



Safeguarding and Child Protection Policy

Our Philosophy

Fostering creative thinking and enterprising learning is essential to empowering individuals to grow and thrive in an ever-changing world. By encouraging curiosity, risk-taking, and problem-solving, we cultivate a mindset that embraces innovation and adapts to new challenges. Supporting learners in this journey involves creating environments where exploration is encouraged, diverse perspectives are valued, and failure is seen as a step toward success. As we inspire the next generation of Mavericks, we equip them with the skills and resilience needed to pursue their passions with purpose, helping them not only excel individually but also contribute meaningfully to society with a cause that drives them. By nurturing their potential, we unlock a future where creativity and entrepreneurship become catalysts for positive change.

Our Vision

To be a place where minds can rise and soar,

Where learners dream and seek for more.

Where progress blends with roots held tight,

Guiding souls towards what's right.

Inspiring a community, where learners embrace their individuality: rooted in values that prepare them to disrupt positively and shape the world with purpose.

Our Purpose

In our growing Nadeen School Family, we empower each soul to say 'I can be me ... in my own way'. We nurture every learner's potential by fostering an environment of compassion, courage, and creativity through progressive education.

Review:

Written by:	DSL, DDSL
Reviewed by:	Principal
Reviewed on:	September 2024
Indicative Review Date:	August 2025

The policy will be reviewed annually in line with 'Keeping Children Safe in Education' or earlier if changes are made to DFE statutory guidance or Child Protection Centre Bahrain.



Safeguarding Statement

At Nadeen School we have adopted a child centred and co-ordinated approach to Safeguarding. Safeguarding is everyone's responsibility and we believe that everyone has a role to play. We expect everyone to always put the best interests of the child first.

All children in our care, regardless of age, disability, gender, race, culture, heritage, or religion will have the right to the same protection as outlined in this policy. Nadeen School's ethos and setting in Bahrain as an international school embraces all cultures and backgrounds and reinforces anti-discriminatory practices. We also recognise that some of our children are more vulnerable and could be more at risk. We believe that no child should ever experience abuse of any kind and we are fully committed to protecting the children in our care. We also believe that a positive, pro-active, and open home/school relationship is essential in promoting children's welfare.

At Nadeen School we work closely with the National Society for the Protection of Cruelty to Children (NSPCC) and local legislation and guidance here in Bahrain. We adhere to the United Nations Conventions on the Rights of the Child and follow local legislation as directed by Ministerial Order No. 69 of 2016 and work with the Child Protection Centre to ensure local legislation is followed. We work within Law No. 37 of 2012 Promulgating the Child Law and Executive Regulations for the Child Restorative Justice and Maltreatment Protection Law Issued by Law No.4 of 2021. The policies are based on England's Department for Education(DFE) guidance and recommendations as outlined in 'Keeping Children Safe in Education (2024).

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Due to the context of Nadeen school, and the context of Bahrain, we recognise the limitations in addressing child protection issues whilst subject to Bahraini law, customs and support systems. However, this does not mean that we will overlook child protection concerns.

All our staff and volunteers have been subject to appropriate background checks. The staff of our school has also adopted a Staff Handbook and adhere to the school behaviour policy.

What are Safeguarding and Child Protection?

As defined by the NSPCC and KCSIE 2024, **Safeguarding and promoting the welfare of children** is defined defined for the purposes of this policy as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

The Child Protection and Safeguarding policy does not stand alone, this policy is one of a series in the School's integrated safeguarding portfolio. *This includes and can be read in conjunction with policies on Anti-Bullying, Attendance, Admissions, Digital Safety, Health and Safety and*

Our Designated Safeguarding Team

Name	Role	Job	Contact Details
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P.O. Box 26367, Dilmunia, Kingdom of Bahrain
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Suzanne Rodrigez	Designated Safeguarding Lead	Assistant Principal Inclusion	s.rodricks@nadeenschool.com
Lauren Brown	Deputy Designated Safeguarding Lead (Primary)	Assistant Principal - Primary	l.brown@nadeenschool.com
Kate Fellowes	Deputy Designated Safeguarding Lead (Secondary)	Assistant Principal - Secondary	k.fellowes@nadeenschool.com

We will keep our children safe by:

