE.

Forced Marriage

A forced marriage is entered into without full and free consent, where coercion (physical, emotional, or psychological) is used. This includes cases in which a person cannot consent due to a learning disability. Forced marriage is child abuse. Staff must be vigilant for signs and take immediate action.

Domestic Abuse

Domestic abuse means any pattern of controlling, coercive, or 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 Domestic Abuse Act 2021 recognises children as victims in their own right if they see, hear, or experience its effects.

Sexual Harassment

Unwanted conduct of a sexual nature, occurring online or offline, inside or outside school, that violates a child's dignity or creates an intimidating, hostile, or sexualised environment. Includes: verbal comments; sexual jokes; physical behaviour; online sexual harassment (non-consensual sharing of images, sexualised bullying, unwanted messages, upskirting).

Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019.

Honour-Based Abuse (HBA)

Incidents or crimes committed to protect or defend perceived family or community honour. Includes FGM, forced marriage, and breast ironing. Often involves a wider network of family or community pressure. All forms of HBA are abuse regardless of motivation.

Sexual Violence

Sexual offences under the Sexual Offences Act 2003 include rape, assault by penetration, sexual assault, and causing a person to engage in sexual activity without consent. Consent (s.74) means a person agrees by choice and has the freedom and capacity to make that choice.

Sharing of Nudes and Semi-Nudes (Sexting)

If you become aware of an incident involving consensual or non-consensual sharing of nude/semi-nude images/videos, including AI-generated deepfakes, report immediately to the EDSL/DSL. A safeguarding response is required in every case, whether or not the sharing was consensual and regardless of the ages or relationship of those involved. Consensual sharing between peers is still illegal and still needs a proportionate safeguarding response, even where it may ultimately warrant a lighter-touch outcome than a non-consensual incident.

You must NOT: view, copy, print, share, store, or save the imagery; delete it or ask the child to delete it; ask the child to disclose information about the imagery; share details with other staff without EDSL/DSL permission; or blame or shame any young person involved.

The EDSL will hold an initial review meeting to determine: immediate risk; whether police referral is required; whether imagery needs to be viewed to safeguard the child; whether images have been shared widely; and whether parents/carers should be informed.

The EDSL will make an immediate police referral if: an adult is involved; coercion, blackmail, or grooming is suspected; the content is violent or unusual for the child's developmental stage; any child in the imagery is under 13; or the child is at immediate risk of harm.

Prevent

Children are vulnerable to extremist ideology and radicalisation. Under section 26 of the Counter-Terrorism and Security Act 2015, Doha College has a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

There is no single way to identify susceptibility to extremist ideology. Background factors, family, friends, and online activity can all contribute. Staff should use professional judgement and report any concerns to the DSL/EDSL via CPOMS immediately.

The Prevent duty is structured around four themes: risk assessment; working in partnership; staff training; and IT policies.

Qatar / MoEHE

The Channel Programme does not operate in Qatar. Radicalisation/extremism concerns must be referred to the EDSL, who will liaise directly with the Qatari Police. Staff should be alert to the diverse geopolitical contexts affecting the pupil community.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding concerns are treated with the highest level of confidentiality and shared only on a need-to-know basis to protect the child. Staff must never promise a child that information will be kept confidential.

The Data Protection Act 2018, the UK GDPR, and Qatar Law No. 13 of 2016 on the Protection of Personal Data do not prevent the sharing of information when necessary to keep children safe. Fear of breaching data protection must never stand in the way of protecting a child.

Deciding what to share. When sharing information, including when a pupil transfers to another school, staff and the EDSL/DSLs should consider: the relevance of the information to the safeguarding concern; what the receiving setting or agency actually needs to know; and whether it's presented clearly, with enough context to act on. Use professional judgement to keep it focused and proportionate

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, allowing sharing without consent when it is not possible to obtain consent, or where seeking consent would place the child at risk.

In cases of sexual violence or sexual harassment, if the victim asks that information not be shared, the EDSL must balance the victim's wishes against the duty to protect others. Parents should normally be informed unless doing so would place the victim at greater risk. Rape, assault by penetration, and sexual assault are criminal offences and must be referred to the police without delay.

Regarding anonymity in sexual violence cases: staff must take all reasonable steps to protect the anonymity of children involved, be alert to social media risk, and seek EDSL advice if uncertain.

