



# **Safeguarding Children & Child Protection Policy and Procedures**

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Person Responsible: Jenny Maslen/Marvin Barbe

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## Contents

<b>1. POLICY INTRODUCTION</b>	6
<b>2. POLICY STATEMENT AND PRINCIPLES</b>	6
<b>3. OUR SCHOOL COMMITMENT</b>	9
4. Procedure 1 Reporting concerns about a child	10
5. Procedure 2 Reporting concerns about a colleague	11
<b>6. Procedure 3 What do to if</b>	12
You suspect a pupil is at risk of harm	12
A pupil discloses to you (See also Reporting concerns)	12
During your conversation with the pupil staff will:	12
<b>7. THE EDUCATION ACT 2002</b>	13
<b>8. ROLES AND RESPONSIBILITIES</b>	13
Early Help	13
The Designated Safeguarding Person Lead (DSL)	13
The governing body must ensure that the school has:	14
The Principal	15
<b>GOOD PRACTICE GUIDELINES</b>	15
<b>9. ABUSE OF TRUST</b>	16
<b>10. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE</b>	16
Our school will support children by:	16
Confidentiality	16
<b>11: Mental Health Issues</b>	17
<b>12. THRESHOLDS FOR REFERRING TO DSL</b>	18
Is this a Child in Need (CIN)?	19
Is this a Child Protection Matter (CP)?	19
<b>13. SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE</b>	20
<b>14. COMPLAINTS</b>	20
<b>15. IF YOU HAVE CONCERNS ABOUT A COLLEAGUE</b>	20
<b>16. ALLEGATIONS AGAINST PROFESSIONAL (STAFF AND VOLUNTEERS)</b>	21
<b>17. STAFF TRAINING</b>	21
<b>18. SINGLE CENTRAL RECORD</b>	22
<b>19. SAFER RECRUITMENT</b>	24
<b>20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS</b>	27
<b>21. PHOTOGRAPHY AND IMAGES</b>	27
<b>22. E-SAFETY</b>	28
<b>23. GROOMING - SEXUAL, CRIMINAL, RADICALISATION AND EXTREMISM</b>	29
<b>24. RECOGNISING ABUSE</b>	30
<b>25. TAKING ACTION</b>	31
Key Points for staff:	31

Notifying parents	31
Children with sexually harmful behaviour	31
Reporting directly to other agencies	31
<b>26. CONFIDENTIALITY AND SHARING INFORMATION</b>	<b>32</b>
Appendix 1 Categories of abuse	33
Appendix 2 Signs of abuse	35
Appendix 3 Female genital Mutilation	36
Appendix 4 Reporting concerns	37
Appendix 5 Safer working practices	38
Appendix 6 Live Lesson Teacher Protocols	42
Appendix 7 Live Lesson Student Protocols	44
Appendix 8 Live Lesson letter to parents, including parental protocols	45
Appendix 9 Body Map	46
Appendix 10 Record of Concern	47

## 1. POLICY INTRODUCTION

At British School Salalah (BSS) we aim to provide a safe and happy environment with a high quality of care to all pupils. We value the contribution each child makes to the life of the school and take account of an individual's needs.

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18

(Keeping Children Safe in Education – DfE, 2022)

## 2. POLICY STATEMENT AND PRINCIPLES

This policy sets out the framework to ensure the school fulfils its duty of care towards its pupils. We are committed to the promotion of community cohesion in our School at both a local, national and international level. We pledge to:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

The policy has been developed in accordance with the principles established by the following key Legislation, Statutory and Non-Statutory Guidance, UK Legislation:

- Children Acts 1989 and 2004;
- Education Act 2000;
- Working Together to Safeguard Children 2018;
- The Children and Social Work Act 2017;
- Keeping Children Safe in Education 2022;

- Working Together to Safeguard Children 2018;
- What to do if you're worried a child is being abused 2015;
- Information Sharing 2015;
- Safer Working Practices for Adults who work with Children and Young People in Education 2015;
- The United Nations Convention on the Rights of the Child;
- Omani Legislation: Oman Child Law (2014).

#### Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance. This includes physical wellbeing and safety, but also covers the mental health wellbeing of children.
- Safer children make more successful learners
- Policy will be reviewed at least annually

#### Safeguarding and Child Protection Statement

We recognise our moral and statutory responsibility and duty of care to safeguard and promote the welfare, both physical and emotional, of pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or suffering from serious harm, the school will follow, unless otherwise stated, UK Legislation and procedures based on UK best practice whilst ensuring we comply with Omani Legislation: Oman Child Law (2014).

This policy relates to concerns raised whilst the child is in school or , during remote learning or during an off-site activity.

#### Policy Principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff, including supply staff and parent volunteers, have an equal responsibility to act swiftly on any suspicion or disclosure that may suggest a child is at risk of harm
- All staff, including supply staff and parent volunteers, believe that our school should provide a caring, positive, safe and stimulating environment that promotes the physical, social, emotional and moral development of the individual child
- Pupils and staff involved in child protection issues will receive appropriate support

**Prevention:** BSS is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe.

During COVID-19 there are increased vulnerabilities and risks to the child as referred to in section 11 of this policy. It is therefore important to familiarise yourself with how to make a report a concern found in Procedure 1.

**Protection:** All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or likely to suffer, harm.

**Support:** Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

At BSS we recognise that effective safeguarding systems are those which:

- Put the child's needs first
- Provide children with a voice
- Promote identification of early help

### Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice and good levels of communication between all staff members
- To demonstrate the school's commitment with regards to child protection to pupils, parents and other partners

### Context

Unlike schools in England, British School Salalah does not have access to Child and Family Services that can support pupils and families at risk. There are no national child protection agencies or comparable social welfare agencies in Oman. Therefore, the school complies with Omani law, follows UK best practice and uses whatever resources available in Salalah in order to help protect its pupils and may seek advice and guidance from other networks depending on the issue.

### Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, emotional abuse, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable all children to have the best outcomes. (Working Together to Safeguard Children 2018).
- **Child Protection** refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm. (Children Act 1989)
- **Staff** refers to those working on behalf of the school, full or part time, in either a paid or voluntary capacity.
- **Child** refers to all children and young people who remain in education and 'on roll' at BSS.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents; foster carers and adoptive parents, nannies, drivers or legal guardians.