- All members of the safeguarding team have completed the Advanced Designated Safeguarding Training (Level 3).
- The Designated Safeguarding Team will monitor all cause for concern cases.
- All staff and teachers partake in termly Safeguarding CPD which takes the form of an annual review of the Safeguarding Policy at the start of the academic year, and two safeguarding CPD sessions in Terms 2 and 3.
- Keeping employees aware of common signs and symptoms of abuse via:
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>
- Ensuring that the school's open door policy is maintained to promote open discussion amongst the children, staff, and parents.
- Ensuring that all parties – especially the children and susceptible members of our community - feel listened to and respected at all times.
- Maintaining robust systems in the checking of all staff, volunteers, non-contract employees for suitability and carrying out appropriate background and ID checks, and ensuring that contractors are escorted or accompanied on the school premises during the school day.
- Constantly developing PHSE, E-Safety, Health and Safety, Security, and Maintenance policies to implement and promote best safe practice
- Storing all hard- and soft-copy data and information on the children in a secure and professional way.
- Thoroughly investigating any complaint made about a member of the school community in regard to any form of safeguarding issue.

Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the Bahrain Child protection. Our policy and procedures also apply to extended school and off-site activities.

Designated Safeguarding Team:

The Designated Safeguarding Lead (DSL) is the person appointed to take lead responsibility for child protection and safeguarding matters in school. The person fulfilling this role is a senior member of the school's leadership team. There are further members of the school who are members of the safeguarding team.

Role of the DSL is to:

- establish contact and foster a positive relationship with a senior member of The Child Protection Center in Bahrain.
- work with the Executive Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the Principal and Vice Principals to keep them informed of any safeguarding issues especially



- ongoing enquiries, police investigations, any action taken and any further action required.
- ensure that the organisation's safeguarding children and young people policy and procedures are followed and particularly to inform The Child Protection Center in Bahrain of relevant concerns about individual children.
- ensure that an individual case record is maintained of the action taken by the organisation, the liaison with other agencies and the outcome. liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies and experts.
- act as a source of support, advice and expertise for staff.
- advise the organisation of safeguarding training needs and key priorities in relation to safeguarding.
- Provide a safeguarding report to Board of Governors.

The Responsibilities of the DSL/Deputies

- The Designated and Deputy Designated Leads are responsible for acting as a source of advice on safeguarding matters, for co-ordinating action within the organisation and for liaising with agencies about suspected or actual cases of child abuse. Their responsibilities require them:
 1. To act as the first point of contact for staff or volunteers concerned about the safety and welfare of a child
 2. To be responsible for contacting the relevant authorities in cases where a child is at risk of harm
 3. To be familiar with SBNI Regional Core Child Protection Policies and Procedures
 4. To be familiar with Nadeen School's safeguarding policy and procedures
 5. To ensure that all staff/volunteers know where they can find the safeguarding policy and procedures
 6. To advise and provide guidance to staff concerned about a safeguarding issue.
 7. To support staff/volunteers after they have shared their concerns about a child
 8. To communicate to staff any changes in policy and procedures
 9. To keep accurate records of concerns about children and actions taken
 10. To liaise with appropriate local agencies for support and advice and keep a list of local contacts
 11. To develop Nadeen School's safeguarding policy and procedures
 12. To train staff about how to respond to safeguarding and child protection concerns
 13. To evaluate the effectiveness of safeguarding within the organisation
 14. To collect monitoring data on all safeguarding activities across the organisation.
 15. To review and update the organisation's policy and procedures on safeguarding.
 16. To ensure parents, carers and children and young are aware of the organisation's safeguarding policy and procedures
 17. To promote a proactive culture of safeguarding across the whole school.
 18. To investigate allegations against staff or volunteers.
 19. To ensure that the organisation meets the requirements of its insurers regarding its safeguarding responsibilities.

Managing Referrals

The DSL/T should:

- Refer cases of suspected abuse to The Child Protection Centre and support staff who have raised concerns about a child.
- Refer cases to the police where a crime has been, or may have been, committed.
- Inform the Ministry of Education where required according to Ministry requirements.

