THE ENGLISH COLLEGE
DUBAI

SAFEGUARDING POLICY
2022/2023

AIM: (final result we are aiming to achieve)**:**

This policy aims to make explicit the school's commitment to the development of good practice and safe procedures related to the safeguarding and protection of children. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

There are three main elements to our child protection policy;

Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils. Our school will establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. We will include safeguarding themes and activities in the pastoral curriculum which equip pupils with the skills they need to recognise abuse and stay safe from abuse.

Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Students will know that there are adults within the school who they can approach if they are worried or are in difficulty.

Support to pupils who have faced any kind of child protection concern. We will ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies. **The school recognises it is an agent of referral and not of investigation.**

RATIONALE: (The reason for which this policy has been written)

Safeguarding and Child protection are the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the DSL, however, all school staff should maintain the attitude of "it could happen here". The English College takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. It

is recognised that school staff are particularly important in the safeguarding and child protection process as they have regular contact with the students in their care. They are in a position to:

- notice early signs that could indicate safeguarding or child protection concerns,
- report any attitudes or behaviours that could indicate safeguarding or child protection concerns,
- help and support students in order to attempt to prevent an escalation of events.

DUBAI CONTEXT

In April 2012, it was reported that Dubai had "embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need." The policy "aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai." The Dubai Strategic Plan 2015 calls for the provision of "proper social services to meet the requirements of the local community."

In November 2012, the UAE Cabinet approved Article 42 "Wadeema"s Law" to "protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality." Article 44 of the law protects the identity of informants, witnesses and involved parties, unless given consent.

In April 2020, the UAE Cabinet announced a 24 hour hotline number for community members to report cases of neglect, abuse and violence against children through the Community Development Authority (CDA).

There are several agencies that can support a safeguarding referral. These include the Ministry of Interior, The Ministry of Education and the Community Development Authority. Professional counsellors, consultants, psychologists could also be considered. It is the role of The English College to ensure that any signs that could indicate safeguarding or child protection concerns are identified, reported and dealt with swiftly and sensitively.

GUIDELINES: (The principles/instructions/steps of the policy)

Designated Safeguarding Lead (DSL)
NAME: Ms Emily Hopkinson

Safeguarding Officers
NAME: Holly Fitzgibbon, Daryl Sims, Nicola Hamer, David Wilcock.

Nominated Governor For Safeguarding

NAME: Mark Ford (Principal)

GUIDANCE

The contents of this policy and all of the procedures contained within it are in line with the following guidance;

a) DfE (KCSIE) - Keeping children Safe in Education 2022 (Statutory guidance for schools and colleges in the UK).

b) Section 11 of The Childrens' Act (2004)

c) The United Nations Convention on the Rights of a Child.

d) EC Digital Safeguarding Policy

UAE specific

e) Federal National Council-Child Rights Law ('Wadeema's Law') April 2016-Federal Law No 3 of 2016 on children's rights passed

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect and safeguard them. This is reflected in the termly Safeguarding Training delivered to all staff who work at EC. There are, however, key people within the school who have specific responsibilities under safeguarding and child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the top of this document.

It is the role of all members of staff at The English College to:

- Be vigilant for any signs that could indicate safeguarding or child protection concerns;
- Report any attitudes or behaviours that could indicate safeguarding or child protection concerns;
- Support the school's effort to safeguard all members of the school community.

It is the role of the Designated Safeguarding Lead (DSL) to:

- Ensure the protection and welfare of all EC students is paramount;
- Understand the key legislation and guidance that determines our Safeguarding Policy;
- To be the first point of contact;
- Provide advice, guidance and signposting for staff, parents and most importantly, children and young people;
- Provide support for staff to carry out their safeguarding duties;
- To create and promote professional networks and partnerships;

- Ensure that all of the child protection procedures are followed within the school;
- To make appropriate, timely referrals to the appropriate external agencies or the police if necessary

If for any reason the **Designated Safeguarding Lead** is unavailable, the **Safeguarding Officers** who have been identified will act in their absence. Additionally, it is the role of the **Designated Safeguarding Lead** to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

It is the role of the Safeguarding Officers (SO's) to:

- Ensure the protection and welfare of all EC students is paramount;
- Understand the key legislation and guidance that determines our Safeguarding Policy;
- To support the DSL in providing advice, guidance and signposting for staff, parents and most importantly, children and young people;
- Provide support for staff to carry out their safeguarding duties and conduct annual training for all staff;
- To support the DSL in creating and promoting professional networks and partnerships;
- To support the DSL in ensuring that child protection procedures are followed within the school;
- To support the DSL in making appropriate, timely referrals if practicable.