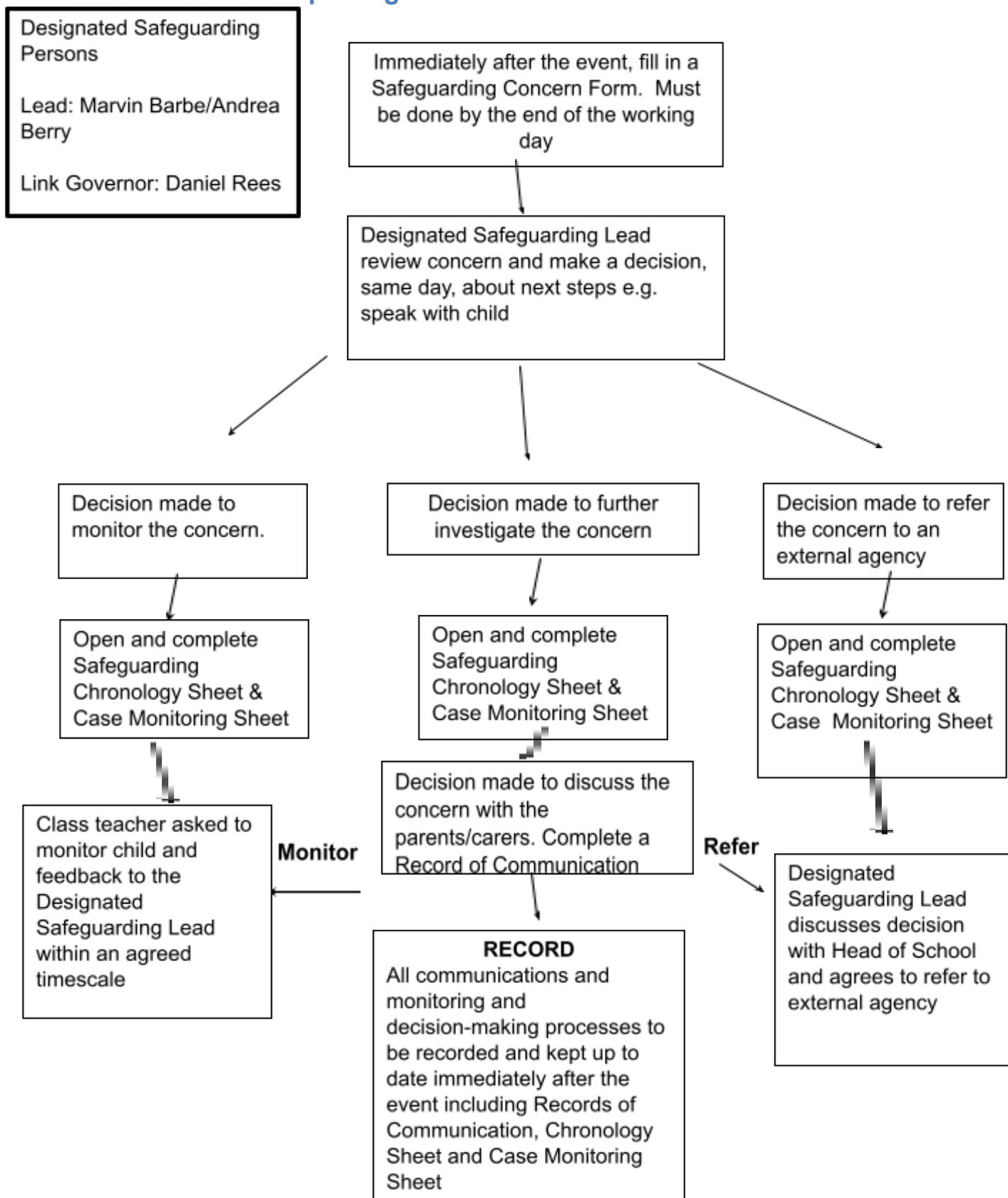
### 3. OUR SCHOOL COMMITMENT

BSS is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse or discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities and duty of care effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of suffering maltreatment, to thrive.

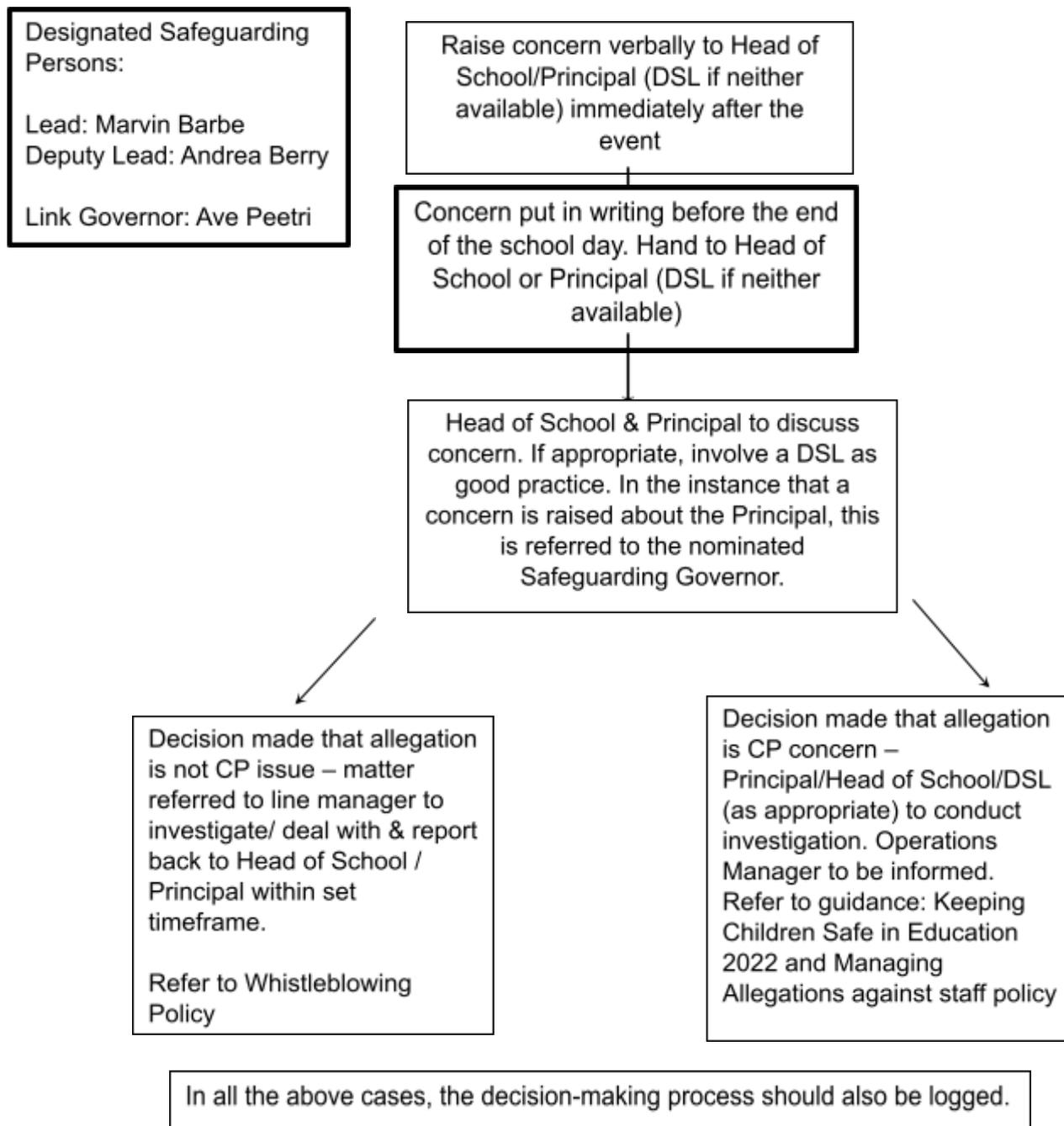
#### **Our school will therefore:**

- i. Establish and maintain an ethos where children feel safe, secure, valued and respected, confident and are encouraged to talk, knowing they will be effectively listened to
- ii. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- iii. Provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, assess the need and provide support for these children
- iv. Include, through the PSHE curriculum, activities and opportunities which equip children with the skills they need to stay safe and / or communicate their fears or concerns about maltreatment
- v. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- vi. Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- vii. Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory police check (Single Central Record).
- viii. Ensure that all staff receive appropriate training
- ix. Expect all staff to follow their professional responsibility to not discuss personal information about a child or the school with anyone outside of the school community.

## 4. Procedure 1 Reporting concerns about a child



## 5. Procedure 2 Reporting concerns about a colleague



## 6. Procedure 3 What do to if

### You suspect a pupil is at risk of harm

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, signs may be present but inconclusive (Appendix 2). In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine for staff to ask the pupil if they are OK or if they can help in any way. It is important that you do not make any promises of confidentiality to the pupil. All concerns are recorded on a [Record of Concern Form](#) (see Appendix 10) and an automatic alert sent to the DSL and HoS. If a member has a concern that a child is at risk of harm, they should discuss this with the DSL immediately and complete the Record of Concern Form. It is important to record and refer to any concern you may have to the DSL as something that seems insignificant could be the missing piece of the 'safeguarding puzzle' allowing the bigger picture to present.

If a pupil does reveal that they are being harmed, or at risk of harm, staff should follow the guidance below 'If a pupil discloses to you' and follow Reporting procedures outlined in Procedure 1.

### A pupil discloses to you (See also Reporting concerns)

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass this information – staff are not allowed to keep secrets. The point at which they tell the pupil is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

### During your conversation with the pupil staff will:

- Allow them to speak freely
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort – 'I'm sorry this has happened', 'I want to help', 'this isn't your fault', 'you are doing the right thing in talking to me'
- Not be afraid of silences – staff must remember how hard this must be for the pupil
- Under no circumstances ask leading questions i.e. "Did you get that bruise because your Mum hit you?"
- Tell the pupil that in order to help them the member of staff must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comfort to a child that has been abused.