Undertake training and develop knowledge



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In addition to formal training, the DSL/T should keep knowledge and skills up to date via online training, bulletins, opportunities to network with other DSLs, and attend any locally arranged training. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- Understands the referral and assessment process for early help and intervention.
- Ensures that all staff have access to and understand the school's child protection policy.
- Is aware of the needs of any vulnerable children ie: those with special educational needs; young carers; children whose care is provided in the majority by a nanny or domestic staff; and children who are under the care of the local protection agency.
- Keeps detailed, accurate and secure records of concerns and referrals.
- Attends refresher and other relevant training.
- Encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raise awareness

- Work with the Directors and governing body to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it.
- Provide regular briefings and updates at staff, departmental, and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities.
- Ensure the child protection policy is available publicly and that parents are aware of the policy and that the school may make referrals to The Child Protection Center if there are concerns about abuse or neglect.

Record keeping

It is also the DSL/T's responsibility to keep detailed, accurate, and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible.

This should be transferred separately from the main pupil file and ensuring secure delivery and confirmation of receipt should be obtained. All safeguarding records are stored securely by the Designated Safeguarding Lead.

Staff Training

It is the role of the DSL to ensure all staff:

- Have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.
- Are able to identify the signs and indicators of abuse, respond to disclosures appropriately, and respond effectively and in a timely fashion when they have concerns.

Staff Responsibilities

- All staff are required to undergo safeguarding induction on arrival to the school. At this time, they will be given, along with the Staff Handbook, a copy of the school's safeguarding policy to read, complete the required followup, and return to indicate compliance. This will be recorded on their permanent HR file. All staff receive safeguarding refreshers annual training. Training may be via online courses, delivered in person by a relevant and qualified professional.
- Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE).



- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff the role and identity of the designated safeguarding lead (DSL), the behaviour policy and anti-bullying policy.
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues.,
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The Board Safeguarding Representative is Shannee.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering



and monitoring systems and processes in place

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

The Principal

The principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring the relevant staffing ratios in Early Years are met, where applicable.
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Overseeing the safe use of technology, mobile phones and cameras in the setting.

Safeguarding Induction - Staff, Private-Hire Staff and Long-Term Volunteers

All staff, private-hire staff, and long-term volunteers at Nadeen School undergo a Safeguarding Induction prior to their first day of work at the school. Included in this is a safety briefing for Fire and Emergency evacuation. They will complete this Google Form at the end of their training.

Nadeen School – Child Abuse, Safeguarding Indicators and what to do next

Nadeen School staff are required and expected to be vigilant with regards to child safeguarding. We recognise that it can be upsetting and difficult to recognise signs of abuse and will support any and all staff who report safeguarding concerns to the DSL or a member of the safeguarding team.

The Definitions of Child Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody 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 an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Harm from abuse is not always straightforward to identify and a child or young person may experience more than one type of harm or significant harm. Harm can be caused categorised in many ways, the most common forms are:

- **Physical abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning, or suffocating a child.



- **Sexual abuse** occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.
- **Emotional abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child the opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.
- **Neglect** Is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision, or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Signs and symptoms of abuse - Possible Indicators

Physical Abuse

Physical Indicators	Behavioural Indicators
Unexplained bruises – in various stages of healing – grip marks on arms; slap marks; human bite marks; welts; bald spots; unexplained/untreated burns; especially cigarette burns (glove like); unexplained fractures; lacerations; or abrasions; untreated injuries; bruising on both sides of the ear – symmetrical bruising should be treated with suspicion; injuries occurring in a time pattern e.g. every Monday	Self-destructive tendencies; aggressive to other children; behavioural extremes (withdrawn or aggressive); appears frightened or cowed in presence of adults; improbable excuses to explain injuries; chronic runaway; uncomfortable with physical contact; come to school early or stays last as if afraid to be at home; clothing inappropriate to weather – to hide part of body; violent themes in art work or stories

Emotional Abuse

Physical Indicators	Behavioural Indicators
Well below average in height and weight; "failing to thrive"; poor hair and skin; alopecia; swollen extremities i.e. icy cold and swollen hands and feet;	Apathy and dejection; inappropriate emotional responses to painful situations; rocking/head banging; inability to play;



recurrent diarrhoea, wetting and soiling; sudden speech disorders; signs of self-mutilation; signs of solvent abuse (e.g. mouth sores, smell of glue, drowsiness); extremes of physical, mental and emotional development (e.g. anorexia, vomiting, stooping).	indifference to separation from family indiscriminate attachment; reluctance for parental liaison; fear of new situation; chronic runaway; attention seeking/needing behaviour; poor peer relationships.
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Neglect

Physical Indicators	Behavioural Indicators
Looks very thin, poorly and sad; constant hunger; lack of energy; untreated medical problems; special needs of child not being met; constant tiredness; inappropriate dress; poor hygiene; repeatedly unwashed; smelly; repeated accidents, especially burns.	Tired or listless (falls asleep in class); steals food; compulsive eating; begging from class friends; withdrawn; lacks concentration; misses school medicals; reports that no carer is at home; low self-esteem; persistent non-attendance at school; exposure to violence including unsuitable videos.