The Governing Body and school leadership team are responsible for ensuring that the school follows safer recruitment processes explained in the Safer Recruitment Policy.

The role of the Nominated Governor for Safeguarding and Child Protection is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect.

Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The DSL and the Principal provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors, statistics around cases and other relevant issues.

SAFEGUARDING Vs CHILD PROTECTION

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

EC aims to safeguard students through education in order to protect and prevent them from being at risk and suffering from harm. EC also aims to protect individuals who have been identified as either suffering from or at risk of suffering from harm. The individual support given to students will differ depending on the nature of the concern and the student and their individual circumstances.

TYPES OF CHILD PROTECTION CONCERNS

There are several possible types of harm that students may suffer from or be at risk of suffering from.

- Abuse - including physical related (and domestic violence), emotional related, sexual related or peer-on-peer
- Child criminal exploitation & Child sexual exploitation
- Digital safeguarding concerns - including grooming
- Female Genital Mutilation
- Neglect
- Self harm
- Suicidal ideation

If a member of the school community suspects that a student is at risk of any of these types of child protection concerns, they must make an immediate referral to the DSL.

Abuse

Abuse is a form of maltreatment of a child. A person may inflict abuse on a child at home, in school, in any other physical setting or online. The perpetrator may either be known or unknown to the victim. The perpetrator may be an adult, a family member, an adult working in school or another child.

Physical abuse - this is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. This list is not exhaustive. Physical harm may also be caused when a person fabricates the symptoms of, or deliberately induces, illness in a child. Domestic violence is usually the term used when the perpetrator and victim are related and/or live in the same household.

Emotional abuse - this is the persistent emotional maltreatment of a child that causes or aims to cause severe and adverse effects on the child's emotional development. It could involve conveying to the child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. It could involve making fun of the child, deliberately silencing them, overprotecting them or preventing them from normal social interaction. This list is not exhaustive.

Sexual abuse - this involves inticing or forcing a child or adult to take part in sexual activities. The child may be unaware what is happening and this may or may not involve violence. Activities involved in sexual abuse may involve physical contact, including assault by penetration (for example rape by vaginal penetration, rape by anal penetration or rape by oral sex) or non-penetrative acts (for example masturbation, kissing, rubbing and touching outside of clothing). Activities may also include non-contact activities such as involving children in the looking at or production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming them in preparation for abuse. Sexual abuse can also take place online.

Child-on-child abuse - this involves a child abusing another child. This could take place in school, outside of school or online. Types of activities that could fall under the umbrella of child-on-child abuse include;

- bullying (including cyber bullying);
- abuse in intimate personal relationships between children;
- physical abuse (as outlined above);
- emotional abuse (as outlined above);
- sexual abuse (as outlined above);
- sexual harassment (such as sexual comments, remarks or jokes or deliberate touching such as brushing against someone);
- forcing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party);
- consensual and non-consensual sharing of nuse and/or semi-nude images and/or videos;
- upskirting (typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humilitaion, distress or harm);
- initiation/ hazing type violence and rituals (could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).

Staff should note that just because child-on-child abuse is not being reported that does not mean it is not happening. In 2019, the NSPCC reported a 29% increase in children seeking help from Childline due to child-on-child sexual abuse in the UK. In 2021 an Estyn report 'We Don't Tell Our Teachers' found that 61% of female (29% of male) pupils reported having personal experience of child-on-child harassment and 82% of females (71% of males) reported seeing others experience it. It is essential that EC staff are vigilant and report any behaviour that could be perceived as child-on-child abuse; downplaying behaviours or dismissing behaviour and excusing it as "just having a laugh", "part of growing up", "boys will be boys" or "banter" is unacceptable and can lead to a culture of unacceptable behaviours being normalised and an unsafe environment for our students.