- Avoid admonishing the child for not disclosing earlier. Saying such things as 'I do wish you'd told me when it all started' or 'I can't believe what I'm hearing' may be interpreted by the child that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go to see the DSL otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the DSL, the staff member should inform the DSL that the child will be coming to see them at some point
- Report concern verbally to the DSL immediately after the event, even if the child has promised to do it themselves.
- Following the verbal referral to the DSL you must immediately complete a Record of Concern Form.
- If you do not have access to the form, you must make a written account which will be uploaded by the DSL.
- The original written account must be handed to the DSL immediately who will keep it for reference and evidence purposes, should the referral need to be escalated.

## 7. THE EDUCATION ACT 2002

The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

## 8. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility and a duty of care to protect children and keep them safe, following the 4R's will help to do this effectively:

- Recognise – unmet needs, abuse and harm
- Respond – by alerting the DSL to any concerns
- Record – any concerns and ensure these are kept up-to-date.
- Refer – share information and refer to external agencies, as required, to safeguard and protect children

### Early Help

Due to their day-to-day contact with pupils, staff are uniquely placed to observe changes in children's behaviour and recognise the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that staff are alert to the categories of abuse (Appendix 1) signs of abuse (Appendix 2) and understand the procedures for reporting their concerns (Procedure 1 & 2).

The school takes a preventative educational approach by preparing students for modern life. Creating a culture of zero tolerance for negative behaviour that could cause children harm such as sexism, sexual violence, harassment, racism or religious hatred etc. This is

underpinned by the school's Learning Ethos, Behaviour Policy and Pastoral systems as well as the RSHE curriculum.

### The Designated Safeguarding Leads (DSL)

- Are appropriately trained
- Acts as a source of support and guidance to the school community
- Record and respond to all concerns, ensuring that all such records are kept confidentially; are **separate** from pupil records until the child's 25<sup>th</sup> birthday and are copied on to the child's next school or college
- Refers cases of suspected abuse to other agencies (Royal Oman Police; relevant Embassy) as appropriate
- Ensures that when a pupil that is subject to a child protection plan leaves the school, their information is passed to their new school
- Attends and/or contributes to child protection conferences
- Coordinates the school's child protection plans
- Monitors and provides guidance on the school's RSHE curriculum
- Develops effective links with other relevant agencies
- Ensures that all staff indicate that they have read and understood the Keeping Children Safe in Education, Part One (2022) and Safeguarding Children and Child Protection Policy on an annual basis.
- Ensures that the Safeguarding Children and Child Protection Policy is updated annually
- Liaises with the Safeguarding Governor, Head of School and Principal
- Provides an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSLs, all staff and governors; number and type of incidents/cases and number of children on the school's child protection register
- Ensures staff and governor training on Safeguarding is recorded and monitors this.
- Will make the Safeguarding and Child Protection Policy available to parents and ensure it is published on the website
- Work with the BSM Manager to ensure that the school Single Central Record (SCR) is maintained and up-to-date and that all reasonable Safer Recruitment checks are carried out

### The governing body must ensure that the school has:

- A DSL who has the 'appropriate authority' to undertake the role and who has undertaken training about their DSL role, in addition to basic child protection training
- A Safeguarding and Child Protection Policy that is consistent with BSO/ COBIS/ Ofsted requirements, as well as UK statutory guidance in Keeping Children Safe in Education (DfE, 2022) reviewed annually and made available to parents (on the school website)
- Procedures for dealing with allegations of abuse made against a member of staff including allegations made against the Head of School (Whistleblowing Policy and Managing Allegations About Staff Policy)
- Safer recruitment procedures that include the requirement for pre-employment checks
- A training strategy that ensures all staff, including the Principal and nominated governor with Safeguarding responsibilities receive child protection training, at

annual intervals; and the DSLs receive higher level additional training at two-yearly intervals

- Arrangements to ensure all temporary staff and volunteers are made aware of the school's safeguarding and child protection provision and are appropriately trained
- Considered Safeguarding implications with regard to any agenda item at all Governors meetings and that Safeguarding is a standard agenda item

The Governing Body nominates a member to be responsible for Safeguarding who will liaise with the DSL and with the Chair of governors and other relevant agencies in the event of an allegation being made against the Principal.

For the purposes of accountability, the Governing Body will receive and scrutinise the Principal's report with regards to safeguarding. This report will be signed by the Chair of Governors and any amendments accepted by the signature of the Principal.

### The Principal

- Ensures that the Safeguarding and Child Protection Policy is implemented and followed by all staff
- Allocates sufficient time and resources to enable DSL and DSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures. See Whistleblowing Policy
- Ensures that pupils' safety and welfare is addressed through the curriculum
- Provides a signed annual report to the governing body

## GOOD PRACTICE GUIDELINES

Also see Appendix 6

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which ***applies to all staff and volunteers.***

### All staff and volunteers will:

- Treat all pupils with respect
- Treat pupils as individuals
- Put the child's welfare first
- Set a good example by conducting ourselves appropriately
- Involve pupils in decisions that affect them
- Encourage positive behaviour among pupils
- Be a good listener
- Be alert to changes in pupil's behaviour
- Recognise that challenging behaviour may be an indicator of abuse
- Ask the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language

- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Be aware of and sensitive to different cultures and different communities
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as his/her mother tongue
- Share concerns immediately with DSL
- Always act in the best interest of the child or young person
- Record any concerns, however small
- Understand that their behaviour outside of school, may be challenged, should this behaviour suggest that they may be a risk to children or staff in school

## 9. ABUSE OF TRUST

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff should understand that, under the UK Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under the age of 18 may be a criminal offence, even if that pupil is over the age of consent. Under Omani Law it is an offence to have sexual relationships outside of marriage

## 10. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur

### Our school will support children by:

- Encouraging self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs
- Suffering from any form of mental health issues
- Known to be living with parents / carers suffering from any form of mental health issues

- Living in a domestically abusive situation
- Affected by parental substance misuse
- Asylum seekers
- Regularly absent from school
- Frequent movers
- Vulnerable to being bullied, or engage in bullying
- Living in temporary accommodation
- Living a transient lifestyle
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Speakers of another first language
- Children that are subject to a child protection plan

### Confidentiality

- We recognise that all matters relating to child protection are confidential
- The Principal, DSL will disclose any information about a child to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety and wellbeing
- All staff must be aware that they have a professional responsibility to ensure that they do not discuss details of a child, family or situation with anyone outside of the school community
- All staff must ensure that any discussion about a child, family or situation is conducted in a professional manner.

### Mental Health Issues

At this unprecedented time staff, pupils, parents and carers may be experiencing severe. Everyone reacts differently to events and changes in the way that we think, feel and behave vary between different people and over time.

Teachers should be aware of this in setting expectations of pupils' work where they are at home and/or on site. Equally taking into consideration their own working arrangements and workload.

Mental health issues can bring about changes in a young people's behaviour or emotional state which can be manifested in a range of different ways, and that can be an indication of an underlying problem. Staff will have special consideration for:

- Emotional state (fearful, withdrawn, low self-esteem);
- Behaviour (aggressive or oppositional; habitual body rocking);

- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

To support parents and carers, pupils and staff, British School Salalah will take into consideration the below factors:

- The importance on how to connect with and support others;
- The importance of voicing concerns;
- How to handle worries and concerns and coping strategies;
- The importance of physical wellbeing;
- The importance of sleep;
- Managing media and information;
- Understanding the facts;
- Focusing on positives and goal setting;
- Keeping an active mind;
- Worries about health and finance;
- Routine.

Should a member of staff have any concerns about the Mental Health and Wellbeing of a student at BSS, they will log this as a Pastoral Concern on the child's individual Pastoral Log. If this is completed by someone other than the class teacher the member of staff filing the Pastoral Log is responsible for alerting them. The DSL must also be alerted. The DSL and class teacher will discuss if a Pastoral Action Record is required.