Sexual Abuse

Physical Indicators	Behavioural Indicators
Bruises, scratches, bite marks or other injuries to breasts, buttocks, lower abdomen or thighs; bruises or bleeding in genital or anal areas; chronic ailments such as recurrent abdominal pains or headaches; difficulty in walking or sitting; frequent urinary infections; avoidance of lessons especially PE, games, showers; unexplained pregnancies where the identity of the father is vague; anorexia/gross over-eating.	What the child tells you withdrawn; chronic depression; excessive sexual precociousness; seductiveness; children having knowledge beyond their usual frame of reference e.g. young child who can describe details of adult sexuality; parent/child role reversal; over concerned for siblings; poor self-esteem; self-devaluation; lack of confidence; peer problems; lack of involvement; massive weight change; suicide attempts (especially adolescents); hysterical/angry outbursts; lack of emotional control; sudden school difficulties e.g. deterioration in school work or behaviour; inappropriate sex play; repeated attempts to run away from home; unusual or bizarre sexual themes in children's art work or stories; vulnerability to sexual and emotional exploitation; promiscuity; exposure to pornographic material.



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The following are guidelines for use by staff should a child disclose concerns of a Safeguarding or Child Protection nature.

Do:	Do not:
<ul style="list-style-type: none"> → Listen to what the child says → Assure the child they are not at fault → Explain to the child that you cannot keep it a secret → Document exactly what the child says using his/her exact words → Remember not to promise the child confidentiality → Stay calm → Listen → Accept → Reassure → Explain what you are going to do → Keep the child informed as appropriate → Record accurately → Seek support for yourself 	<ul style="list-style-type: none"> → Ask leading questions. → Put words into the child's mouth. → Ignore the child's behaviour. → Remove any clothing. → Photograph alleged injuries → Panic → Promise to keep secrets → Ask leading questions → Make the child repeat the story unnecessarily → Delay → Start to investigate → Do Nothing

Some children may present signs from more than one category.

Not all cases will be considered an immediate safeguarding risk. For example, a child who persistently comes to school untidy and unwashed and presents no other signs may not be in immediate danger, however we ask that staff report any concerns on CPOMS.

Other Types of Abuse

Domestic Abuse All children can be exposed to and affected by domestic abuse in their home life where domestic abuse may occur between family members. This can have an impact on the emotional and psychological development. A child may blame themselves for the abuse or may have had to leave the family home as a result. Some types of domestic abuse are intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Symptoms which young people may display and which are indicators only include:

❖ Nervousness
❖ Low self-worth
❖ Disturbed sleep patterns
❖ Nightmares / flashbacks
❖ Physiological – stress / nerves
❖ Stomach pain
❖ Bed wetting
❖ Immature / needy behaviour
❖ Temper tantrums
❖ Aggression



- ❖ Internalising distress or withdrawal
 - ❖ Truancy
 - ❖ Alcohol and/or drugs use
 - ❖ Bullying

These symptoms can lead to a child/ young person being misdiagnosed as having an illness, learning difficulties, or being naughty or disruptive.

If it comes to the attention of school staff that domestic abuse is or may be a factor for a child/young person this must be passed to the Designated/Deputy Designated Lead.

Exploitation is the intentional ill-treatment, manipulation, or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Child on Child Abuse Children and young people can be abused by other children or young people. Abuse can occur within families, in schools or youth groups, online, and across age ranges. A younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. Such abuse should always be taken as seriously as abuse perpetrated by an adult but it is important to remember that children and young people who abuse other children and young people may have experienced abuse and neglect themselves.

Harmful Sexual Behaviour includes using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other children or adults. It is sometimes difficult to distinguish between normal childhood and adolescent sexual development and experimentation, and sexually inappropriate abusive or aggressive behaviour. Professional judgement may be required and concerns should be referred to your Designated Safeguarding Lead.