RECORDS AND TRANSFER

- The EDSL/DSLs will maintain clear, accurate, and detailed records of all concerns, discussions, decisions, and reasons. Records are held on CPOMS.
- In accordance with MoEHE Article 3.6, all protection cases, actions, and communications must be documented securely and confidentially.
- Safeguarding records are retained for an appropriate period after the child leaves school.

- If a child transfers to another school, the child protection file is transferred securely and separately from the main pupil file, as soon as possible, and in any event within 5 working days for an in-year transfer or the first 5 working days of a new term, with confirmation of receipt sought from the receiving school. Where significant concerns exist, a direct DSL-to-DSL conversation is good practice.

NOTIFYING PARENTS OR CARERS

The EDSL/DSLs will normally discuss concerns with the child's parent. Other staff must do so only after consultation with the EDSL/DSLs. If notifying parents would increase risk to the child, this is discussed with the EDSL/DSLs first.

> **Qatar / MoEHE**
>
> In accordance with MoEHE Article 3.5, parental consent is sought where necessary unless doing so would place the child at risk. Information sharing complies with Qatar Law No. (13) of 2016 on the Protection of Personal Data Privacy.

SAFER RECRUITMENT

See the Safer Recruitment Policy for full detail. All adults with access to children are appropriately vetted and deemed suitable to work safely with children before appointment.This section is a summary only; full requirements are in the Safer Recruitment Policy. Removal of the supervision exemption means anyone teaching, training, instructing, or supervising children for more than 3 days in 30, or overnight, is now in regulated activity and needs an enhanced DBS with barred list check, even if previously supervised.

PHYSICAL CONTACT, REASONABLE FORCE, AND MOBILE PHONES

Physical contact with children (safe touch)

Physical contact with pupils is sometimes necessary and appropriate. Any such contact must: be in the best interests of the child; be proportionate and limited to what is necessary; never be invasive, humiliating, sexual, or exploitative. Where possible, contact should be in the presence of others.

Appropriate contact includes: comforting a distressed child; giving first aid; supporting a practical activity (PE, drama, music); holding a hand for safety; restraining to prevent serious harm. All incidents where physical contact was used to manage behaviour must be recorded and reported in line with the Behaviour Policy.

Reasonable force

Staff have the power to use reasonable force, passive (control) or active (restraint). This may be necessary to: remove a disruptive pupil; prevent a pupil from leaving an unsafe area; prevent an attack on a pupil or staff member; prevent self-harm; or control disruptive pupils on trips.

Force must be proportionate, necessary, and in the child's best interests. All incidents must be reported immediately to the EDSL, recorded on CPOMS, and followed up with support for the pupil and staff involved.

Physical or corporal punishment is illegal and strictly prohibited.

Reporting inappropriate touch

Staff must report to the EDSL immediately if: a pupil attempts inappropriate physical contact with a member of staff, or a staff member suspects/witnesses inappropriate contact involving another staff member. All such incidents are reviewed in line with safeguarding procedures. Allegations against staff are managed in accordance with the Allegations Against Staff Procedures and Part Four.

Mobile phones and cameras

- Pupils are not permitted to use their phones during school hours.
- Staff personal mobile phones must not be used in teaching areas, playgrounds, or wherever children are present, except in an emergency. Pupil progress must only be recorded using school equipment.
- Parents must not photograph or record school activities on video unless explicitly permitted after the event.
- Images: must be taken and stored only on school devices. Children must be appropriately dressed. All devices are open to scrutiny.
- Publication: photographs and videos used only with parental consent, including on the school website and in newsletters.

> **Qatar / MoEHE**
>
> In accordance with MoEHE Article 3.1.9 and the Qatari Penal Code, no images or videos of pupils may be taken, shared, or published without appropriate consent and in compliance with Qatari law.

ALLEGATIONS AGAINST STAFF

See Managing Allegations Against Staff for full guidance. Any concern about the conduct of a member of staff, supply staff, volunteer, contractor, or trainee must be reported to the EDSL without

delay. If the concern involves the EDSL, report to the Principal. If it involves the Principal, report to the Chair of Governors.

Threshold for formal investigation: the EDSL will consider whether the staff member has:

- Behaved in a way that has harmed or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way indicating they may pose a risk if they work with children.
- Behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school, online, or in their private life).