## 12. THRESHOLDS FOR REFERRING TO DSL

Where a staff member should make a referral to DSL, there are two thresholds to be considered:

### Is this a Child in Need (CIN)?

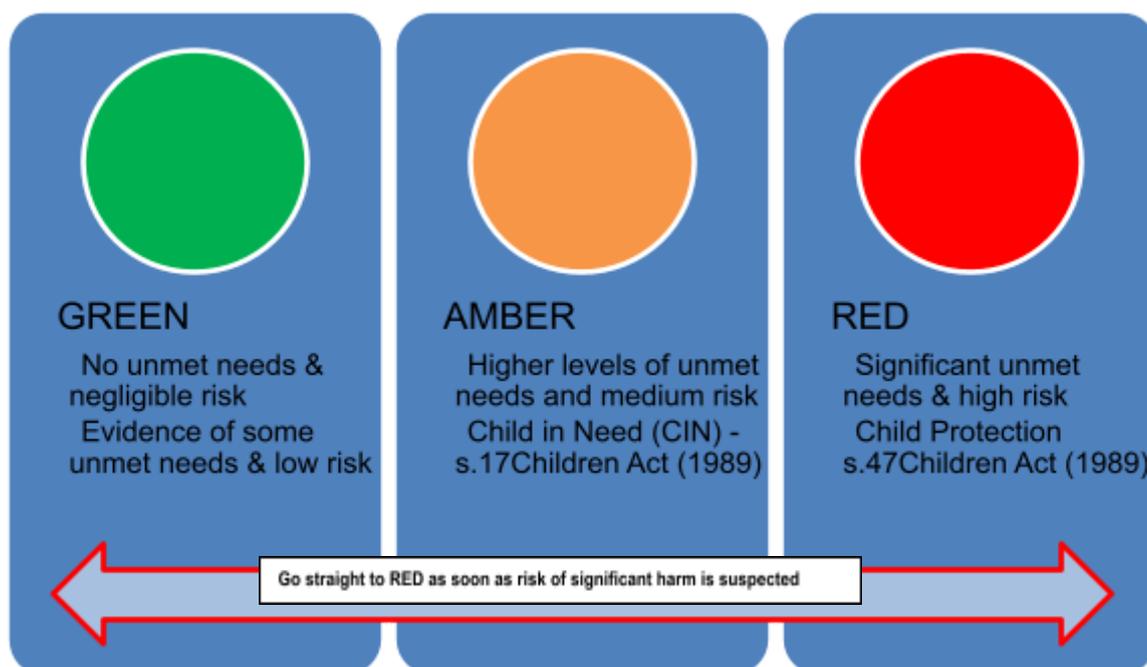
Under section 17 (s.17.(10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development without intervention
- The child's health or development is likely impaired, or further impaired, without such intervention
- The child is disabled

### Is this a Child Protection Matter (CP)?

Under section 47(1) of the Children Act 1989, a case is considered a CP Matter if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

The following Continuum of Need Response (CoNR) Framework is the model used by all staff to identify the level of help, protection and work with families required to ensure children grow up in circumstances that enable them to achieve their best outcomes.



The table below defines the three levels of the framework

Level	Risk & Need	Definition of the Level
Green	No unmet needs and negligible risk  Evidence of some unmet needs and low risk	Low level pastoral concern  Step Down from Amber
Amber	Higher levels of unmet needs and medium risk	<b>Child in Need (CIN) – s.17 Children Act 1989</b>  Child is unlikely to meet developmental milestones without intervention  Child has a variety of unmet needs and ‘underlying risk factors’ that are not being addressed, making the child vulnerable and unlikely to achieve good outcomes  Step Down from Red
Red	Significant unmet needs and high risk	<b>Child Protection (CP)</b>

		<p>Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm (<b>s.47 Children Act (1989)</b>)</p> <p>Possible unaddressed 'underlying risk factors' and the presence of 'high risk indicator(s)'</p>
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### 13. SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- Nominating separate link people for the child and member of staff for time out to deal with stress and anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Offering details of helplines, counselling or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Cooperate fully with other relevant agencies

### 14. COMPLAINTS

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Principal and governors. All members of our school community are aware and have access to our complaint's procedure.

Complaints against, or from staff are dealt with under the school's Whistleblowing or Managing Allegations Against Staff Policy.

### 15. IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil(s) are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the DSL.

All concerns about poor practice or possible child abuse by colleagues should be reported to the relevant Heads of School and Principal. Concerns about the Principal should be reported

to the nominated governor with safeguarding responsibilities. It is encouraged that the Head of School or Principal would then consult with the relevant DSL.

## 16. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed (Procedure 2). It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Head of School. Allegations against the Head of School should be reported to the Principal of BSM or the nominated governor with safeguarding responsibilities. The procedures for dealing with allegations against staff can be found in Procedure 2 of this policy. It is encouraged that the Head of School or Principal would then consult with the relevant DSL. The Whistleblowing Policy and Allegations of Abuse Policy should be read in conjunction with this Policy.

## 17. STAFF TRAINING

It is important that all staff (including supply staff and parent volunteers) have appropriate training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff and governors go through a Safeguarding Induction Process. All staff, including the Head of School and governors will receive up to date training on an annual basis and the DSL will receive training updated at least every two years. This includes Safer Recruitment training for DSLs, Safeguarding Governor, Heads of School, The Principal and the BSM Operations Manager.

### **Staff (including supply staff, governors and parent volunteers):**

As part of the wider induction process, the Operations Manager at BSM provides a Safeguarding Induction process for all staff (excluding contractors and maintenance team staff) and governors.

As part of the induction process, staff are provided with the following documentation which they must have read:

- ❖ BSS, Safeguarding Children and Child Protection Policy 2022-23
- ❖ Staff Handbook (including Staff Code of Conduct)
- ❖ Keeping Children Safe in Education, Part One (2022)
- ❖ Whistleblowing Policy

#### ❖ Managing Allegations Against Staff

Contractors and maintenance team staff receive a Safeguarding Induction by their relevant Line Manager and also receive basic training from the DSL on an annual basis.

#### **Parent Volunteers:**

- Have been given and read a [Visitors and Volunteers Leaflet](#)
- Have agreed to the Volunteer Agreement

#### **Visitors:**

- Have been given and read a Visitors and Volunteers Leaflet

The Governing body and Principal, via the Head of School, must be satisfied that every member of staff has received, read, and understood all the relevant guidance below, and have acknowledged that they have done so. Monitored by Communications Officer. Keeping Children Safe in Education 2022 states that the designated safeguarding lead should undertake Prevent awareness training. (*Keeping Children Safe in Education 2022*)

## 18. SINGLE CENTRAL RECORD

The Single Central Record is the property and responsibility of the Operations Manager at BSM and her team who are accountable for the Safer Recruitment process of all staff (including supply staff and parent volunteers). It is updated by the Communications Officer at BSS. **This is also the responsibility of the DSL.** It is evidence that schools have carried out defined recruitment and vetting checks. It must be entirely accurate at any given time and include all staff, volunteers and any person working as a contractor who is on the school site more than 4 days in a month.

The SCR will record and verify that staff, volunteers and contractors have:

#### **Staff (including supply staff):**

- Have had a police check
- Identification check
- Have given evidence of relevant qualifications
- Have provided references, one being from their most recent employer

#### **Outside agencies staff i.e. contractors:**

- Have had a police check
- ID check

#### **Parent Volunteers (before commencing volunteer work):**

- Have read and agreed to the Parent Volunteer Agreement (sent annually to all parents on Google Forms)

To support a robust single central record British School Salalah have adopted the below checklist.