Sexual Images. Children and young people who generate and share sexually explicit images of themselves or others need to be aware that they are committing a criminal offence. This is sometimes referred to as 'sexting' and involves the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with the permission of the child or young person. 'Sexting' can also refer to written messages.

Sexual Exploitation of Children and young people Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent CANNOT be given even where the child believes they are voluntarily engaging in sexual activity with the person who is exploiting them Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Bullying is defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development. Bullying causes physical and/or emotional harm and can result in significant problems of low self-esteem, social isolation, anxiety, and depression for the children and young people subjected to it. Bullying



occurs in a variety of settings and can take place off and online.

Safeguarding concerns can also be categorised as follows;

PSHE Issue: if there is a concern regarding a child or staff member's family circumstances such as separation, divorce, dramatic change in financial security, dramatic change in parental/guardian health. This must be completed in the child's behaviour log on Office-365 and shared with the DSL, Phase Leader, or/ and the Principal, Heads and Assistant Heads.

Behavioural Issue: if there are concerning and possibly repetitive behaviour concerns including changes in behaviour and classwork. This must be completed in the child's behaviour log on Office-365 and shared with the Phase Leader, Lead Teacher Coordinator and the Deputy Heads. Concerning and/or repetitive behaviour will be monitored closely in the event that it evolves into a safeguarding or protection issue.

Safeguarding concern if there are suspicions or concerns with no immediate risk of harm. This must be done in recording on CPOMS and alert the DSL team. The DSL team will receive an immediate alert so they can action any concern.

Child Protection Concner is defined as: if there is a clear and immediate risk of harm. This must be done by recording this on CPOMS and alerting the DSL team. The DSL team receives an immediate alert so they can action any concern.

If in doubt, record it and inform the DSL or Vice Principal immediately.

Child Protection and Safeguarding Procedures

If a child approaches you with a concern:

- listen and be supportive
- let the child speak freely and don't ask them to share more than they wish to or ask probing questions
- be aware that they may not feel ready or know how to tell someone that they are being abused
- use reassuring body language and words, such as "You are doing the right thing by telling me" and "I'm sorry this happened to you – I am here to help"
- don't promise them that you won't tell anyone
- never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- tell them what you are going to do next and reassure them that they did the right thing by telling you
- write an account immediately on the Safeguarding Referral Form (see the form in the appendices) and give it to the DSL to review. If you need time to write this up please organise for someone to cover. The referral should be a factual account of conversations with the child or seen concerns. It should not contain feelings that have not actually been expressed by the child e.g. you can report "XXX said she felt scared at home" but you cannot report that you *felt* the child was scared at home.

If you observe anything concerning, please record on CPOMS and alert the 'Safeguarding Team'. This may include observing a member of staff behaving in a way which you consider to be a low level concern but nonetheless inappropriate.

If you hear something second-hand or from a third-party please do not approach the child or other people involved directly – please write an account immediately and present it to the DSL or DDSL to review.

Remember, when in doubt, write it down, share with the DSL or DDSL, and be assured that your efforts towards keeping our children safe are valued and appreciated.



Barriers to Sharing Concerns

It is important to realise that not everybody will be comfortable with sharing their concerns but it is important to generate a culture whereby people feel they can do so.

Barriers to Young People Sharing Concerns

- Feeling there is no-one to talk to (who will listen and can be trusted)
- Fear of not being listened to, understood, taken seriously or being believed
- A belief in self-reliance
- A sense of futility about sharing problems and a belief that nothing will change
- Embarrassment

Barriers to Adults Sharing Concerns

- Not wanting to burden others
- Fear of getting oneself or someone else into trouble
- Other adults trivialising or overreacting and making matters worse
- Fear of lack of control
- Limited knowledge of formal helping services and what they do
- Stigma of involvement with formal agencies

(Featherstone B and Evans (2004) Children experiencing Maltreatment: who do they turn to? NSPCC, London)

Staff behaviour and practice

In a school setting it is understood that staff will have varying degrees of contact with the children throughout the day. Common and routine tasks outlined below provide guidance on what is expected within Nadeen School. If unsure about a particular situation not outlined below the staff member must call another staff member to be present and contact a member of the senior leadership team for assistance.