Domestic abuse - this can involve different types of abuse, such as those listed above, but usually takes place in the family home. Children may be victims of domestic abuse or may see or hear the effects of domestic abuse at home between other family members.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Behaviours that fall into the categories of inappropriate, problematic, abusive or violent are referred to as harmful sexual behavious (HSB). HSB can occur online or in face-to-face contexts or in a combination of the two. When considering whether a behaviour is a HSB, the ages and stages of development of the children should be considered. HSBs are considered to be more harmful if one child is much older than the other, particularly if there is more than two years' difference or if one child is pre-pubescent and the other is not. It is important to note that a younger child can still abuse an older child, especially if they have more power such as the older child has SEND or is smaller in stature.

Child criminal exploitation & Child sexual exploitation

Both Child criminal exploitation (CCE) and Child sexual exploitation (CSE) are forms of abuse that occur when an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants (such as money, status or belonging). The perpetrator usually gains an advantage, such as money or status.

CCE - this involves children being manipulated or forced into breaking the law, such as transporting drugs, committing theft or engaging in violent crime. Children can become trapped in CCE as perpetrators can threaten victims and/or their families. Sometimes, victims of CCE commit crimes themselves and as a result, their vulnerability as victims is not always recognised by adults and professionals. Both girls and boys are at risk of CCE and those being criminally exploited are at more risk of being sexually exploited.

CSE - this is a form of sexual abuse (see explanation of sexual abuse above). It involves children being coerced into engaging in sexual activities. This includes 16 and 17 year old children. CSE can be a one-off occurrence and may happen without the child's immediate knowledge. This child may also not realise that they are being exploited. It is important to note that in the UAE context, there is no legal age of consent as any sexual relationship outside of marriage is considered illegal.

Digital safeguarding concerns - including grooming

Staff should refer to the comprehensive details contained within the Digital Safeguarding Policy.

Female Genital Mutilation

Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women but can have significant side effects - it can cause

severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths. FGM is mostly carried out on young girls between infancy and age 15 and is a violation of the human rights of girls and women. FGM is illegal in the UK but it is a practice which takes place worldwide in several countries. FGM is a complex issue - despite the harm it causes, some women and men from affected communities consider it to be normal to protect their daughters and their cultural identity. Some people believe that FGM is a way to ensure virginity and chastity. FGM is often claimed to be carried out in accordance with religious beliefs, but it is not supported by any religious doctrine.

Neglect

Neglect is when someone fails to act to prevent harm or abuse. It also involves the persistent failure to meet a child's basic physical and/or emotional and psychological needs. This could include failing to provide adequate food, clothing, shelter, protection from danger, supervision and/or medical care and treatment. This list is not exhaustive. Neglect is likely to result in the serious impairment of the child's health or development.

Self harm

Self harm is the act of a person hurting themselves on purpose. There are many reasons why people self harm but a commonly reported reason is that people use self harm as a coping mechanism when dealing with intense or overwhelming feelings that they feel otherwise unable to cope with. There are lots of different ways people can hurt themselves. This can include cutting, burning or scratching the skin or taking an overdose. Self-harm isn't always obvious, and can include things such as over-exercising, misusing drugs or alcohol, not eating, making risky choices, getting into fights or having unsafe relationships.

Anyone can self harm but those more at risk of self harm are:

- females
- young people
- people with other emotional and mental health issues
- LGBTQIA+ people
- people who have experienced abuse
- people who have been bereaved by suicide

Suicidal ideation

Suicidal ideation is when a person has thoughts about suicide. They may think about death, think about what it would be like to suicide or have an intention to suicide. They may or may not have thought about how they would suicide; people who have though about how they would suicide are generally more at risk than those who have not. Suicidal ideation may exist by itself or it may be a symptom of another disorder, such as depression or anxiety. Suicide has historically been seen as a crime in most countries and therefore people have used the phrase "committing suicide". This is unhelpful - criminalising suicide does not prevent it from happening. Consequently. the term "suiciding" should be used instead of "committing suicide".