<b>The Single Central Record Checklist</b>	
<b>People to include</b>	<b>Tick</b>
Teachers	
Admin Staff	
Premises Staff	
Contractors	
Agency Staff	
Support Staff	
Student and trainee teachers (if on payroll system)	
Volunteers	
Governors/Trustees/Proprietors	
<b>Minimum check expectations for employed staff</b>	
Role or Job Title	
Name of person	
Address	
Date of Birth	
Evidence of Photographic ID	
Birth Certificate Check to ensure there is no name change	
Social media and internet Checks	
Required Qualifications	
Teacher Reference Number (if applicable)	
NARIC check for international qualification	
Evidence who is undertaking checks and dates	
Enhanced DBS check and evidence who undertook the check and date	
If a DBS has not been necessary, the relevant risk assessment	

The barred list check, if it is a regulated activity. Evidence who undertook the check and date	
Prohibition from teaching check. This is for teachers and people with QTS. As best practice if a teacher is applying for a not teaching role this is still checked. Evidence who undertook the check and date	
Right to work. Evidence who undertook the check and date.	
Overseas check. Evidence who undertook the check and date.	
EEA Sanctions check. Evidence who undertook the check and date.	
S128 Check. Evidence who undertook the check and date.	
Medical fitness	
References x 2. Evidence who undertook the check and date.	
Phone Reference	
Risk Assessments	
<b>Additional Checks</b>	
Safer recruitment training	
Safeguarding training	
First aid training	

## 19. SAFER RECRUITMENT

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the UK guidance in Keeping Children Safe in Education (2022) and the school's individual procedures. In addition to this we have established links with British Schools in the Middle East (BSSE) and with the Council of British International Schools (COBIS). This enables us to maintain current procedures relevant to international schools.

CPNI is used, if needed, to support background checks if DBS is not available.

<https://www.cpni.gov.uk/>

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding Children and Child Protection Policy.

All staff sign to confirm they have read, understood and have adopted the expectations and principles of safeguarding children and safer working practices.

Safer Recruitment applies to all staff including new and existing.

In response to COVID-19, the Disclosure and Barring Service (DBS) have implemented COVID-19: Changes to DBS ID checking guidelines – 24 March 2020 which minimises the need for face-to-face contact.

If British School Salalah recruits a new member of staff during this time we will continue to follow the checking and risk assessment process as set out in Keeping Children Safe in Education.

Under no circumstances will a new staff member or volunteer who has not been checked be left unsupervised or allowed to work in our school especially those in regulated activity.

British School Salalah have implemented a protocol for safer recruitment as show below:

1	Post the job advert online via the school website
2	Applicants to apply via the HR email. All applications must include:- a. Completed school application form b. CV c. Covering letter
3	Initial sift of all applications are carried out by the BSS Communications Officer
4	Suitable applications are sent to the Head of School for shortlisting and then the decision is made to interview.
5	Interviews are then conducted by the Head of School and another person with senior responsibilities and at least one member is Safer Recruitment trained.  Interviews with candidates are to include at least 2 Safeguarding questions.  Example: Q1. Motivation for working with children/young people in education. Q2. Background: cross-checking profile and exploring patterns of movement. (Ask about arrests as opposed to convictions)
6	An offer letter is sent to the successful candidate, including a contract of employment and a request for all documentation from the individual. This letter will contain a clause 'subject to all relevant and required documentation being provided and verified'.

	<p>References are sought prior to the interview.</p> <p>Example Questions to referees:  Q1. Did any of the candidate' colleagues, students or parents express such concerns  Q2. Would you rehire the candidate? (why or why not according to the response received).</p> <p>A full file for the employee will be created on the SCR and will include at least 2 references and Police clearance certificates.</p> <p>Verification of the reference from the candidate's most recent employer is carried out via a phone reference check.</p>
7	<p>Upon acceptance, a new member of staff notification is sent to key staff to inform them of the appointment and to make all current staff aware of the new employees' identity.</p> <p>Job descriptions are in place and fit for purpose for all employees.</p>
8	<p>Relevant checks to be undertaken are:</p> <ul style="list-style-type: none"> <li>● An identity check</li> <li>● Checks that birth certificates correspond with both passport and qualifications. If not, why has there been a name change?</li> <li>● A barred list check</li> <li>● An enhanced DBS check</li> <li>● A medical fitness check</li> <li>● A prohibition from teaching check is carried out for all engaged in 'teaching work', whether a qualified teacher or not</li> <li>● Further checks on people living or working outside the UK/Dubai</li> <li>● A check of professional qualifications</li> <li>● A check to establish the person's right to work in the UK/Dubai</li> <li>● S128 check for people in management positions</li> <li>● For agency workers, a check is undertaken to ensure the person presenting at the School is the same person the agency has provided vetting checks for</li> <li>● Check of EEA sanctions via the NCTL's Teacher Services system</li> <li>● All governors have had an Enhanced DBS check, and this is recorded</li> <li>● Digital screening</li> </ul>
9	<p>At the first available opportunity, prior to starting or as near to the first day as possible, the individual will receive in house contextual safeguarding and child protection Training.</p>
10	<p>An induction will be carried out by a line manager for every new starter.</p>

This policy should be read in conjunction with the Safer Recruitment handbook.

## 20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities (Enrichment; trips; visits) are provided by and managed by the school, our own Safeguarding Children and Child Protection Policy and Trips Policy apply. If other organisations provide services or activities on our site, during the school day (7:15-2:15), we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend school-led off-site activities, we will check that effective child protection arrangements are in place. If we are not sure whether this is the case then we must consult with the DSLs.

Whether a child is educated at home or in school, every member of staff and or volunteers hold a duty to report any concern they may have.

**British School Salah** continues to adhere to the reporting procedures as outlined in this Policy.

## 21. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Where this might not be the case, we ensure that we have safeguards in place.

Consent for BSS staff to photograph and/or video pupils is given by way of the school's Home School Agreement: "Understand that we would like to use photographs and videos of pupils to share with parents on our website and social media. If Parents do not want their child's photo to be used or for them to appear in videos, they will notify the school in writing.". A record of pupils who are exempt from having their image shared is kept by the Communications Officer and shared with DSL and the appropriate staff.

**Staff will not use their own devices to photograph children.**

To protect pupils, staff will:

- seek their consent for photographs to be taken or published (for example on our website or in newspapers or publications)
- seek written parental consent
- we will not use the pupil's name with any images
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- staff will only store images on school computers or other school devices
- neither staff, governors, parents nor children may use their own mobile phones to take photographs or videos

Parents are asked to abide by the Etiquette Guidance for Using Images and Social Media (Appendix to Home School Agreement).

## 22. E-SAFETY

The School's Acceptable Use of ICT Agreement in the Primary and Senior School supports students in keeping safe online.

Children and young people may unknowingly engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are provided with secure learning platforms where they can learn the skills needed to use communication technology safely.

Pupils are supported in using technology safely through the PSHE and ICT curriculum, to include CSE and CCE where appropriate across the school.

The Acceptable Use of ICT Agreement for Primary and Senior is shared and acknowledged by all students and staff on an annual basis.

In response to COVID-19 many pupils will have an increased use of the internet which may put them at an increased risk. British School Salalah will continue to provide a safe online working environment for our pupils.

Where possible British School Salalah will continue to operate an appropriate firewall, filtration and monitoring system. Staff have been trained and are aware of the signs and signals of cyberbullying and other online risks including child-on-child abuse.

British School Salalah has an appointed IT support officer Mr Les Jonson whose contact details are [jonsonl@britishschoolmuscat.com](mailto:jonsonl@britishschoolmuscat.com)

British School Salalah has taken guidance from the UK Safer Internet Centre to keep children safe whilst online.

British School Salalah will continue to remain vigilant to signs and symptoms of such abuse taking place.

British School Salalah has completed a risk assessment for an off and on site education provision and continues to adhere to and follow Part 5 of Keeping Children Safe in Education.

Special consideration has been given to, but not limited to:

- Children educated off site;

- The use of the internet;
- Children being educated in mixed age groups;
- Increased vulnerabilities during this time.

All pupils at British School Salalah are aware who to speak to if they have a concern.

BSS may use Live Conferencing to connect with pupils

Before conducting a Live Conference, the following will happen:

- All staff receive training on how to conduct a safe Google Meet
- All staff to understand that they will conduct a Live Conferencing Session by adhering to the Staff Protocol document
- All parents sign a Parental Consent form to allow their child to take part in Live Conferencing and to agree to their parental responsibilities.
- All students to follow the Student Protocols during the Live Conferencing Session
- Should staff be concerned about anything they see or hear in the Live Conferencing pilot, they will continue to follow the Child Protection and Safeguarding Policy to record concerns and inform the DSL

See Appendixes 6, 7 and 8 for full details.

## 23. GROOMING - SEXUAL, CRIMINAL, RADICALISATION AND EXTREMISM

**Child Sexual Exploitation (CSE)** is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. They may trust their abuser and not understand that they're being abused.

**Child criminal exploitation (CCE)** is a growing issue where gangs target vulnerable **children** to get them to carry out **criminal** activity. In the UK, this may be referred to as "County Lines".

**Radicalisation** is defined as the act or process of making a person more radical or favouring the extreme of fundamental changes in political, economic or social conditions, institutions or habits of the mind.

**Extremism** is defined as the holding of extreme political or religious views.

BSS is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against any of the above forms of grooming is no different from safeguarding against any other vulnerability.

The school has a zero tolerance approach to extremist behaviour for all school community members and will rely on the school's strong values to steer work and ensure the pastoral care of our children protects them from exposure to negative influences.

The school, through its training cycle, is aware that the internet and in particular social media is being used as a channel to influence and, in extreme cases, groom children and young

people. Furthermore the school is aware that vulnerable children can be exploited and 'groomed' by older young people and adults and will:

- Consider and discuss the threats of any type of grooming
- Ensure that any type of grooming is effectively embedded in safeguarding practice
- Consider how the threat of any type of grooming through the internet and social media is being addressed
- Review e-safety education in the light of these widening and extreme risks

## 24. RECOGNISING ABUSE

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitutes abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, by failing to act to prevent harm, by leaving a small child home alone. It should also be recognised that emotional abuse is a safeguarding concern and should also be reported to the DSL.

The four main categories of abuse are: physical, emotional, sexual and neglect, descriptors and indicators can be found in Appendix 1-2. Please also note Appendix 3 WHO FGM Fact sheet.

## 25. TAKING ACTION

Also see [Taking Action - Guidance](#)

**Key Points for staff to remember for taking action are:**

- Report your concern to the DSL by the end of the working day
- Record using Record of Concern Form
- Do not start your own investigation
- Share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed

### Notifying parents

The school will normally seek to discuss any concerns about a pupil with the parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice will first be sought from an external agency.

Decision making process will be recorded on the Safeguarding Chronology Sheet.

### Child on child Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's behaviour policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than behaviour procedures.

### Children with sexually harmful behaviour

The care of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Other forms of abuse, Forced Marriage and Female Genital Mutilation (FGM) are becoming more common and school staff should be made aware of these forms of abuse (Appendix 3)

### Reporting directly to other agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with ROP / relevant Embassy if:

- the DSL/ Head of School consider it to be beneficial or relevant
- the situation is an emergency and the DSL and the Head of School are not available
- they are convinced that a direct report is the only way to ensure the pupil's safety

## 26. CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence or affect the reputation of BSS.

Staff should only discuss concerns with DSL and the Head of School. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Accurate, adequate, relevant and not excessive
- Secure
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Records of Safeguarding Concerns will be logged on a Record of Concern Form and tracked on a spreadsheet only accessible to the DSL and Head of School.
- Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by their nature of portability, could be lost or stolen.
- Child protection information will be stored separately from the pupil's school file.

- Child protection records are normally exempt from disclosure provisions of the Data Protection Act , which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head of School or DSLs.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies or government bodies, where that information may help to protect a child.

The school's Data Protection Policy is available to parents and pupils on request. British School Salalah is currently drafting an information sharing policy.

## Appendix 1 Categories of abuse

### Physical

A form of abuse which causes physical harm to a child  
May also be caused when a parent fabricates or deliberately induces illness in a child

### Emotional

When persistent emotional maltreatment causes adverse effects on the child's emotional development  
Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone

### 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

### Sexual

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. Includes peer on peer abuse.  
May involve non-contact activities such as involving the child or young person in looking at, in the production of, sexual images, watching sexual activities, encouraging the child / young person to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

## Appendix 2 Signs of abuse

### Physical indicators

Bruising; Bite Marks; Burns / scalds  
 Fractures in non-mobile children  
 Injuries in unusual areas (e.g. soles of feet) or with defined edges  
 Old injuries / scars  
 Inconsistent explanations  
 Refusal to discuss injuries  
 Arms & legs kept covered (not normally covered)  
 Reluctance to remove clothing for PE  
 Inadequate clothing for weather / child size  
 Underweight for age / stage / erratic growth patterns  
 Poor / lack of muscle tone  
 Frequent school absences  
 Poor health / unattended medical or dental problems  
 Lack of energy / unexplained lethargy  
 Persistent body odour  
 Self harm including eating disorder

### Behavioural Indicators

Behaviour inconsistent with age & stage of development  
 Developmental delay (including bed wetting)  
 Aggression  
 Withdrawn  
 Low self-esteem  
 Lack of confidence  
 Self harm including eating disorder  
 Change in handwriting / Drawings of a sexually explicit nature  
 Promiscuity / precociousness  
 Inappropriate sexualised conduct  
 Sexually explicit behaviour  
 Reluctance to remove clothing or participate in PE  
 Flinching when touched  
 Emotionally needy / attention seeking  
 Has difficulty forming & maintaining relationships  
 Abnormal attachment to parent / carer  
 Inappropriate emotional response  
 Reluctant to go home / for school to contact parents  
 Stealing or begging from others  
 Parents uninterested in progress / development  
 Parents undisturbed by an accident / injury / medical condition

## Appendix 3 Female genital Mutilation

## WHO Fact sheet Updated February 2016

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### Key facts

- Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.
  - The procedure has no health benefits for girls and women.
  - Procedures can cause severe bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths.
  - More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East and Asia where FGM is concentrated  
([http://www.unicef.org/media/files/FGMC\\_2016\\_brochure\\_final\\_UNICEF\\_SPREAD.pdf](http://www.unicef.org/media/files/FGMC_2016_brochure_final_UNICEF_SPREAD.pdf). UNICEF New York 2016)
  - FGM is mostly carried out on young girls between infancy and age 15.
  - FGM is a violation of the human rights of girls and women.
- 

Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

FGM is recognized internationally as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (young girls between infancy and the age of 15, most commonly before puberty starts) and is a violation of the rights of children. The practice also violates a person's rights to health, security and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment, and the right to life when the procedure results in death. The practice is illegal in the UK.

### Procedures

Female genital mutilation is classified into 4 major types.

- **Type 1:** Often referred to as **clitoridectomy**, this is the partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals), and in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- **Type 2:** Often referred to as **excision**, this is the partial or total removal of the clitoris and the labia minora (the inner folds of the vulva), with or without excision of the labia majora (the outer folds of skin of the vulva )
- **Type 3:** Often referred to as **infibulation**, this is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the labia minora, or labia majora, sometimes through stitching, with or without removal of the clitoris (clitoridectomy)

- **Type 4:** This includes all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Deinfibulation refers to the practice of cutting open the sealed vaginal opening in a woman who has been infibulated, which is often necessary for improving health and well-being as well as to allow intercourse or to facilitate childbirth.

### **No health benefits, only harm**

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. Generally speaking, risks increase with increasing severity of the procedure.

Immediate complications can include:

- severe pain
- excessive bleeding (haemorrhage)
- genital tissue swelling
- fever
- infections e.g., tetanus
- urinary problems
- wound healing problems
- injury to surrounding genital tissue
- shock
- death

Long-term consequences can include:

- urinary problems (painful urination, urinary tract infections);
- vaginal problems (discharge, itching, bacterial vaginosis and other infections);
- menstrual problems (painful menstruation, difficulty in passing menstrual blood, etc.);
- scar tissue and keloid;
- sexual problems (pain during intercourse, decreased satisfaction, etc.);
- increased risk of childbirth complications (difficult delivery, excessive bleeding, caesarean section, need to resuscitate the baby, etc.) and newborn deaths;
- need for later surgeries: for example, the FGM procedure that seals or narrows a vaginal opening (type 3) needs to be cut open later to allow for sexual intercourse and childbirth (de-infibulation). Sometimes genital tissue is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing both immediate and long-term risks;
- psychological problems (depression, anxiety, post-traumatic stress disorder, low self-esteem, etc.).