Accompanying children to the bathroom, changing clothes, and intimate care (refer to intimate care policy)

Where appropriate and age-appropriate, children must be encouraged to take care of their personal hygiene and cleanliness while at school. If a child requires assistance in the bathroom or requires a change of clothing the lead staff member must call another responsible adult to be in the vicinity to be aware of the task at hand, maintaining the dignity of the child at all times. No one from outside of the school staff should be instructed to assist in this field of intimate care. Parents must be informed prior to collection that this intimate care has been provided.

Swimming

Some classes participate in a swimming programme. Children are entitled to respect and privacy when changing their clothes however; there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that other unacceptable behaviour does not occur. Where a child needs additional support for changing parental permission will be sought so as to maintain dignity. Parents will be asked to encourage increased independence by practicing swimming routines at home. Both wet and dry changing facilities will be available on the ground floor and first floor. Again adult supervision will be maintained in both.

Nurse room

In the event a child is overly distressed, resists treatment, and/or requires intimate care or clothing removal, the School Nurse must ask for another staff member to be present. Details of the care provided and any other staff in attendance will be completed on the C365 medical note prior to the child be collected at the end of the day.



Physical contact

Normal signs of affection, such as high-fives, holding hands, soothing contact (such as a gentle back rub if crying, sitting on the lap, or moving hair out of the face) is permitted with the child's consent. In the event a child is distressed or seeking comfort, staff may proceed with appropriate reassurance if the physical contact is initiated by the child. This can include use of comforting and soothing language and age-appropriate physical contact such as an arm around a shoulder or picking a child up. At no time may a child be pulled or moved by grabbing their arm or wrist, or pulled/pushed into position.

Use of images of children

On occasions the school will use photographs of children or their work on the school website/Twitter or in other publications, including social media operated by the school. It is policy that pupil names may accompany photographs but only after written permission has been given by the parent/guardian.

Physical restraint

Physical restraint is only permitted in the event a child is a danger to him/herself or another person. Another staff member must be called to be a witness in these circumstances and the parents informed immediately once the situation has been diffused.

Discussion with a child

Staff may find that they need to have a private meeting or discussion with a child for academic and/or pastoral support. In these circumstances the meeting should be held in a space which provides privacy but where there are other staff members in the immediate vicinity. Under no circumstances are staff permitted to sit next to or stand over children unnecessarily close, nor use intimidating body language.

Private tutoring and other employment

All staff employed by Nadeen School are required to inform the school Director of Administrative Affairs (DAA) and Principal of any private tutoring sessions conducted in or out of school.

All staff sponsored by the school are also required to provide details of any additional employment, be it private, paid, or voluntary. Please do not commence employment or volunteer services until you have received formal feedback. Please use the form below and return it to the DAA as soon as possible. This will be reviewed with the Principal and returned to you, with a copy placed in your permanent file. This information will be kept with the Human Resources Team.

Social Media

The School recognises the importance and prevalence of social media, both in private and in public for our employees. **Professional etiquette is required and expected at all times when using private and professional social media.**

General Rules regarding use of and interactions with media

- Employees may not provide statements to the press or other media channels without first obtaining approval and clearance from the Principal.
- Employees may interact on School-moderated social media ex: School Facebook/Instagram page by liking and sharing posts but not commenting.
- Employees may not interact with current parents and current learners of the School on social media.
- Employees may interact with past-parents and past-learners via social media on the proviso that all Nadeen School related information, be it past, present, or future, remain strictly confidential at all times, even after employment has ceased.
- Employees are to refrain from posting unauthorised photographs and other details pertaining to School matters on social media or other sites.



- Commenting on School matters on the internet and through social media is not permitted. Posting School matters on personal forums or commenting on comment threads is also deemed to be unprofessional and a breach of confidentiality. Professional etiquette is required.
- A written warning will be issued to employees who post content deemed unacceptable or unprofessional on social media sites and disciplinary action will be taken where required.

Public interaction on social media

- All professional social media accounts may be set to public.
- All professional social media accounts may not contain identifiable images of learners from Nadeen School but may contain images of professional work done within the School
- Staff may use or republish photos already published by the school

Private interaction on social media

- All personal social media accounts must be set to private.
- Employees are not permitted to comment on public media in a way that could bring themselves or the school in to disrepute
- This includes reference to all matters related to cultural and professional conduct expectations while being an employee of the school
- We recommend that employees do not interact with current parents or current learners of the School on private social media ex: being friends on/via personal Facebook accounts
- In the event that an employee is also a current parent of the School this point gives weight to the fact that they are an employee of the School first
- Employees are not permitted to access their personal email accounts or personal social media accounts during School time, unless during a designated break time.