Supply staff, agency staff, and other third-party contractors. Where an allegation concerns someone employed or supplied by a third-party agency, Doha College remains responsible for gathering the facts and managing the safeguarding process. The EDSL works closely with the employing agency throughout; the agency usually leads on disciplinary action against its own employee, while Doha College retains responsibility for the pupil's safety and site access decisions.

Where the threshold is met, the EDSL will refer to the Police, the Disclosure and Barring Service (DBS), and, in the case of teachers, the Teaching Regulation Agency (TRA).

INAPPROPRIATE RELATIONSHIPS AND WORKING ALONE

Inappropriate relationships

Inappropriate or sexual relationships between adults and pupils must never be encouraged, initiated, or condoned. Staff must be aware of offences under the Sexual Offences Act 2003 (abuse of trust; meeting a child following grooming) and applicable Qatari laws. Any concern that a pupil has developed an inappropriate attachment to a staff member must be reported immediately to the EDSL. Professional boundaries must be maintained at all times.

Staff working alone with children

- Staff should avoid being alone with a child wherever possible; when unavoidable, the arrangement must be carefully managed and risk assessed.
- Another staff member must know the time, location, and duration of any one-to-one work.
- Doors should be left open, or rooms should have visibility panels.
- Parents should be informed of regular one-to-one teaching or support.
- Any incident leaving a member of staff feeling uncomfortable must be reported to the EDSL/DSL immediately.

- Children must not be transported in staff personal vehicles without advance Head of School authorisation and parental consent.

WHISTLEBLOWING

Staff should follow the Whistleblowing Policy for full guidance. All staff have a duty to raise concerns about the inappropriate attitudes or actions of colleagues, poor or unsafe practice, and potential failures in safeguarding procedures

CONTEXTUAL SAFEGUARDING

Safeguarding incidents may be associated with factors outside school and may occur between children outside the school environment. All staff, especially the Safeguarding Team, will consider the wider environmental and cultural context when assessing concerns, including risk of extra-familial harm (child sexual exploitation, child criminal exploitation, serious youth violence).

Visa dependency: families may be reluctant to engage with authorities for fear of deportation. Staff should be sensitive to this.

High turnover: frequent staff and pupil movement can disrupt trusted relationships. The Safeguarding Team will ensure continuity of support.

Repatriation risk: if a safeguarding concern is identified, a family may leave Qatar rapidly. The EDSL will manage this and share information with receiving countries or schools as appropriate.

Domestic workers: many expatriate families employ live-in domestic workers. Children may have significant unsupervised contact with them; this is a safeguarding consideration.

Isolation: Children who are far from extended family networks or do not speak Arabic may have fewer informal support networks. The school will ensure appropriate pastoral support.

WORK EXPERIENCE

This section applies to all pupils on work experience or external placements arranged by, or approved by, Doha College, including on-site and off-site placements. Placements typically involve pupils aged 14–18. In accordance with Qatari Labour Law, children under 16 may not be employed; work experience at this age is educational in nature and subject to full safeguarding protections.

Approval criteria: Doha College will:

- Assess the suitability of all placements, including those identified independently by pupils or families.
- Consider the age, maturity, individual needs, SEND, and any known safeguarding concerns of the pupil.

- Obtain written confirmation from placement providers that safeguarding checks have been conducted on all staff who will have contact with the pupil.
- Reserve the right to refuse or withdraw approval where safeguarding concerns cannot be adequately mitigated.

Risk assessment: before a placement begins:

- Risk assessment completed, considering: nature of work; supervision levels; working hours and location; travel arrangements; individual pupil needs.
- Working environment confirmed as suitable and tasks age-appropriate.
- Appropriate insurance arrangements confirmed.

Supervision and safeguarding arrangements, placement providers must:

- Identify a named adult responsible for supervising the pupil.
- Ensure pupils are appropriately supervised at all times and not placed in situations of isolation or unsupervised contact.
- Understand their responsibility to raise safeguarding concerns with Doha College immediately.

Pupil preparation

Prior to commencing work experience, pupils will be supported in understanding: expected standards of professional conduct; health and safety requirements; how to report concerns; and who to contact at school if they feel unsafe.

Parental consent and involvement

Written parental consent must be obtained before any placement commences. Parents will be informed of: the nature and duration of the placement; safeguarding arrangements and contact points; expectations and responsibilities; and transport arrangements.

During placements, Doha College will:

- Maintain appropriate contact with pupils throughout.
- Visit placements sourced by Doha College where possible.
- Review placements at least half-termly to ensure the pupil is attending regularly and the placement remains safe.
- Withdraw pupils immediately where safeguarding concerns arise.
- Record any safeguarding concerns on CPOMS and manage in line with this policy.

APPENDIX 1 — SAFEGUARDING REPORTING FLOWCHART

Immediately after the event, report the safeguarding concern on CPOMS (or the physical piece of paper if CPOMS is unavailable). This must be done immediately.

Using CPOMS	Using Paper (only if CPOMS is unavailable)
1. Click 'Report a Concern' on the home page 2. Add the name of the pupil 3. Enter a summary of the concern 4. Detail the action taken 5. Attach any relevant notes/evidence 6. Submit your concern	Record the pupil's name Record your name and date Confirm whether a body chart has been used Record clear details of the concern Record any further action required Sign and date the form Return immediately to the EDSL/DSL, do not delay

All routes feed to: EDSL / DSL / DDSL

Monitor the Concern	Refer to the Concern
Decision log updated on CPOMS. Team members monitor the pupil and provide feedback to the EDSL/DSL regularly.	Decision log updated on CPOMS. EDSL/DSL refers to the relevant external agency immediately, dependent upon the nature of the referral.

In all cases, all communications, monitoring, decisions, and actions must be recorded immediately.

APPENDIX 2: SAFEGUARDING TEAM

See the full Safeguarding Team poster displayed prominently across the school



Full contact table:

Section	Role	Name	Email	Ext
School-wide	EDSL	Uzma Zaffar	uzaffar@dohacollege.com	705/55061246
Primary	DSL	Danielle Price	dprice@dohacollege.com	768
Primary	DDSL	Eva Taggart	etaggart@dohacollege.com	807
Primary	DDSL	Shainaz Dalvi	sdalvi@dohacollege.com	794
Primary	DDSL	Derek Watson	dwatson@dohacollege.com	702
Primary	DDSL	David Cann	dcann@dohacollege.com	769
Primary	DDSL	Scott McDiarmid	smcdermid@dohacollege.com	796
Primary	DDSL	Hannah Wood	hmsmith@dohacollege.com	795
Secondary	DSL	Nicola Meikle	nmeikle@dohacollege.com	761
Secondary	DDSL	Christopher Craig	ccraig@dohacollege.com	729
Secondary	DDSL	Gemma Stroud	gstroud@dohacollege.com	730
Secondary	DDSL	Sarah Jackson	sjackson@dohacollege.com	776
Secondary	DDSL	Jerome Scafe	jscafe@dohacollege.com	701
Secondary	DDSL	Matthew Corke	mcorke@dohacollege.com	—
Secondary	DDSL	Louise Kotek	lkotek@dohacollege.com	799
Academies	DSL	Tommy Westmoreland	twestmoreland@dohacollege.com	33368758
Academies	DDSL	David Wallace	dwallace@dohacollege.com	—
Academies	DDSL	Jane Williams	jawilliams@dohacollege.com	—
Governor	Safeguarding Gov	Hasham Khan	safeguardinggov@dohacollege.com	—

APPENDIX 3 — WEEKEND AND OUT-OF-HOURS WORKING REQUEST

During school holidays or when school is closed to pupils, staff must complete this form, obtain Head of School approval, and inform the Head of Health, Safety and Security. The EDSL/DSL/Safeguarding Team must always be informed of any child protection or safeguarding concerns arising during out-of-hours activities.

For revision classes from 2–3pm, staff must inform their line manager and take a register.

Out of hours = from 3pm onwards on school days, or any time at weekends.

Name of organiser	
Additional staff member(s)	*(If none available, liaise with Deputy Heads)*
Date and time of session	
Number of pupils	
Year group(s)	
Venue and supervision arrangements	
Duration per pupil	
Multiple sessions in the day?	*Yes / No*
How will pupils travel to the session?	
How will pupils be collected?	
Medical considerations/allergies / medication	
Additional support needs?	*Yes / No — if yes, how will these be met?*

After approval, the organiser must: contact the Head of Health and Safety and Security with dates/times; organise a single point of entry and exit with Security and provide Security with a pupil register for sign-in/out; issue gate passes to pupils at the end of the session only.

Signature — Line Manager **Date:** _____	**Signature — Head of School** **Date:** _____