<http://www.who.int/mediacentre/factsheets/fs241/en/>

## Appendix 4      Recording concerns

It is important that concerns are raised immediately. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Do not use email to send your concern. Record all concerns through the Record of Concern Form. Print and complete a Body Map and pass to the DSL if necessary.
- Make sure the concern is given **in detail** and in the child's own words.
- Don't report what other people have told you - they must raise their own concerns.
- Remember that the information received is used in investigations as a primary source, so they must be complete and accurate.
- If you jotted notes down on a piece of paper whilst talking to the student or immediately afterwards, also pass this to the DSL.
- Please alert the DSL verbally. It can take several hours to deal with even urgent concerns and the earlier we start the better.

## Appendix 5 Safer working practices

### Introduction

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Whether working in a paid or voluntary capacity, staff have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect.

### Legislation Guidance

The Children Act 1989

Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014

Keeping Children Safe in Education 2022 Part One only (DfE).

Working Together To Safeguard Children July 2018 (DfE)

### What should staff do?

#### Duty of care

You must understand the responsibilities which are part of your employment, and be aware that sanctions will be applied if these provisions are breached.

Always act in the child's best interests.

Avoid any conduct which would lead any reasonable person to question your motivation and intentions.

Take responsibility for your own actions and behaviour.

Ensure BSS's Safeguarding Children and Child Protection policies and procedures are adopted, implemented and monitored.

Ensure that Staff Codes of Conduct and practices are continually monitored and reviewed (DSLs).

Ensure that where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures (DSLs).

Foster a culture of openness and support. (DSLs).

Ensure that systems are in place for concerns to be raised. (DSLs).

Ensure that there are effective recording systems in place which confirm discussions, decisions and the outcomes of any actions taken. (DSLs).

Ensure that adults are not placed in situations which render them particularly vulnerable. (DSLs.)

Ensure all adults have access to and understand this guidance and related policies and procedures. (DSLs).

Ensure that all job descriptions and person specifications clearly identify the competences necessary to fulfil the duty of care. (DSLs/Operations Manager).

### Conduct/responsibility/dress and behaviour

#### ***You should wear clothing which promotes a positive and professional image***

You should not:

Behave in a manner which would lead any reasonable person to question your suitability to work with children or act as a role model.

Fail to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

Make sexual remarks to, or about, a pupil (including email, text message, phone or letter).

Discuss your own sexual relationships with or in the presence of pupils.

Discuss a pupil's sexual relationships in an inappropriate setting or context.

Make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate or which might be interpreted as such.

Wear clothing which is inappropriate to your role.

Wear clothing which is likely to be viewed as offensive, revealing, or sexually provocative.

Wear clothing which distracts, causes embarrassment or gives rise to misunderstanding.

Wear clothing which is considered to be discriminatory or culturally sensitive.

Wear clothing which promotes any political or otherwise contentious slogans.

See Staff Handbook guidance on dress code

### Gifts rewards, favouritism and exclusion

Ensure gifts received or given in situations which may be misconstrued are declared

Gifts given to an individual pupil are part of the school's agreed reward system

Ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff (Safer Recruitment)

### Social contact

You should:

Consider the appropriateness of social contact according to your role and nature of your work.

Advise senior leadership of any social contact you have with a child or a parent with whom you work, which may give rise to concern.

Report and record any situation which may place a child at risk or which may compromise the organisation or your own professional standing.

Understand that some communications may be called into question and need to be justified.

### Physical contact

Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.

Never touch a child in a way which may be considered indecent.

Always be prepared to report and explain actions and accept that all physical contact will be open to scrutiny.

Do not indulge in 'horseplay'.

Always encourage children, where possible, to undertake self-care tasks independently.

Understand that physical contact in some circumstances can be easily misinterpreted.

#### Trips and outings (see Trips Policy)

Always have another adult present in out-of-workplace activities, unless otherwise agreed with a senior manager.

Undertake risk assessments in line with the organisation's policy where applicable.

Have parental consent to the activity.

Ensure that your behaviour remains professional at all times.

Never share beds with a child, children or young people.

Do not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with a senior manager, parents, children and young people.

#### One-to-one situations (refer to Working Alone Policy)

Ensure that when lone working is an integral part of your role, full and appropriate risk assessments have been conducted and agreed.

Avoid meetings with a child or young person in a remote or secluded area.

Always inform other colleagues and/or parents or carers about contacts beforehand, assessing the need to have them present or close by.

Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.

Always report any situation where a child becomes distressed or angry to a senior colleague.

Carefully consider the needs and circumstances of the child/children when in one-to-one situations.

#### Photography and videos

Avoid making images in one-to-one situations or which show a single child with no surrounding context.

Staff should not use personal mobile devices to photograph children / young people

Only use equipment provided or authorised by the organisation.

Parental permission to be sought in all cases.

#### Whistle blowing

Be aware of procedures relating to Whistleblowing. (See Whistleblowing Policy).

Ensure that there are clear procedures for dealing with allegations against staff which are in-line with the School's Safeguarding Children and Child Protection Policy. (See Managing Allegations against Staff Policy).

Report any behaviour by colleagues that raises concerns regardless of source.

#### Sharing concerns and recording incidents

You should be familiar with BSS's system for recording concerns.

BSS has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace.

### Use of technology

If you use social media make sure details are not shared with children and young people.

Privacy settings must be set at a maximum.

You should only use school based platforms to communicate with a child or young person (refer to the school's policy on the use of social media) or to share images or videos of children.

You should not use personal mobile or mobile apps to engage in dialogue with children and young people.

You should not give your personal contact details to children or young people, including your mobile telephone number and details of any blogs or personal websites.

## Appendix 6 – Live Lessons Teacher Protocols

To create a safe environment for our students when engaging in a live video session all staff are required to comply with the following protocols:

- BSS must have received written consent from parents for all students to access the live face to face video session. This will come through a Google Form shared with parents. Without the parents' permission, a child **should not** attend a live video session. Teachers must ensure that BSS has written parental consent before commencing live video sessions with students.
- Teachers should familiarise themselves with the functions of Google Meet, including the privacy and mute settings. Live video sessions should be broadcast from an environment that is quiet, safe and free from distractions. Please ensure you are in professional dress.
- Any live video sessions should take place in school time between 7:45am - 1:45pm and must be hosted and supervised by the class teacher at all times.
- For Senior School, when a live video session is finished, the students should exit Google Meet first. The teacher should close the session once the session is complete and all the students have exited the live video session.
- Any pastoral/safeguarding concerns that arise during a live video session should be passed on in the normal fashion as per the safeguarding guidelines.
- In the Senior School as students will most likely be alone during live video lessons, the live video session must be recorded. British School Salalah will receive written permission from all parties before recording a session. If for whatever reason this fails, the Safeguarding team must be informed. In regards to the Primary School, it does not have this facility and we would expect there to be an adult in the vicinity of the student during the live video sessions.
- The first live video session should start with the teacher explaining the protocols and parameters of the live video sessions. In subsequent sessions the first few minutes of each live video session should start with a brief reminder of the expectations, rules and regulations which keep students and teachers safe online.

### Managing Behaviour

1. **First Warning** - If a student is disrupting the session, issue the first warning to the student.
2. **Second Warning** - If a student continues to disrupt the session, issue a second warning to the student.

- 3. Removal** - If the action continues, announce to the student that you are removing them from the live video session. Remove the student from the session. Pass a message onto the year leader for appropriate action.

If 3 removals occur within any half term, the student may be banned from participating in any further live video sessions that half term or until further notice.