Child specific instruction

In the event that there are child-specific instructions given to a teacher, by a parent/guardian or by the school, this must be done in writing and the message acknowledged.

In the event that there are child-specific instructions the class teacher in charge must note this on C365 and tracking and inform their Phase Leader, Operations Manager, Principal, and Director of Administrative Affairs in writing.

For example: if a family is separating, legal documents must be provided if one parent, previously permitted to have contact with the child, can no longer do so. A memo will be prepared and kept with the security desk and other relevant personnel at the school.

Volunteers and Visitors to the School

At no time are volunteers or visitors to the school left with children unsupervised. All volunteers within the school population are given a copy of the **Staff hand book and Safeguarding** to read and sign prior to starting at the school. All contractors and outside providers are given additional guidelines prior to commencing work at the school

Volunteer Checks

All volunteers into the school are normally chosen from within the parent population after a positive relationship has been established between the parent and the school. This includes PTA members who sometimes assist the school for one-off events. If a volunteer is scheduled to come into the school for more than 'just a one-off visit' then the school leadership will carry out a risk assessment to determine the volunteer's access to children and if they are required to undergo the same vetting process as employed staff.

Note regarding adult checks: by virtue of having a valid Bahrain residence permit any adult will have gone through a security check by the Ministry of Interior.

Visitors to the School and External Providers

- All visitors or people without school-issue ID must present a government-issue ID in order to gain entry to the site. All visitors are given red- lanyard to wear. Under no circumstances are visitors left with children



unattended.

- Contract work is done out of school hours where possible when children are not on site.
- Contractors who are required on site during school hours will be accompanied by a member of staff and not left on site unaccompanied at any point during their visit. If contractors are to be left by themselves then they must have gone through the appropriate checks.
- Staff responsible for employing external providers and contractors are also responsible for ensuring that these people understand and adhere to the school's safeguarding policies and expectations.

The DSL and the DDSL work in partnership and have weekly meetings, a member of the Executive Leadership Team also attends this meeting.

The DSL will reports any child protection issues to the relevant Vice Principals or Principal immediately.

Whistleblowing

Staff who are concerned about the conduct of another staff member, volunteer or parent are expected to report their concern to the DSL. The school recognises that this places staff in a difficult position and ensures through its approach that whistleblowers will face no adverse reaction or consequences as a result of their sharing.

[Whistleblowing Policy.](#)

Children, Parents and Visitors

Children, parents, and visitors are entitled and expected to voice any concern to the school at any time by contacting a member of safeguarding team.

Keeping of Safeguarding and Child Protection Records

The Department of Education advised in their letter Disposal of Child Protection Records 9th September 2014 that all Safeguarding and Child Protection records are kept in school until the child is 30 years of age.

Prevention

Throughout the school year safeguarding issues are addressed through weekly assemblies and there is a permanent child protection notice board in the main corridor, which provides advice and displays child helpline numbers.

Education programmes provided by outside agencies such as NSPCC, Childline, PSHE, Buddies in place for children. Participating in anti-bullying week activities, On-line safety workshops for pupils, staff and parents and participation in Internet Safety Week.

How the school will respond to a concern:

The DSL will examine any allegation of harm by:

- Reviewing all available evidence.
- Speaking with the children and adults involved, if necessary.
- Refer to the Child Protection Center.
- Refer to the Police – Nabi Saleh Police Station, Bahrain.

External agencies available

Currently available in Bahrain are the following support systems and referral points:

- Ministry of Education
- Child Protection Center at the Ministry of Social Development
- Professionals from the school Advisory Board – Child Psychologist and Counsellor
- Police



- Criminal Investigative Department (CID)
- Embassies
- Naval Base in the event of a concern involving serving military personnel

Learners (our children)

When a new child joins Nadeen School we will request that the current or most recent school share any safeguarding concerns. All relevant reports, therapist/doctor reports, and other professional documents are required at the time of application and enrollment.

When a child has a record of safeguarding and/or protection issues this information will be forwarded on to the next school.

Monitoring and Filtering

Batelco - Our internet provider applies global filters as a service in Bahrain.

