

## Safeguarding Policy

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## Preamble

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. Artemis Education endorses the UN Convention on the Rights of the Child.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. Educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the relevant services needed to remedy any situation that constitutes child abuse or neglect.

The following sources of information were consulted to draft this policy:

- The United Nations Convention of the Rights of the Child (UNCRC)
- International Taskforce on Child Protection (ITFCP)
- Council of International Schools (CIS)
- International Taskforce on Child Protection (ITFCP)
- Council of British International Schools (COBIS)
- Keeping Children Safe in Education, DFE 2022
- Association of International Schools in Africa (AISA)
- Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies DFE, 2013
- Childsafeguarding.com
- 112safeguarding.com
- The Safeguarding Alliance

## Policy statement

This policy is intended to provide a basis for safeguarding practice at all Artemis schools. As part of our commitment to our communities, we hold social and emotional wellbeing and the protection of students at the centre of our shared responsibilities.

As adults involved in education, we have a professional, legal, and ethical obligation to identify children and young people who are in need of protection or help, and to follow procedural steps to ensure that the child and family avail themselves of the relevant services needed to remedy any situation that constitutes child abuse or neglect.

ACS DOHA seeks to be a haven for students who may be experiencing abuse or neglect in any aspect of their lives. While schools are not social care centres, they act *in loco parentis* for many children

and have a duty of care that extends beyond the classroom. ACS DOHA is in a position to identify and act on abuse that friends or family may not be identifying.

Staff employed at Artemis Education and Artemis schools must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering, abuse or neglect.

We recognise that:

- the welfare of children and young people is paramount in all the work we do and the decisions we take;
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare;
- all children and young people, regardless of age, disability, gender, race, religion, belief or sexual orientation have an equal right to protection from all types of harm or abuse;
- some children and young people are additionally vulnerable because of trauma, level of dependency, communication needs or other issues. Extra safeguards may be needed to keep these children safe.

Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy.

Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency and/or to local authorities.

ACS Doha will also:

- publish their commitment to safeguarding on school websites
- distribute this policy annually to all parents and applicants
- communicate this policy and school procedures annually to students
- provide certified training for all staff
- make every effort to implement hiring practices to ensure the safety of children, and review the safeguarding policy and practice annually for compliance and effectiveness.

## Related documents

This policy should be read in conjunction with other Artemis Education policies, procedures, guidance, and related documents including:

- Staff Professional Code of Conduct
- Student Code of Conduct
- Anti-Bullying policy
- Recruitment Policy
- Whistleblowing guidelines

## Definitions

### *Legal framework:*

Child abuse can be categorised as:

- neglect
- physical abuse
- sexual abuse
- emotional abuse

The maltreatment of a child may be caused through:

- direct action
- indirect action
- failure to act to prevent harm

### **Core Definitions for Safeguarding Policy**

- Child / Student - Any person under the age of 18 years. For the purpose of this policy, all enrolled students are considered children regardless of age, unless national law specifies otherwise.
- Safeguarding-The broader responsibility to ensure children's safety, health, and well-being, including proactive measures to prevent harm, create a safe learning environment, and promote welfare.
- Child Protection-A specific subset of safeguarding focused on responding to actual or suspected harm, abuse, neglect, or exploitation.
- Designated Safeguarding Lead (DSL)-The senior staff member appointed by the school to manage safeguarding and child protection concerns, ensure training, liaise with authorities, and maintain secure records. For ACS Doha, the DSL is Ben Burgess. A full safeguarding committee is composed of school counselors, head of school, and Learning Support Coordinator

### **What is abuse?**

Definitions of abuse are complex and based in various cultures of child-rearing behaviours, gender and role responsibilities, and social expectations. Abuse is dependent on a relationship that is used to meet the need of a more powerful person, either a member of the family, a teacher, or a friend. Abuse may be direct, indirect or result from awareness of harm and a failure to act on it. Research guides much of the definitions of abuse, based on a contextualised understanding of the impact of certain behaviours.

Abuse includes:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or ACS DOHA policy; and/or

- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible Indicators of abuse include:

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colours)
- Injuries reflecting shape of article used (electric cord, belt, buckle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures

Child on child abuse is common, and can include:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- gender-based violence
- consensual and non-consensual sharing of nude and semi-nude images and/ or videos (also known as sexting or youth produced sexual imagery), including upskirting and voyeurism
- Online abuse can also take the form of abusive, harassing, misogynistic messages and sharing abusive images to those who do not wish to receive such content.

### What is neglect?

Neglect is failure to provide for a child's basic needs and may be:

- Physical, e.g., failure to provide necessary food or shelter, or lack of appropriate supervision. This would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period; and/or
- Medical, e.g., failure to provide necessary medical or mental health treatment; and/or
- Emotional, e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats and so on.

Possible Indicators of neglect:

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from ACS DOHA
- Child does not want to go home
- Both parents or legal guardians are absent from home for any period of 24 hours or greater
- Parents or legal guardians cannot be reached in the case of emergency

## What is sexual abuse?

Sexual abuse is committing, or allowing to be committed, any sexual offence against a child as defined in either the criminal code of the host country or school policy, or intentionally touching, either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or childcare purposes.

Sexual abuse has specific characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt, and shame for the sexual behaviour of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Possible indicators of sexual abuse:

- Sexual knowledge, behaviour, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes
- Fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

## Other instances of abuse:

### *Abuse of children with Special Educational Needs or Disabilities*

Staff should be extra vigilant and report any and all concerns about a child with Special Educational Needs or Disabilities as there are additional barriers that can make it more difficult to spot the signs of abuse. A child with SEND may be more susceptible to bullying and disproportionately impacted by such behaviour.

### *Female Genital Mutilation (FGM) and Forced Marriages (FM)*

FGM is child abuse and a form of violence against women and girls. Forced Marriage is a marriage conducted without the valid consent of one or both parties when someone feels physical or emotional pressure to marry. These forms of abuse take place outside ACS DOHA; we acknowledge the risk to our students and will always act in the students' best interests.

### *Corporal or physical punishment*

Corporal or physical punishment is any punishment where physical force is used and which is intended to cause pain or discomfort, however slight. It involves hitting – smacking, slapping,

spanking – children with a hand or an implement. We recognise that in some countries, these are cultural practices and are not seen as abusive; however, we do not condone these practices and we acknowledge the risk to students. We will always act in the students' best interests.

*Children Vulnerable to Extremism*

Protecting children from the risk of radicalisation should be seen as protecting children from any other harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Specific background factors may contribute to vulnerability and are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular, has become a major factor in the radicalisation of young people.

Behavioural indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant reporting a concern.

**Legal imperative to involve outside authority**

ACS DOHA must intervene in certain specific situations:

- i. In cases of extreme and immediate danger, the Designated Safeguarding Lead should contact the relevant authorities.
- ii. When the parents/guardians/legal representatives oppose the school's intervention, the Principal must immediately communicate the situation to the relevant authorities.
- iii. When the facts that indicated a situation of danger to the student constitute a crime, they should be communicated to the relevant authorities.
- iv. When there is a current or imminent danger to the student's life or physical integrity and there is opposition from the parental authority, ACS DOHA must adopt adequate measures for their immediate protection and request assistance from the relevant authorities.
- v. When the behaviour of a student constitutes a crime, relevant authorities should be informed.
- vi. If the student exceeds the allowed number of absences to class and fails to abide by the measures set to compensate or recover from this, or if such measures are ineffective, the has the obligation to communicate this fact to the relevant authorities. The purpose is to try and find an adequate solution to support the student's academic path, in collaboration with the school.
- vii. If a student is suspended in the context of a disciplinary procedure, the Head of school can decide that, considering the circumstances, the suspension be communicated to the relevant authorities.

**Organisation of the safeguarding function in ACS DOHA**

**Governors**

The Board of Governors has a specific responsibility to oversee the safeguarding function at an Artemis school, through the persons of the Principal and the Safeguarding Lead. Governors should receive training in safeguarding awareness and protocols, and are able to view safeguarding files when the Chair of the Board approves this.

### Artemis Designated Safeguarding Lead

Artemis Education has a Designated Safeguarding Lead to take leadership responsibility for the Group's own safeguarding arrangements, through championing child protection issues within Artemis and ACS DOHA.

The Designated Artemis Safeguarding Lead is required to attend specific international school safeguarding training for governors regularly.

**A ACS DOHA Designated Safeguarding Lead (DSL)** takes the lead in ensuring and promoting that appropriate arrangements for keeping children and young people safe are in place, at all times.

- They develop and review safeguarding and child protection policies and procedures.
- They implement safeguarding and child protection policies and procedures.
- They may undertake investigations, or assign an Investigator, on behalf of the Principal or the Board of Governors.
- They ensure that everyone working with students and young people is aware of and understands the safeguarding and child protection policy and procedures; and knows what to do if they have concerns about a child's welfare.
- They ensure the procedure for reporting a concern is known, understood, and protected with confidential processes and records. They manage the reporting process, and assess and clarify information.
- They consult with senior staff, families, and liaise with, pass on information to and receive information from, relevant authorities such as local child protection services, and the police, including making formal referrals where necessary. They should be familiar with inter-agency child protection procedures.
- They store and retain child protection records according to legal requirements and the safeguarding policy and procedures, keeping physical files in a locked location and encrypting digital files.
- They ensure that all child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main student file, with a copy being kept in ACS DOHA.
- They organise training, working closely with senior staff/Artemis and school safeguarding leads to ensure they are kept up to date with safeguarding issues and receive certified training. This includes Advanced Safeguarding Training every 3 years.
- They report to the Principal and Board of Governors on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.

- They take important decisions about whether to inform the family about a safeguarding issue. It is the basis of safeguarding that all adults in a child's life need to be working together for the benefit of that child. The only exception to the rule of speaking to the parents would be if the DSL feels that speaking to the parents will place the child in danger, in which case they need to follow the safeguarding procedure.

In case of the absence of the DSL, identified **Deputy Designated Safeguarding Leads (DDSLs)** carry out the role outlined in the DSL description.

The DSL will always work in partnership with at least one other DDSL to ensure that there is continuity with a case should they become unavailable. DDSLs receive the same level of 'Advanced Safeguarding Training' every three years as the DSL.

### **Designated Safeguarding Focal Persons**

As an international education organisation we have a multilingual community. For students who are more comfortable making a disclosure in their mother tongue the ACS DOHA will facilitate this as resources allow.

### **Safeguarding training**

Artemis Education and Artemis schools ensure that all staff undergo safeguarding training at induction. All staff - including temporary staff, volunteers, and governors - are provided with access to relevant policies:

- Child Safeguarding Policy
- Staff Professional Code of Conduct
- Student Code of Conduct
- Online Safety policy
- Anti-Bullying policy

All staff – including temporary staff and volunteers – receive a copy of [Keeping Children safe in Education \(2022\)](#) (Part 1 and Annex A) to read and understand in the context of our ACS DOHA. Those staff who work directly with children should also read Annex B.

All new staff, including temporary staff and volunteers will be provided with induction training that includes an element of certification by [Educare](#) (or [childsafergarding.com](#) if English is not their fluent language) in the following:

- What child safeguarding is
- the school's safeguarding policy;
- the staff code of conduct policy;
- the identity of the DSL/DDSL
- how to report concerns

Governors, the Principal, Safeguarding leads and staff will receive certified safeguarding training annually and notifications of any necessary changes via e-mail.

## Safeguarding reporting

Safeguarding reports are a standing item on all monthly governance meeting agendas. Confidentiality requires that identities and details may be kept secret.

All staff are required to report safeguarding concerns through *MyConcern*, the school's designated online reporting platform. Each new submission automatically alerts the Child Protection Team (CPT), who review and take appropriate action. The CPT member most closely connected to the situation will interview the reporter, keeping written notes of the discussion. While some reports are informational and may contribute to identifying a broader pattern over time, others require immediate intervention at the school level, in which case the CPT meets collectively to determine next steps. When necessary, the CPT notifies the Ministry of Education regarding the concern. Personal information is withheld unless the Ministry explicitly directs the school to make specific disclosures.

## Safeguarding Education

The school is committed to fostering a culture of safety and well-being by embedding safeguarding education throughout the curriculum. Students receive age-appropriate instruction on safeguarding and social-emotional safety both during technology lessons, where digital citizenship and online protection are emphasized, and during designated advisory sessions across the year. These lessons equip students with the knowledge, skills, and confidence to recognize unsafe situations, seek help, and contribute to a respectful, supportive school environment.

## Appendix A: The Artemis Education safeguarding commitment

Artemis Education expects all members of our community to share and uphold our safeguarding commitment. If a child does not feel safe, they cannot learn to their full potential.

Artemis will safeguard students by:

- listening to and respecting them;
- appointing a nominated safeguarding lead for children and young people, a deputy safeguarding lead and a designated Artemis safeguarding lead responsible for safeguarding;
- adopting child protection and safeguarding best practice through our policies, procedures, training, and codes of conduct;
- developing and implementing an effective online safety policy;
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently;
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made;
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance;
- sharing information about safeguarding and good practice with children and their families via newsletters, posters, presentations, group work and one-to-one discussions;
- making sure that children and young people have self-advocacy knowledge and skills;
- making sure that children, young people and their families know where to go for help if they have a concern;
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know; involving children, young people, parents, families and carers appropriately;
- using our procedures to manage any allegations against staff and volunteers appropriately;
- creating and maintaining an anti-bullying environment;
- ensuring that we have effective complaints and whistleblowing protocols in place;
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance;
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect.

As such, Artemis schools will publish this policy on school websites, distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide certified training for all staff, will make every effort to implement hiring practices to ensure the safety of children, and will review child safeguarding policy and practice annually for compliance and effectiveness.

## Appendix B: Managing concerns and allegations

At Artemis schools we follow a proactive approach to managing concerns that abuse may be taking place. Concerns can be:

- that a child is at significant or immediate risk of harm or
- that the child is potentially vulnerable but not at significant or immediate risk of harm.
- Low-level.

### Procedure:

1. All adults including staff, volunteers, contractors, consultants, board members, and visitors must report concerns immediately as outlined.
2. Any concern should be logged immediately with the relevant Designated Safeguarding Lead (DSL).
3. If the concern is not one of immediate risk the DSL will triage, categorise and assign time lined action tasks to the appropriate member(s) of staff.
4. If the child/ young person is at immediate risk the DSL will take control of the case and liaise with any appropriate authorities if necessary, especially regarding concerns about extremism.
5. If the DSL decides to refer to a relevant authority, the ACS DOHA Principal must be consulted first.
6. The reporting member of staff will receive an email acknowledging their logged concerned and that action is being taken.
7. The DSL will liaise with the member(s) of staff to whom the action has been assigned to ensure a timely investigation/support/resolution.
8. If any paper documentation is collected the record must be signed, dated and kept in a file under the child's name (not family files). This file needs to be secured in the designated child safeguarding safe.
9. If appropriate the assigned translator for communication with the authority will be briefed with the essential details and be given a debrief following the meeting.
10. The DSL will close the concern and archive once actions have been satisfactorily completed.
11. The DSL will complete the agreed lessons learned process.
12. Any member of the community involved in the concern management is offered a counsellor led debrief session (voluntary and where appropriate).
13. DSL completes a debrief with their supervisor.

### Low-level concerns:

Artemis schools operate a 'low-level' concerns policy. 'Low-level' refers to behaviour that is inconsistent with expectations set out in the Staff Code of Conduct. Examples of low-level concerns include:

- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils.

All low-level concerns will be reported to the DSL and low-level concerns about the Principal will be reported to the Designated Artemis Group Safeguarding Lead by the DSL.

ACS DOHA will be clear about what appropriate behaviour is (as set out in the Staff Code of Conduct)

ACS DOHA should be confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

## Appendix C: Managing disclosures

If a child or young person has approached you to make a disclosure, the following guidelines should be adhered to:

1. Create a safe environment in a safe but not isolated space. Stay calm and reassure the young person that you are here to listen and tell them that you believe them and are taking what is being said seriously.
2. Explain that you will have to tell other people.
3. Offer the young person the choice to write their disclosure.
4. Encourage the young person to use their own words and do not try to lead them into giving particular answers.
5. Keep questions to a minimum. Questioning should only include TED questions: Tell me, Explain, Describe, or use the mirroring technique: i.e. "My dad hit me last night"; respond by "Your dad hit you last night?"
6. Be clear about what the young person says and what you say.
7. Once the young person has finished their disclosure tell the young person what you are going to do, what will happen next and who else they might need to talk to - DSL.
8. Offer the child a school counsellor appointment (voluntary and if appropriate). Check they know how to contact the school counsellor should they need to in the future.
9. Log the conversation as immediately and as accurately as possible and include, if given, exact quotes.
10. If a paper-based disclosure has been made this should be passed to the DSL.

Do not:

- Investigate the issue yourself
- Ask the child to write down what they said
- Repeat the disclosure to another adult
- Record the conversation on any device.
- Ask another adult to witness their disclosure –the child has chosen to tell you.
- Ever make the child feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment
- View or forward illegal images of a child (if the disclosure has an online element)
- Take images of a child's injury, bruising or similar

### Self-referral

Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted or might appear compromising to others. Should this occur it is imperative that the member of staff reports this to the DSL as soon as possible.

### Infatuations

Adults should discuss and/or take advice promptly from the Principal/DSL about any incident which could give rise for concern. They should report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

## Appendix D: Child on child abuse

We recognise that child on child abuse is part of the safeguarding remit. Children are capable of abusing other children and this must never be tolerated or passed off as "banter" or "part of growing up." It is most likely to include but may not be limited to: bullying including cyberbullying, prejudice-

based and discriminatory bullying; abuse in intimate personal relationships between children, physical abuse, sexual violence, sexual harassment, non-consensual sharing of nude and semi-nude images and/or videos; upskirting and initiation or hazing type violence or rituals.

To minimize child on child abuse, Artemis Education and schools will:

- ensure children and young people follow an appropriate code of conduct
- have an Anti-Bullying Policy and an Online Safety Policy clearly setting out expectations for children
- make children aware how they can report abuse to a member of staff, for example through posters suggesting who to speak to
- ensure staff are trained so they understand that child on child abuse can happen
- address any level of inappropriate behaviour, as this may help prevent problematic, abusive and/or violent behaviour in the future

## Appendix E: Continence and changing policy

At Artemis Education and ACS DOHA we are committed to ensuring that all staff/adults responsible for intimate care of children always undertake their duties in a professional manner. This approach has been developed to safeguard all students and staff.

Intimate care is defined as any care which involves washing, touching, or carrying out an invasive procedure (such as cleaning up after a child has soiled themselves), that most children can carry out for themselves, but which some are unable to do due to physical disability, special educational needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

We expect students to manage their own basic hygiene and personal needs successfully, including, dressing, and undressing and using the toilet independently. The need for children to independently use the toilet is explicitly shared with parents during admissions processes and is a requirement for enrolment.

We acknowledge that during the initial years of education (ages 3-5) the role of the adult is to support the child's whole development, particularly personal, social, and emotional. Anyone caring for children, including teachers and other ACS DOHA staff, has a duty to care and act in loco parentis.

Intimate care routines should always take place in an area which protects the child's privacy and dignity. Children's intimate care routines should always be carried out by a member of staff. Appropriate support and training should be provided when necessary.

The following steps will be taken to ensure health and safety of both staff and children.

### Changing (ages 3-5)

1. Alert another member of staff
2. Escort the child to a designated changing area
3. Collect equipment, tissues, wipes, plastic bag, gloves and spare clothes
4. Adult to wear gloves
5. The child should undress as appropriate and clean themselves as much as possible under the verbal guidance of an adult
6. Soiled clothes are to be placed inside plastic bags (double wrapped) and to be given to the parents at the end of the day. Gloves should be disposed of, and hands washed with soap and hot water.
7. Changing log updated

\*If the child soils themselves excessively whilst at ACS DOHA and satisfactory hygienic cleaning would be difficult and/or they become distressed during changing/ cleaning, the school will contact the parent or guardian and ask them to come to change the child (either in school or at home).

Any child (age 6+) that soils or wets will not be changed by any member of staff. However, we will provide support, a private, safe space where the child may change on their own. We will provide cleaning materials and a plastic bag. Clean clothes should be supplied by the parents where possible.

Partnership with parents is an important and is particularly necessary in relation to children needing intimate care.

We expect that:

- Parents/carers will ensure that their child is continent before admission to school 17
- Parents/carers will discuss any specific concerns with staff about their child's toileting needs
- Parents accept that on occasion their child may need to be collected from ACS DOHA

If changing needs exceed 'occasional accidents' (more than twice per day, three days out of five, or once per day for 4 consecutive days) the parents and ACS DOHA will meet to discuss the best way to support the child.

Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. It is acceptable for only one member of staff to assist unless there is an implication for safe moving and handling of the child.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises, or soreness for example) the outlined child protection procedures should be followed. If a member of staff notices any changes to a child either physically or emotionally following an episode of intimate care, the matter will be investigated at an appropriate level and outcomes recorded.

The Changing Log will be displayed outside the student toilets for completion.

#### Changing Log

Class:

Date	Time	Student name	Reason and comment	Initials

## Appendix F: Safe touch and positive handling

The following applies to appropriate touch between adults and students. We acknowledge that there will be occasions where physical contact between staff and students occurs as a normal part of ACS DOHA activities.

Examples of where touching a student might be proper or necessary:

- Support with mobility and guiding between activities and rooms;
- When suitably comforting a distressed young student (side hug);
- When a pupil is being congratulated or praised (high five);
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

The ACS DOHA does not use touch or force as a behaviour management approach, means to control, or restrain a student.

However, gentle safe holding is appropriate if a child:

- is hurting himself/herself or others,
- is unable to emotionally regulate, so that all verbal attempts to engage him/her have failed.

Formal training in safe touch through the 'Use of Reasonable Force' course via EduCare will take place for teachers of early years students. This is also a regular agenda item for staff working with the youngest students.

### Physical Intervention

Physical Intervention may be deemed necessary to "stop a child from hurting themselves, someone else, damaging property or causing disorder (DFE 2013)."

Physical intervention in relation to behaviour management should only occur as a last resort. Passive intervention to control behaviour such as standing between children or blocking a child's path rather than active control such as leading a child out of the room by their arm should be used first. Verbal warnings should always be given for example "Stop or I will have to intervene". In some extreme cases, restrictive intervention may be required. Reasonable force is deemed as no more force than is required and physical restraint may be required to hold back a child in extreme or emergency circumstances, for example during a fight where pupils refuse to separate without physical intervention and there is serious risk of harm.

All incidents must be reported to the DSL/DDSL who will record and review.

## Appendix G: Missing child procedure

The welfare of all our children is our paramount responsibility. To support this, registration is compulsory at the start of each lesson period. If a student should be in class and is missing, the following procedure should be followed.

### Reporting Missing student procedure

- Immediately contact the designated phone number stating: URGENT MISSING STUDENT Assistance required, Room:(Add room number)

### Senior Leadership Checklist:

- Security sign out
- Counsellor and/or Medical Room
- Specialist lessons schedule, e.g. music
- Trips schedule

If the student is unaccounted for following the above checks, the following procedure should be followed:

#### *Junior School*

- All senior members of staff available meet in Junior School designated area and assemble the teaching assistant (TA) team.
- One member of the team has the missing student checklist clipboard and remains as point person in the designated area.
- Photo of student distributed along with full name.
- Staff search designated areas and report back by when area checked.
- Return to meeting point with child if found or remain in place and request a member of staff comes to you.
- If child is still missing extend search to Senior School areas with TAs searching designated areas in the Senior School starting at top of school and working way through school.
- Security guard to check CCTV
- If the student has still not been located, then senior staff member in charge will make the decision to follow an emergency drill procedure to evacuate the building and allow for a complete search.
- Should the student remain unregistered and missing following the emergency drill and sweep of the empty building, the local legal procedure needs to be followed and the relevant authorities informed.
- A member of the Senior Leadership Team contacts parents/guardians to update and collect any additional information which might help locate the student.
- Once found the student should be offered the opportunity to speak to parents and school counsellor, if appropriate.

During this period, all available members of Junior School staff will be expected to support the search if they are not supervising students.

Following the incident, a debrief meeting needs to be convened to establish lessons learned.

#### *Senior School*

- All senior members of staff available meet in Senior School designated area. Team of available staff assembled.
- One member of team has missing student checklist clipboard and remains as point person in the designated area.
- Photo of student distributed along with full name.
- Staff search allocated areas and report back when area checked.
- If number is on record reception calls the student's mobile
- Return to meeting point with student if found or remain in place and request a member of staff comes to you if the student does not want to move.
- If still not found, and if appropriate, speak to friends of the missing student to get a bigger picture understanding of where they might have gone.
- Security guard check CCTV
- If the student has still not been located, then senior staff member in charge will make the decision to follow an emergency drill procedure to evacuate the building and allow for a complete search.
- Should the student remain unregistered and missing following the emergency drill and sweep of the empty building, the local legal procedure needs to be followed and the relevant authorities informed.
- A member of the Senior Leadership Team contacts parents/guardians to update and collect any additional information which might help locate the student.
- Once found the student should be offered the opportunity to speak to parents and school counsellor, if appropriate.

During this period, all available members of Senior School staff will be expected to support the search if they are not supervising students.

Following the incident, a debrief meeting needs to be convened to establish lessons learned.

## Appendix H: Suicide protocol

While not every young person with depression or anxiety will feel suicidal, sometimes young people can feel overwhelmed. If a young person talks about wanting to hurt or harm themselves, or expresses suicidal feelings, they should always be taken seriously.

Signs that a child or young person may be having suicidal feelings or thinking about suicide include, but are not limited to:

- becoming increasingly depressed or withdrawn, spending a lot of time by themselves
- an increase in risky behaviours like taking drugs or drinking alcohol
- becoming intensely interested with ideas of suicide, death or dying, which could include internet searches
- saying things like “I’d be better off dead”, “No one would miss me”, “I just wish I wasn’t here anymore”.
- Preparing gifts and thanking people more than usual

Concerns about a person having thoughts of suicide

If you are concerned about a student having thoughts of suicide it is important to ask that person directly. For example, you could ask: “Are you having thoughts of suicide?” or “Are you thinking about killing yourself?”

- Do not ask about suicide in leading or judgmental ways, e.g. ‘You’re not thinking of doing anything stupid, are you?’
- Be supportive and understanding of the suicidal person and listen to them with undivided attention. Reassure them that you want to hear whatever they have to say. Allow them to talk about these thoughts and feelings and acknowledge these.
- Let the suicidal person know it is okay to talk about things that might be painful, even if it is hard. Allow them to express their feelings, e.g. allow them to cry, express anger, or scream.
- A suicidal person may feel relief at being able to do so.
- Do not leave the suicidal person alone.
- Let the person know that you need to share this information with someone so that the right support can be provided.
- Message/Call the DSL/DDSL or a member of the leadership team. If this does not succeed call reception and inform them that you need a senior member of staff to come to your location.
- Once you have a senior member of staff present write a report, following school guidelines.
- The DSL will contact you as soon as possible to arrange a debrief session.

If a student approaches you,

- Tell the person you care and are there to listen.
- Listen and explain who you are going to contact and share the information with.
- Understand that the person may not want to talk with you after the initial approach.
- In this instance, you should offer to help them find someone else to talk to.
- As soon as possible write a report and speak directly to the DSL/DDSL.

## Appendix I: Self-harm protocol

The reasons children and teenagers can self-harm are often complicated and will be different for every child or young person. Sometimes a child or teenager may not know the reasons they self-harm. For many young people, self-harm can feel like a way to cope with difficult feelings or to release tension.

Some difficult experiences or emotions can make self-harm more likely in children:

- experiencing depression, anxiety, or disordered eating
- having low self-esteem or feeling like they are not good enough
- being bullied or feeling alone
- experiencing emotional, physical, or sexual abuse, or neglect
- grieving or having problems with family relationships
- feeling angry, numb or like they don't have control over their lives.

Signs to look out for can include:

- covering up, for example by wearing long sleeves a lot of the time, especially in summer
- unexplained bruises, cuts, burns or bite-marks on their body
- blood stains on clothing, or finding tissues with blood in their room
- becoming withdrawn and spending a lot of time alone in their room
- avoiding friends and family and being at home
- feeling down, low self-esteem or blaming themselves for things
- outbursts of anger, or risky behaviour like drinking or taking drugs.

If you see any of these signs or have concerns, follow the reporting protocol and speak with the DSL/DDSL.

**Appendix J: Form for safeguarding roles and postholders**

Role	Name	Email	Phone
Designated Safeguarding Lead (DSL)	Benjamin Burgess	Benjamin.burgess@acsdoha.school	+974 66781505
Deputy Designated Safeguarding Lead (DDSL)	Meadhbh Murphy	Meadhbh.murphy@acsdoha.school	
Designated Artemis Safeguarding Lead	Appointed by Artemis		
Designated Police Officer to School	Appointed to each school where appropriate		
Emergency Contact for Local Services	Unique to each school where appropriate		
Other country-specific contacts			

## Appendix K: Safer recruitment

Artemis Education and ACS DOHA are committed to recruiting staff and volunteers who are safe to work with children and young people. The group operates within a framework of robust safer recruitment practices, by:

- identifying and rejecting applicants who are unsuitable to work with children and young people
- responding to concerns about the suitability of applicants during the recruitment process
- responding to concerns about the suitability of employees and volunteers once they have begun their role
- ensuring all new staff and volunteers participate in an induction programme which includes child safeguarding and how to register concerns
- having a clear outline of procedures that accompany the policy
- Ensuring that all practices are aligned with the recruitment policy regarding background checks, reference, and police clearance.
- All staff should yearly review and sign the code of conduct.

ACS DOHA recruitment should be based on the Artemis Recruitment Policy, which contains clear guidelines relating to safer recruitment practices.