### **Information for parents regarding the storage of data from the live video recordings Where will the data be stored/saved?**

The data is stored in the BSS Google Cloud instance. We cannot guarantee the physical location because cloud technology, by design, is very fluid and adaptive. An example of this is, if the electricity goes out in one part of the world where our data centre is, the instance simply moves to another part of the world into a different data centre and our access continues.

### **What measures are taken to protect the data?**

British School Salalah takes data protection very seriously, we have a number of measures in place to protect our data against physical and digital infiltration.

#### **Local & Cloud**

- Our local physical servers are kept in a specifically designed and built facility under lock and key.
- We ensure staff and student passwords are regularly reset and maintain a minimum complexity requirement.
- We purchase annually Secure Socket Layer (SSL) certificates for all the sites we manage to ensure any transmission of data between you and our services is secure.
- Our agreement with our Google Cloud supports BSS to ensure that data leakage out of cloud services does not occur, Google Cloud services has robust credential security processes with tools in place to proactively detect and block intrusion attempts.
- We backup our network on a daily basis, this backup requires 2-factor password authentication to access.

### **How long will the data be saved before it is deleted?**

In principle, data should only be kept as long as absolutely necessary, this is following our closest reference point for this region being the European Union - General Data Protection Regulation (GDPR) guidelines. However, as the primary purpose of recording these sessions is of a safeguarding nature, BSS views this as necessary to retain long term so we reserve the right to retain this data up to 25 years, to support any future investigations or allegations.

## Appendix 7 – Live Video Session Student Protocols

- During the normal school timings, I will only use live video sessions for classwork purposes as directed by my teacher.
- I will only use live video sessions when my parents have given consent. I will not reveal my passwords to anyone.
- I will be responsible for my behaviour and actions when using live video sessions (Google Classroom, Google Meets and other interactive applications) this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using live video sessions is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parents.
- I will not record or take photos of my classmates or teachers during a live video session.
- I understand that when using Google Classroom and any other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- I understand that for my safety, live video sessions are recorded.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school will follow normal disciplinary measures and my parents may be contacted.

### **Google Meet**

When using Google Meet, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Live video sessions should be done from an environment that is quiet, safe and free from distractions.
- Be on time for your sessions.
- Be ready for sessions i.e. have gone to the toilet beforehand and have the equipment you need to work.
- Mute my sound as instructed.
- Keep my camera on unless told otherwise.
- If you have to leave the session/laptop for any reason, inform the class teacher
- Be dressed appropriately for learning. No pyjamas, no swimwear, take note of Oman's cultural expectations surrounding clothing.

- Remain attentive during sessions.
- Interact patiently and respectfully with your teachers and peers.
- Provide feedback to teachers about your experiences and any relevant suggestions.
- Make sure you end the session as soon as the teacher indicates to do so.

## Appendix 8 – Live Lesson letter to parents, including parent protocols

In order to be ready for the start of term, we are now putting processes in place to support online learning until blended learning starts in November 2020. A key component of the Online Learning provision in both the Senior and Primary schools will be live video sessions so we require your consent.

See here: [Live Video Sessions Student Protocols](#)

Your child is expected to read and discuss the [Acceptable Use of ICT Agreement Primary/Acceptable Use of ICT Agreement Senior](#) with you, and then to follow the terms of the policy. Any concerns or queries should be directed to the School Office.

To facilitate live video sessions during this period, parents should support by:

- Ensuring access to a strong and fast internet connection wherever possible
- Provide a workspace that is quiet, safe and free from distractions with an adult nearby.
- Making sure your child is dressed appropriately
- Ensuring that any live video sessions are only between the teachers and the students.

Any parent to teacher communication should be in the usual manner via the Primary/Senior School Office.

Parents may not record, share or comment on public forums about individual teachers.

By completing this Google form, you give permission for your child to attend live video sessions with British School Salalah staff.

Jenny Maslen  
Head of School

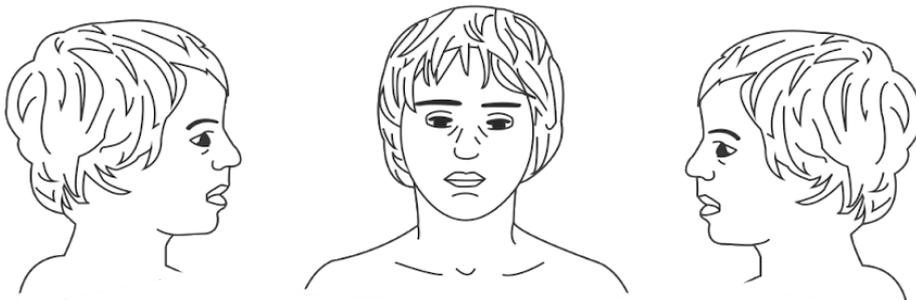
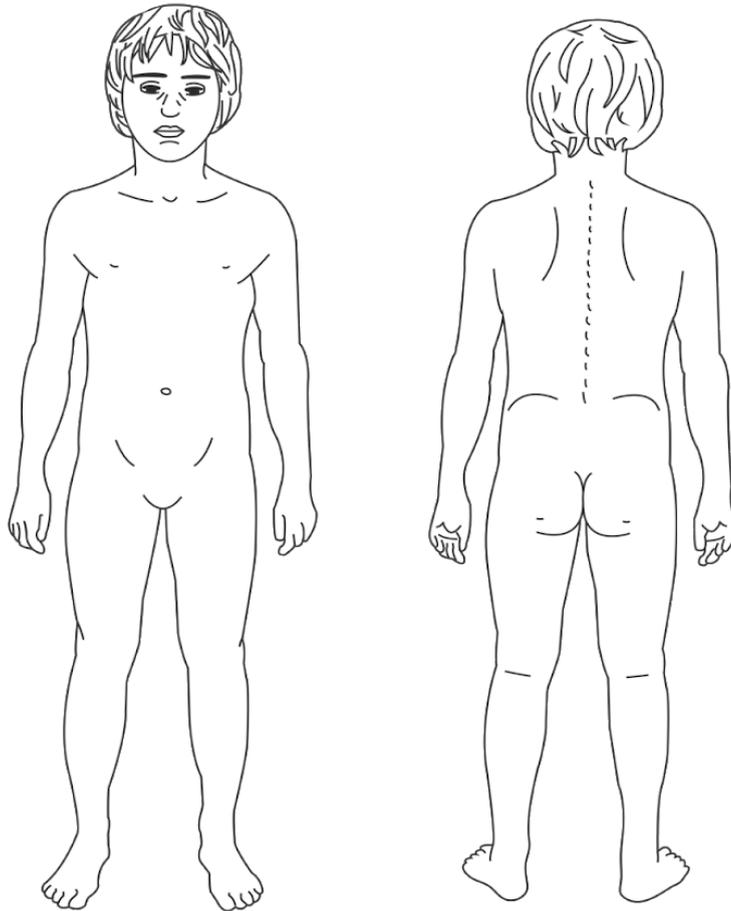
Please complete one form per child. You will be emailed a confirmation of the form after completion.

## Appendix 9 - Body Chart

### Body Chart

**This chart must be used together with the Concern Form**  
Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name \_\_\_\_\_



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Observations made by \_\_\_\_\_ Signed \_\_\_\_\_ Date \_\_\_\_\_

Once completed attach this body chart to the Concern Form

## Appendix 10 - [Record of Concern](#)

### Record of Concern Form 2020-21

Please complete this form if you have any concerns about a student  
Your email address will be recorded when you submit this form.  
Not [maslenj@britishschoolsalsalah.com](mailto:maslenj@britishschoolsalsalah.com)? [Switch account](#)

**Student name**

Your answer \_\_\_\_\_

**What Year is the student in?**

Your answer \_\_\_\_\_

**Date of concern**

Date  
mm/dd/yyyy 

**Time of concern**

Time  
\_\_ : \_\_

**Member of staff noting concern**

Your answer \_\_\_\_\_

**Please give full details of the concern**

Your answer \_\_\_\_\_

**Would you like feedback about this concern?**

Yes

No

A copy of your responses will be emailed to [maslenj@britishschoolsalsalah.com](mailto:maslenj@britishschoolsalsalah.com).