

TITLE OF POLICY	Child Protection & Safeguarding
COVERAGE	Public
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LAST RATIFIED DATE	01/09/2023
DATE FOR NEXT REVIEW	31/08/2024
OWNER	Designated Safeguarding Lead (DSL)
REVIEWER	Head of Secondary

Child Protection and Safeguarding Policy

1. Aim

To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children. To ensure compliance with all relevant legislation connected to this policy and to work with other schools and the local authorities in Jordan to share good practice in order to improve this policy.

2. Statement of Intent

We believe this policy should be a working document that is fit for purpose, represents the school ethos, mission, and vision, enables consistency and quality across the school and is related to the relevant Jordanian and UK legislation. The chair of the board and the governors will always be made aware of any child endangerment issues that may lead to repercussions for the school or the brand. Keeping Children Safe in Education (KCSIE), 2023 states that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.'

3. Scope

We believe **Safeguarding** is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

We believe **Child Protection** is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents '**Working Together to Safeguard Children**' and '**Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2023)**' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

4. Unique Definitions

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

- taking action to enable all children to have the best outcomes.

(Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020))

We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect**. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are **types of abuse and neglect**:

Abuse: 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 or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse

(including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Keeping Children Safe in Education (DfE, 2023))

5. Processes and Practice

All processes and procedures related to this policy are included in the **Child Protection and Safeguarding Handbook**. It will be translated into Arabic and the content will be reviewed annually by the DSL, in conjunction with the SLT, and in line with current context and any changes in relevant legislation in the UK or Jordan. There is an annual training session for all staff members, a Safeguarding training session is also provided for new staff at the beginning of the academic year. Relevant middle leaders, all senior leaders and the designated Safeguarding and CP Governor will receive Level 3 Safeguarding training every two years.

6. Associated forms and Documentation

All documentation and forms associated with this policy will be part of the Child Protection and Safeguarding Handbook described above.

The following are very important telephone numbers that must be kept up to date at all times;

Safeguarding Contacts	Name	Mobile No.
Designated Safeguarding Lead	Kate Bradley	0780888468
Nominated Governor for Safeguarding	Jean Pierre Louis	0790839682
Out of Hours Social Services - Family Protection Department	Family protection department	06-5800500
Police	Police	911
Chair of Governors: Person to contact regarding concerns about the Principal	Karim Saifi	0796110001

7. Roles and Responsibilities

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2023)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

We ensure that safeguarding is everybody's responsibility and that everyone fully recognises their roles and responsibilities towards safeguarding and promoting the welfare of children. Therefore, we have in place detailed roles and responsibilities for:

- The Board of Governors;
- The Principal
- The Heads of School;
- The Designated Safeguarding Lead;
- The Local Authorities;
- School Personnel and Volunteers;
- The Pastoral Lead (AHT Students)
- The Data Protection Officer;
- The Curriculum Leader (DHT);
- The E-Safety Coordinator (IT Manager);
- Pupils;
- The Student Parliament
- Parents and PSA;
- Partnerships with Agencies

Board of Governors

Are responsible for ensuring that the school complies with all equalities legislation. They will ensure that the policies, procedures and training in school is effective and complies with the law at all times and will ensure that all governors are fully aware of their safeguarding responsibilities. They will also ensure governors and school personnel are aware of:

- Keeping Children Safe in Education (DfE 2023)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- What to do if you're worried a child is being abused 2015 (HM Government)

The Board should also ensure this policy and its associated Handbook is up to date and is annually reviewed and ensure the following policies are up to date, in place and annually reviewed:

- Staff Discipline, Conduct and Grievance policy
- Managing Allegations against Staff policy
- Managing Allegations against Pupils policy
- Disclosure and Barring Service Checks policy
- Volunteer Helpers policy

(See Child Protection and Safeguarding Handbook for detailed list of responsibilities)

Principal

The Principal has been given delegated powers and responsibilities by the Board of Governors to be responsible for ensuring that the school complies with all equalities legislation. To create and maintain a culture of vigilance and to create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures. They will establish an environment where children feel safe to talk and a culture where school personnel listen to children and ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies. They also have responsibility to ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education' (DfE 2023) and that the current safeguarding and child protection policy is published on the school website, in the school handbook and in the staff handbook.

They will undertake training in safeguarding and child protection and ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have. They will ensure that an updated training attendance record is kept and ensure that those who were absent from any training attend another follow up training session. They will be able to provide evidence for Inspectors that training has been effective and has been implemented.

They will also ensure all school personnel are familiar with:

- [P&D05 - Professional Code of Conduct](#)
- [Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools \(DfE\)](#)
- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges \(DfE 2023\)](#)
- [Information Sharing \(HM Government 2018\)](#)
- [What to do if you're worried a child is being abused \(HM Government 2015\)](#)
- [Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2018\)](#)
- [The Prevent Duty: Department advice for schools and childcare providers \(DfE 2021\)](#)
- [Mandatory Reporting of Female Genital Mutilation - procedural information \(HM Government\)](#)

They will ensure the following safeguarding policies are up to date and that all school personnel and volunteers are aware of them:

- Safeguarding and Child protection (see policy)
- Pupil Discipline and Behaviour (see policy)
- School Personnel Code of Conduct (see policy)
- Children who go missing from education;
- Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies) (see policy)
- Anti-Bullying (see policy)
- Anti-cyber Bullying (see policy)
- Child Sexual Exploitation (see policy)
- Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils (see policy)
- Dealing with Sexual Violence and Sexual Harassment (see policy)
- Disclosure and Barring Service Checks (see policy)
- Photographic and Video Images (see policy)
- Prevent Duty - Dealing with Extremism and Radicalisation (see policy)
- Positive Handling (Restraint of Pupils) (see policy)
- Safer Recruitment (see policy)
- Internet Social Networking Websites (see policy)
- Special Educational Needs (see policy)

(See Child Protection and Safeguarding Handbook for detailed list of all other responsibilities)

8. Related Information

Relevant UK legislation includes:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

The following documentation is also related to this policy:

- COVID – 19; safeguarding in schools, colleges and other providers (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2023)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)