Then also use our **Fortigate firewall** that applies web filtering and applications controls, the firewall blocks certain categories such as advertising sites and games plus social media for teachers, any suspicious websites are reported are also blocked in addition to any websites requested by teachers/admins after granting approval from IT Manager and SLT, that is to either allow or block the sites. Additionally the school management reserve the right to check devices manually including web browsing history and visited pages.

Also, we do use **Google for Education license** that also provides some layers of protection and restrictions. The designated safeguarding lead (DSL) and the Principal have responsibility for understanding the filtering and monitoring systems and processes in place as part of their remit.

The Safeguarding team along with the IT manager have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as outlined above.

Safer Recruitment

As a responsible employer, we exercise recruitment procedures that help deter and reject people who might abuse children.

All members of the Executive Leadership Team and Senior Leadership complete the safer recruitment training.

Staffing Checks

Our recruitment procedure includes a background check process that helps to deter and/or reject people who may be a risk to children. At the time of writing there is no all-encompassing international check available for employees or employers to check suitability to work with children.

All employees of the school are required to have satisfactorily completed the checks below. Staff are not permitted to work with children at the school until all the checks have been completed to our satisfaction.

- Police/background check from country of origin (passport nationality).
- Police/background check from current country of residence.
- If applicable, CID check from Bahrain dated within one week.
- Police/background check from any previous countries of residence.

These checks are only valid from the date of issue. As such, all international checks must be issued within a 1-month timeframe of submission to the school.



For UK nationals: in the event a DBS is not available the employee will be required to provide an International Child Protection Certificate from the Association of Criminal Records Office.

In addition to these checks all staff will provide at least:

- Copies of all degrees, transcripts, and photo identification as per the contract.
- Two references which must include:
 - Current/previous Headteacher's opinion on suitability to work with children.
 - Current employer and/or previous employer or reputable character reference
 - For an NQT, references must be from a leader at the university and also the headteacher from a teaching placement
 - Current/previous Headteacher's statement regarding any disciplinary matters.

Shadows, specialist support staff, supply staff, and private hire staff associated with specific children are subject to the same security checks as employed staff. External providers are subject to the same security checks as employed staff.

Single Central Record

All staff, regardless of role, are required to provide the School with background checks. The School maintains a single central record of background checks on staff. This is maintained by the Human Resources & Facilities Department. The types of background checks required vary depending on nationality and countries resided in.

The DSL monitors the Single Central Record at key points throughout the year.

Appendices

Procedure where the school has concerns, or has been given information, about possible abuse by someone

<p>Member of staff complete CPOMS (if they have access) or complete the referral form on what has been observed or shared and must ACT PROMPTLY. Source of concern is notified that the school will follow up appropriately on the issued raised.</p>		
↓		
<p>Staff member discusses concerns with the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead) and provides referral for if required.</p>		
↓		
<p>DSL or DDSL should consult with the Vice Principall or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought.</p>		
↓		
<p>DSL or DDSL clarifies/discusses concern with child/parent/carers and decides if a child protection referral is or is not required.</p>		
Child Protection Referral is required		Child Protection Referral is not required
<p>DSL seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the relevant agencies.</p>		<p>School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as local Family Support Hub with parental consent, and child/young person's consent (where appropriate).</p>
↓		
<p>Where appropriate the source of the concern will be informed as to the action taken. The DSL or DDSL will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.</p>		

*It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the Police and Bahrain Child Protection Services to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home.



CONFIDENTIAL – School-to-School Safeguarding Referral Form

To whom it may concern,

We have recently offered a place at Nadeen School to:

Name of child	
Date of Birth (dd/mm/yy)	
To start in class	
On the following date	
Name of Guardian (1)	
Name of Guardian (2)	

As part of our Safeguarding policy it is our duty to request information regarding any safeguarding or protection issues regarding this child. Please be assured that all information will be held and used in the strictest of confidence by Nadeen School and our Designated Safeguarding Officer. We would be very grateful if you could complete the form below and return it to: admissions@nadeenschool.com within 7 days.

----- please complete -----

Name of staff member completing this form	
Position	
Name of School	
Address	
General contact email	

_____ I am not aware of any safeguarding or protection issues regarding the above-named child

_____ I am aware of some safeguarding and/or protection issues regarding the above-named child.
Please see below (and attached if required) for more information

Safeguarding concerns:

