



El Alsson
British & American International School



DEVELOPING SUCCESSFUL 21ST CENTURY CITIZENS

Child Protection and Safeguarding policy

OUR VISION

DEVELOPING SUCCESSFUL 21ST CENTURY CITIZENS

OUR MISSION

To achieve our goals through thinking, learning and caring

THINKING means

SEEING THE BIG PICTURE

- Thinking for ourselves
- Thinking for the future
- Creativity without borders
- Making responsible decisions

LEARNING means

ALL LEARNING ALL THE TIME

- Creating opportunities and extending our limits
- Achieving our goals
- Teachers make it happen
- Celebrating success

CARING means

EVERYONE VALUED

- Strength in belonging to our school community
- Supporting and being supported
- Being safe, secure, happy and healthy
- Respecting ourselves, others and the world around us

DATE OF POLICY REVIEW

May 2017

Context

Due to the day to day contact with individual children during term times, teachers and other school staff are particularly well placed to observe outward signs of neglect or abuse, changes in behaviour or failure to develop. Our policy is developed based on Convention on the Rights of the Child and the Egyptian Child Care Policy.

In order to ensure children are adequately protected, the school will ensure that:

- We have a Designated Safeguarding Lead(DSL) and Deputy DSLs who attend multi-agency training at least once every two years
- All staff are regularly trained in basic Child Protection awareness
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All children, young people and their families have access to the Child Protection Policy via the School website
- The school encourages a safer recruitment policy
- The child protection policy is reviewed on an annual basis by the DSL and the Governing Body

School Name: El Alsson British and American International School

Designated Safeguarding Leads: Israr Lal (British) Angy Shalaby (American)

Deputy Safeguarding Leads: Sade Singh, Mona Morad

Safeguarding Councillors: Hannah Steer, Sarah Neild,

Date of Review: April 2018

Purpose of the policy

The purpose of our Safeguarding of Children and Young People Policy is to give clear direction to staff and others about the expected codes of behaviour in dealing with safeguarding issues. As a school we are committed to the development of good practice and using sound procedures. All safeguarding concerns and referrals will be handled sensitively, professionally and in ways that support the needs of the child.

Introduction

Our school fully recognizes the contribution it can make to protect children and support pupils in school. There are three elements to safeguarding children:

- a) Prevention - through a positive school atmosphere, teaching and pastoral support to pupils
- b) Protection - by following agreed procedures ensuring staff are aware and supported to respond appropriately and sensitively to safeguarding concerns
- c) Support - to pupils, their families and to school staff

Our objective is for our students to develop high self - esteem, confidence, supportive friends and the knowledge that trusted adults are there to help.

The Designated Safeguarding Lead (DSL)

The DSL takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Each section has one DSL although it is good practice for settings to have a Deputy DSLs, At Alsson we have two deputy DSLs. The DSL should be a senior member of staff with the authority and seniority to carry out the functions of the role.

DSL Responsibilities

- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them
- Provide support and advice to all members of staff within the setting regarding child protection concerns
- Keep the Principal informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training, and maintain training records

Other Staff's Responsibilities

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

Our Child Protection Policy includes:

Five main elements to our policy:

- Ensuring staff are able to recognize the different levels of abuse.
- Procedures for reporting Child Protection and Safeguarding issues
- Screening new members of staff
- Confidentiality and Information sharing
- Allegations against staff

Section 1 Definition of Abuse

Abuse and neglect are forms of maltreatment of a child. A person may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in school or community setting; by those known to them. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse:

1. **Physical abuse**: Causing physical injury on a child by other than accidental means; creating a significant risk to the physical or mental health or development of a child.

Indicators

Unexplained bruises and welts on any part of the body
Bruises of different ages Various colours)
Injured reflecting shape of article used (Electric cord, Hand, Shoe)
Unexplained burns, especially to soles, palms, back or buttocks
Rope burns
Injuries inconsistent with the information offered by the child
Immersion burn with distinct boundary line
Unexplained laceration, abrasions or fractures

2. **Sexual abuse**: activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images, encouraging children to behave in sexually inappropriate ways or use of language not appropriate to age level.

Indicators

Pain or irritation to the genital area
Infection, bleeding
STDs
Fear of people or places
Aggression
Regressive behaviours, bed wetting or stranger anxiety
Stomach pains or discomfort walking or sitting
Being unusually quiet and withdrawn or unusually aggressive
Suffering from what seem physical ailments that can't be explained medically
Showing fear or distrust of a particular adult
Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
Refusal to continue with school or usual social activities
Age inappropriate sexualized behaviour or language

3. **Emotional abuse**: the persistent emotional mistreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities

to express their views, intentionally silencing them or 'making fun' of what they say or how they communicate or/and serious bullying (including cyber bullying) causing children to constantly feel frightened. Symptoms that may indicate emotional abuse include: excessively insecure or attention seeking, very low self-esteem or excessive self-criticism, withdrawn behaviour or fearfulness, lack of appropriate boundaries with strangers; too eager to please and eating disorders or self-harm

Indicators

Physical, mental and emotional development is delayed
Highly anxious
Showing delayed speech or sudden speech disorder
Fear of new situations
Low self-esteem
Inappropriate emotional responses to painful situations
Extremes of passivity or aggression
Drug or alcohol abuse

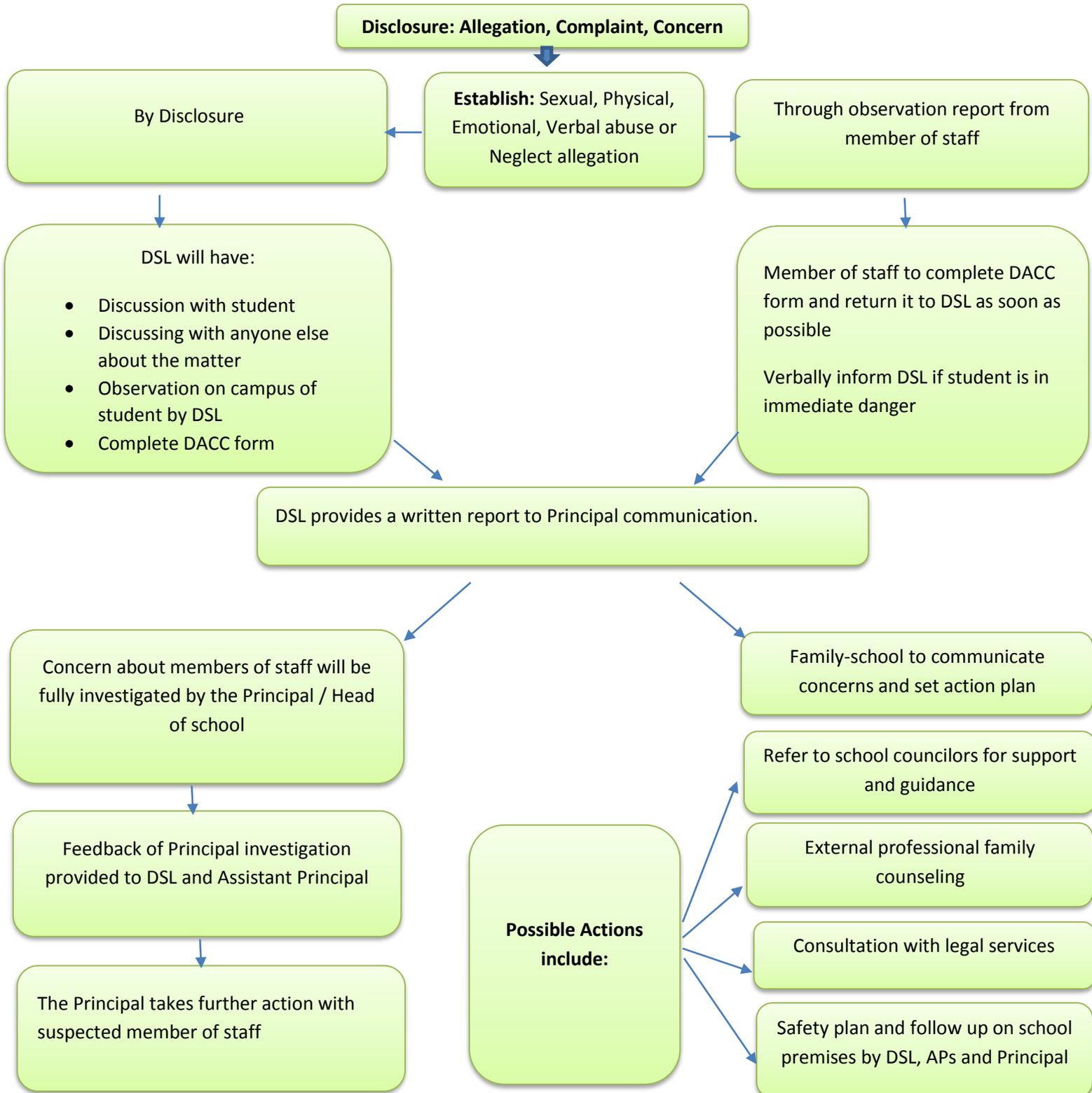
4. **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development.