RISK FACTORS

Students of determination - students with SEND can face additional safeguarding challenges both online and offline. Some of these challenges include:

- assumptions that indicators of potential abuse such as behaviour, mood or injury relate to their condition without further questions being asked.
- these children being more prone to peer group isolation or bullying than other children.
- children with SEND being impacted by such isolation and/or bullying without showing signs of it.
- communication barriers making making or reporting concerns more challenging.
- cognitive understanding impacting on the child's ability to separate fact from fiction in an online context and then repeating the content behaviour in school settings without understanding the consequences of doing so.

As a result of these challenges, safeguarding concerns related to students of determination will be discussed with the Head of Inclusion in order to ensure all necessary support is appropriate and in place.

Students who identify as LGBTQIA+ - students who identify as LGBTQIA+ may be targeted by other students and therefore may have an increased risk of safeguarding challenges. These risks may be compounded where a student does not have a trusted adult that they can openly speak to. Therefore it is vital that students who identify as LGBTQIA+ have trusted adults that they can speak to within school.

DISCLOSURES

It is everyone's responsibility to be vigilant with regards to safeguarding. Consequently, any member of staff, volunteer or visitor to the school can make a disclosure. Volunteers and visitors should ask to speak to the DSL should they wish to make a disclosure. Disclosures may arise in many different ways:

- self disclosures (from students about themselves)
- student disclosures (from students about other students)
- parent disclosures (from parents about other students)
- staff disclosures (witnessing/overhearing/seeing an incident)

HANDLING A DISCLOSURE

The hardest part about handling a disclosure is managing your own emotions. Remember that you are an agent of referral not investigation. If a child chooses to disclose something to a member of staff they must:

- Listen to them.
- Control their own panic or shock.
- Never ask leading questions.

- Ask open questions to establish exactly what they are saying.
- Tell them they have done the right thing in speaking to you.
- Take what they say seriously.
- Don't stop them if they are freely disclosing something.
- Tell them you have to pass this on to the DSL and the safeguarding team.
- Make a disclosure to the DSL and safeguarding team.

MAKING A DISCLOSURE

Members of staff who suspect there is a safeguarding concern with regards to a child **must** report it immediately to the safeguarding team. In the absence of all members of the safeguarding team, the matter should be brought to the attention of the Principal.

Disclosures made need to be as factual as possible. The disclosure should include details such as what was said or seen, any relevant context, the date, time and location of the concern. Basic details, such as the date of birth of the child could also be important later on and therefore staff must be as thorough as possible.

The DSL or their officers will act on any disclosures made in accordance with the procedures outlined within this policy. This will almost always involve speaking to the student first. All actions will be discussed by at least two members of the safeguarding team and a way forward agreed. The specific actions taken will depend on the case.

The school will always endeavour to share safeguarding or child protection concerns with the child's parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from a relevant organisation that deals with the student's particular case. If parents are not informed, the Principal must agree that this is the best course of action in this case.

RECORDS AND MONITORING

Records will be kept of disclosures made. A watchlist will be maintained for staff to access information about particular children on a need to know basis spo they are able to support them in lessons.

ACTIONS FOLLOWING A DISCLOSURE

Once a disclosure has been made, a member of the notified safeguarding team, usually the DSL, will allocate the disclosure to the relevant senior leader. This will always be someone who is level 3 DSL trained. Other relevant members of staff, such as the form tutor or class teacher, may be notified. The person allocated the case will undertake necessary actions and record the details of all actions taken.

The actions taken will depend on the nature of the disclosure. Some steps that may be taken are:

- speaking to the child
- speaking to any staff or student witnesses
- speaking to the child's family (the child would always be informed that this was going to happen).

It is common practice for the child's family to be made aware of disclosures made. If the DSL believes that it is in the best interests of the child to not inform the parents, the Principal must be aware and in agreement.

Where appropriate, such as in disclosures of a sexual nature, a risk assessment should be made by the DSL. Advice should be sought by the Principal , KHDA and where appropriate the police, in order to assess the risk faced by the alleged victim and if appropriate, the alleged perpetrator. Potential risks faced by other members of the school community should also be considered.

All actions to follow up on disclosures made should happen as soon as is possible, but must be made within 48 hours of the original disclosure. The safeguarding team should give feedback to the person making the disclosure, if appropriate to do so. The details given will be on a need to know basis; members of staff making referrals must assume that any referral made is being dealt with. Staff should check the watchlist if they require up to date information on a case. The safeguarding team will discuss case loads and actions in their fortnightly safeguarding meeting.

Only authorised agencies may investigate child abuse allegations. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not. **The school recognises it is an agent of referral and not of investigation.**

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a potential safeguarding or child protection concern this must be reported to the DSL, as above, and may require further investigation by appropriate authorities. A member of staff promising or maintaining confidentiality related to a safeguarding or child protection case would be considered to be gross misconduct and would be dealt with under the disciplinary policy.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves. Updated information for staff will be shared on the student watchlist.

SUPPORT & REFERRALS

Within school - our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

EC may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, children who have safeguarding and/or child protection concerns may act out, they may be challenging or they may be defiant. All of these warning signs should be disclosed to the safeguarding team.

EC will endeavour to support pupils through:
a) Delivery of the Positive Education curriculum to encourage self-esteem, happiness and wellbeing.
b) The school ethos and values which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
c) The implementation of the school's Positive Behaviour and Anti Bullying Policies.
d) A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
e) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
f) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding and/or child protection situations.
g) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
h) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
i) Maintaining a watchlist of students who have issues related to safeguarding so that staff can be aware of them and meet their needs.

All students have a class teacher (Primary) or a Form Tutor (Secondary). The primary responsibility of the teacher or tutor is to be an advocate for the student, to be vigilant in noticing changes to behaviour or attitude and to look out for potential safeguarding and/or child protection concerns.

There is also a full time counsellor on the school site who is available to meet students 1:1. Referrals to the counsellor for students should be made through using the email address: counsellor@englishcollege.ac.ae.

Outside of school - there are several points of support that families can access outside of school. The school counsellor keeps a list of both clinical professionals and clinics that have been used by families and recommended.

Outside agencies - the school recognises its responsibility under Article 42 of Federal Law number 3, that *"Every person shall notify the child protection specialist or child protection units in case of anything that threatens the child's physical, psychological, moral or mental integrity or health. The notification shall be mandatory for the educators, physicians, social specialists or others entrusted with the protection, care or education of the child*."

The DSL or safeguarding officers will refer any safeguarding or child protection concerns that threaten the student's physical, psychological, moral or mental integrity or health to the relevant authorities. This will be determined by the type of concern, but can be referred to the Ministry of Education, the Ministry of Interior or the Community Development Authority. Referrals can also be made directly to the police.

For any safeguarding or child protection concern that involves potential legal consequences, for example the behaviour is deemed illegal in the UAE, a referral will always be made to both the KHDA and the police.

The school recognises its responsibility to ensure that the student receives ongoing support within school, even after a referral to an external agency has been made.

TRAINING AND SUPPORT

The Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date.

- The DSL and Safeguarding Officers will undertake level 3 training every 2 years.
- All teaching staff will undertake termly face-to-face training and 6 online training modules over the course of the year.
- All non-teaching staff will undertake termly face-to-face training and 1 online training module.
- All members of staff will read the safeguarding policy and the digital safeguarding policies.

Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities through a safeguarding statement that they are expected to read before the endter the school premises.

ALLEGATIONS AGAINST STAFF

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the EC Code of Professional Practice. Staff should read and be familiar with the contents of the Low Level Concerns and Whistleblowing Policy; this policy will be applied in all situations where a low level concern or allegation are reported.

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another organisation using the school premises, WSLT will seek assurance that the organisation concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. Any further subcontracting will follow the organisation's policies and procedures.

If a member of staff has concerns about the conduct of the Principal they should contact the Nominated Governor for Safeguarding & Child Protection, Mark Ford, or the nominated parent governor.

APPENDICES (Relevant links to other policies or documents)

EC Policies

- Digital Safeguarding Policy
- EC Code of Professional Practice
- Complaints Policy
- Low level concerns and Whistleblowing Policy
- Disciplinary policy
- Digital Safeguarding Policy
- Positive Behaviour policy
- Anti-Bullying policy
- Bereavement Policy
- Safer recruitment Policy

Legislation and advisory documents

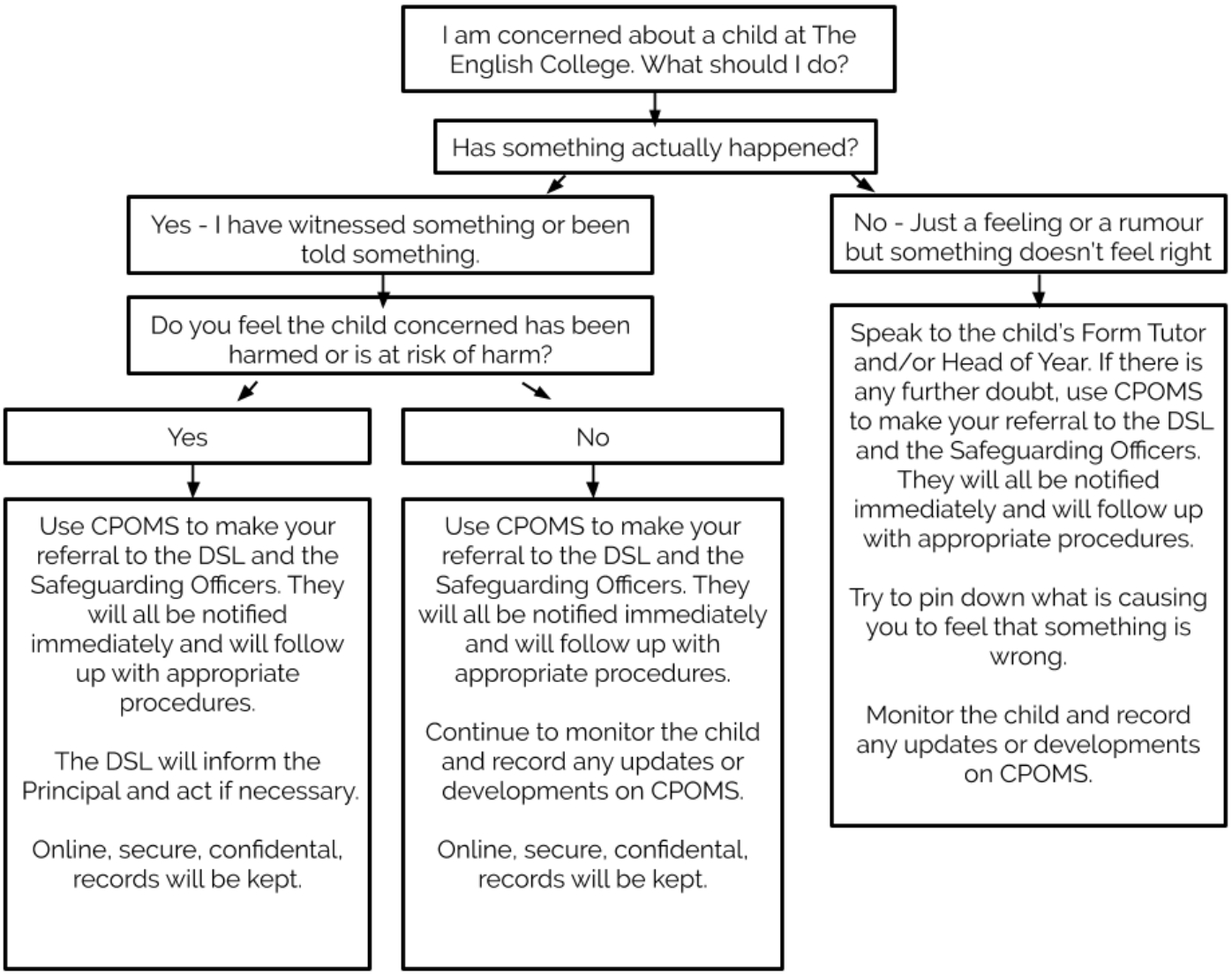
- Keeping children Safe in Education 2022
- The Childrens' Act (2004)
- The United Nations Convention on the Rights of a Child.
- Federal National Council-Child Rights Law ('Wadeema's Law')
- Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales December 2021
- Female genital mutilation: resource pack - GOV.UK (www.gov.uk)
- Female genital mutilation (who.int)
- Self-harm | Mental Health Foundation

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	1`0/3/2021	New policy	SLT	7/7/2022
1	21/06/2022	Revised for 2022 inline with KCSIE 2022	WSLT	07/07/2023

APPENDIX 1: How a member of staff should respond to a child protection concern



https://englishcollege.cpoms.net