Indicators

Medical needs unattended
Lack of supervision
Consistent hunger
Inappropriate dress
Inadequate nutrition
Fatigue or listlessness
Self-destructive behaviour
Extreme loneliness
Extreme need for affection
Failure to grow
Poor personal hygiene
Frequent lateness or non-attendance at school
Low self-esteem
Poor social relationships
Compulsive stealing
Drug or alcohol abuse

Section 2 Procedures of Reporting:

The below flow chart provides details of what staff/students should do when reporting a safeguarding/child protection issues.



Record Keeping

All completed DACC forms to be handed to the DSL. Staff should refrain from sending the DACC electronically. All DACC form will be kept safe, away from student records.

Section 3 Screening

The first and most effective means of preventing child abuse is screening out potential abusers before they come to the school. It is a reasonable expectation that all young people who come on to our campus will be afforded the same protection that we provide to our students.

Our school endeavours to ensure that we do our utmost to employ safe staff. Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Have a phone conversation with at least one of the referees
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their
- be interviewed.

All new members of staff will undergo an induction that includes familiarization with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs.

The school reserves the right to conduct background screening of employees at any time after employment has begun – and will do so periodically. Any misrepresentations, falsifications, or material omissions in the information provided, whenever discovered, may result in termination of employment with the organization.

Section 4 Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Head teacher.

The Designated Safeguarding Lead will review the request and a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately
- Ensure that the Head teacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- Ensure staff are clear with children that they cannot promise to keep secrets.

Section 5 Residential Trips

Visits of any duration, present less formal situations where students are away from school and home environment. This applies particularly to residential, but also to shorter visits. In these situations the atmosphere can be more informal and provide opportunities for students to make disclosures of a Child Protection nature to staff or peers.

It can also put students at risk of others so It is imperative the Child Safety guidelines, part of the **Whole School Trip Policy** are adhered to.

Section 6 Dealing with allegations against staff, directors and volunteers (Whistleblowing)

Allegations of abuse can be made by children and young people and they can be made by other concerned adults. All allegations against staff or volunteers should be immediately brought to the attention of the Principal or the DSL. If an allegation is made against the Principal or the DSL, this should be brought to the attention of the School Directors.

The Principal/DSL should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- A referral form will need to be filled out.
- Ensure that the allegation is fully investigated before confronting the member of staff
- Contact the parents/carers of the child, following advice from the Principal or the DSL
- An Interview/Conference to take place between the DSL, Head teacher and the member of staff concerned

Suspension should be considered when:

- There is a cause to suspect a child is at risk of harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Appendix 1 – DACC Form

El Alsson British and American International School

Disclosure / Incident / Child Protection Concerns Notification Form

Confidential Form

Date: _____

Name of Child/Staff: _____

Name and role of person completing form: _____

**PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE, BY HAND, AND
PASS IT TO THE CPDL**

Information sharing

Child Protection Designated lead/Deputy should share their concerns about a child/ren with the family, unless doing so might place the child/ren at further risk of significant harm. We will need to make a professional judgment on informing the child or young person of this referral

Details of disclosure by child / incident / child protection concerns

Please describe the nature of the referral using the below indicators.

1. What did you see? Hear?
2. Where the incident took place
3. Who was involved (if appropriate)
4. Time and date of the incident

[Empty rectangular box for notes or information]

BELOW SECTION TO BE COMPLETED BY DSL/DEPUTY

Action taken by DSL

[Large empty rectangular box for describing actions taken]

Continue on a separate sheet if necessary

Signed DSL/Deputy_____

Date_____